



## The Classification of Characters' Emotions in the Novel 'Rumah untuk Alie' and the Lesson Plan

Dinanda Nour Mansyah<sup>1\*</sup>, Pana Pramulia<sup>2</sup>

<sup>12</sup>Prodi Pendidikan Bahasa Indonesia, Universitas PGRI Adi Buana Surabaya, Jawa Timur, Indonesia

\*E-mail: [dinandanourmansyah@gmail.com](mailto:dinandanourmansyah@gmail.com)

### ABSTRACT

This study aims to describe the characterization and classification of characters in the novel *Rumah untuk Alie* by Lenn Liu. In terms of process and results, this study uses a qualitative descriptive method. From the perspective of data sources, this study is a library research. Data were collected using observation guidelines for the novel *Rumah Untuk Alie*. Data were analyzed using a literary psychology approach, utilizing David Krech's theory of emotional classification, which Albertine Minderop has modified into three stages: data reduction, data presentation, and conclusion drawing. Data validity was obtained by theory triangulation. The results of the study on the classification of character emotions: 1) suppressed guilt occurs when the Jdoraksa family feels regret for their treatment of judging Alie; 2) Suppressed Guilt; 3) self-punishment is carried out by Alie who ends her life by consuming high doses of drugs and drowning her body in the sea; 4) shame appears when the video of Alie's fight with the Hexa Gang goes viral and the incident when Alie asks for a hug from Natta; 5) sadness comes when Gianla dies; 6) hatred is very dominant in the character of Alie, often experiencing physical violence from her family; 7) love comes from Alie's feelings of affection for her family and Selena's feelings of love who are always there when Alie needs them. The results of the prominent emotional classification of this study are hatred, while the results of the weak emotional classification are the concept of guilt. The results of the prominent emotional classification of this study are hatred, while the results of the weak emotional classification are the concept of guilt.

*Keywords:* classification, characters' emotion, novel, lesson plan

## Klasifikasi Emosi Tokoh Novel 'Rumah untuk Alie' serta Rencana Pelaksanaan Pembelajaran

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penokohan dan klasifikasi tokoh pada novel *Rumah untuk Alie* karya Lenn Liu. Dari segi proses dan hasil, penelitian ini menggunakan metode deskriptif kualitatif. Dari perspektif sumber data, penelitian ini berjenis penelitian kepustakaan. Data dikumpulkan menggunakan pedoman observasi terhadap novel *Rumah Untuk Alie*. Data dianalisis menggunakan pendekatan psikologi sastra dengan memanfaatkan teori klasifikasi emosi dari David Krech yang sudah dimodifikasi oleh Albertine Minderop dalam tiga tahapan, yakni reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh dengan triangulasi teori. Hasil penelitian tentang klasifikasi emosi watak tokoh: 1) rasa bersalah yang dipendam terjadi ketika keluarga Jdoraksa merasa menyesal atas perlakuannya yang selama ini menghakimi Alie; 2) Rasa Bersalah yang Dipendam; 3) menghukum diri sendiri dilakukan oleh Alie yang mengakhiri hidupnya dengan mengonsumsi obat-obatan yang berdosisi tinggi dan menenggelamkan badannya di laut; 4) rasa malu muncul saat video pertengkaran Alie dengan Geng Hexa yang viral dan kejadian di saat Alie meminta pelukan dari Natta; 5) kesedihan datang di saat meninggalnya Gianla; 6) kebencian sangat mendominasi pada tokoh Alie, sering mendapatkan kekerasan fisik dari keluarganya; 7) cinta hadir dari perasaan sayangnya Alie terhadap keluarganya dan perasaan cinta Selena yang selalu ada disaat Alie membutuhkan. Hasil klasifikasi emosi yang menonjol dari penelitian ini adalah kebencian, sedangkan hasil klasifikasi emosi yang lemah adalah konsep rasa bersalah. Hasil klasifikasi emosi yang menonjol dari penelitian ini adalah kebencian, sedangkan hasil klasifikasi emosi yang lemah adalah konsep rasa bersalah.

*Kata kunci:* klasifikasi, emosi tokoh, novel, rencana pelaksanaan pembelajaran

Submitted  
04/06/2025

Accepted  
09/07/2025

Published  
26/07/2025

Citation	Mansyah, D. N., & Pramulia, P. (2025). The Classification of Characters' Emotions in the Novel <i>Rumah Untuk Alie</i> and the Lesson Plan. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 4, Nomor 4, Juli 2025, 719-732. DOI: <a href="https://doi.org/10.55909/jpbs.v4i4.751">https://doi.org/10.55909/jpbs.v4i4.751</a>
----------	--

Publisher  
Raja Zulkarnain Education Foundation

## INTRODUCTION

Authors portray humans in literary works because their emotional behaviour can be related to everyday life. Literature is a work of life that uses imaginative and emotional language. Literature is also a form of contemplation and expression of the author's ideas based on the socio-cultural realities of society (Pramulia & Prawoto, 2023:166). Therefore, many literary works discuss the interaction between humans and their environment.

Literature has a characteristic in characterisation, namely the portrayal of emotions. One type of literary work that features characters is the novel. In creating a novel, the author draws on their own life experiences. A novel is a long prose composition that contains a series of stories about a person's life and the people around them, highlighting the characters and their traits (Purwanto & Budiyo, 2021, p. 67). Novels serve as a form of entertainment for readers (Abani, 2019:11).

However, today, novels are not only used by readers for entertainment. Novels can also be a source of learning for readers (Nurjannah, 2014:7). Many have used novels as material for literary research. One approach that can be applied to studying literary works involving psychological conflict is through a literary psychology approach (Minderop, 2018:9). Defines literary psychology as having three theoretical schools of thought. First, psychoanalysis presents humans as formed by instincts and conflicts within personality structures. These conflicts arise from the struggle between the id, ego, and superego. Second, behaviourism characterises humans as flexible, passive, and submissive victims of environmental stimuli. Third, humanistic psychology is an emerging movement that presents humans differently from the depictions of psychoanalysis and behaviourism.

In the context of literature and psychology, several factors can contribute to psychological changes, one of which is emotion. Krech (in Minderop, 2018:40) explains that emotional situations can evoke feelings related to the resulting actions and lead to tension. According to Minderop (2018:39) in his book, psychological symptoms can

be classified into seven emotional causes, including guilt, repressed guilt, self-punishment, shame, sadness, hatred, and love.

One literary work that can be studied in terms of its characters' emotions is the novel "Rumah untuk Alie" by Lenn Liu, first published in February 2024 by Tekad Media. This novel tells the story of the emotional distress experienced by the main character, Alie, a girl whose mother died due to her carelessness while playing in the street. She lives with her four brothers and her father. She must live her days with the bitterness of accusations from her brothers, who consider her a murderer.

The researcher chose Lenn Liu's novel *Rumah Untuk Alie* because of its compelling depiction of emotional classification, particularly regarding the psychological state of each character as they face their conflicts. The narrative presented in this novel presents a series of conflicts for each character, leading them to experience inner conflict that can be related to contemporary phenomena. The author's depiction of *Rumah untuk Alie* demonstrates a psychological content reflected in the story, grounded in human emotions. The psychological pressure experienced by each character creates recurring emotions, prompting the researcher to examine the novel to understand the underlying causes of the diverse emotions that each character exhibits. Furthermore, the novel *Rumah Untuk Alie* has not yet been studied using literary psychology, as it is a relatively new work.

The emotional forms depicted in *Rumah untuk Alie* piqued the researcher's interest, using David Krech's theory of emotional classification. Therefore, the researcher chose the title "Character Emotional Classification in Lenn Liu's novel *Rumah untuk Alie*" as a literary psychology study.

In the context of literature for society, literary studies need to be linked to learning in secondary schools. This linkage is limited to the development of lesson plans involving the use of a process skills approach, copying assignments, and tests using Google Forms in grade 12 of secondary school.



Based on the background above, the research problem is formulated as follows:

- 1) What is the classification of emotions in Lenn Liu's novel 'Rumah untuk Alie'?
- 2) What is the lesson plan for classifying the emotions of the characters in 'Rumah untuk Alie'?

This study has two objectives. First, to describe the classification of emotions in Lenn Liu's novel "Rumah untuk Alie. Second, to describe a learning plan for classifying the emotions of the characters in the novel "Rumah untuk Alie."

Relevant research is essential for this study, as it serves as a benchmark or comparison between previously studied and unstudied literary works. The following three relevant studies are intended:

- 1) Shabrinavasthi (2017), Classification of the Emotions of the Main Character Erika in the Novel *Die Klavierspielerin* by Elfriede Jelinek: A Psychological Analysis of Literature."
- 2) Septiana, Murahim, and Marii (2020), Classification of the Emotions of the Character Nathan in the Novel *Dear Nathan* by Erisca Febriani: A Study from David Krech's Perspective." *Jurnal Bastrindo*, 1(1), 17–31. <https://doi.org/10.29303/jb.v1i1.16>
- 3) Safitri et al.. (2021) in their study entitled "Psychological Analysis of the Character Nuning in the Drama Script *Nuning Bacok* by Andy Sri Wahyudi (A Study of Literary Psychology). *Onoma Journal: Education, Language, and Literature*, 7(2), 650–662. <https://doi.org/10.30605/onoma.v7i2.1353>

## METHOD

This research is a descriptive qualitative study using content analysis. According to Bogdan and Taylor (in Moleong, 2017:4), qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people and observable behaviour.

This research uses an expressive approach. The expressive approach in qualitative research is

a perspective that positions literary works as a direct reflection of the author's soul and feelings. The main characteristic of the expressive approach is that research often involves psychological analysis of the characters in the literary work. This study uses a type of literary psychology study, namely David Krech's emotion classification theory, as modified by Minderop.

Data are sources of information that are selected for analysis (Siswantoro, 2010:70). The data in this study consist of quotations, clauses, and sentences that refer to the emotional classification of characters in Lenn Liu's novel *Rumah Untuk Alie* from a literary psychological perspective.

According to Siswantoro (2010:72), data sources are related to the research subjects from which the data are obtained. The data source for this study is a literary document in the form of a novel entitled "Rumah untuk Alie" by Lenn Liu, published on February 27, 2024, by Kawah Media Publishers.

Data collection techniques are the most strategic step in research, as the primary goal of research is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data standards. The data collection techniques used in this study utilise library research and note-taking.

Data analysis is a crucial part of research, as it provides the foundation for developing findings. Analysis, from this perspective, encompasses three stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2009:15).

Data validity techniques are methods used to test the accuracy of the data obtained. Data validity techniques encompass various techniques. However, the researcher will utilise triangulation techniques. According to Moleong (2017:330), triangulation is a data validity technique that utilises something other than the data itself for checking or comparing data. This method involves the use of multiple data sources, techniques, or researchers to verify the research results. In this study, the researcher employed theoretical triangulation to validate the data by applying a theoretical frame-

work to analyse Lenn Liu's novel *Rumah Untuk Alie*. This triangulation was carried out by matching relevant theories. The theory used was David Krech's literary psychology study, modified by Minderop.

Data from the novel were analysed by examining texts that categorised emotions within the novel. This study also drew on various sources, including books, articles, and journals that discuss David Krech's literary psychology. This helped the researcher understand the phenomenon from various perspectives.

## RESULT

### 1. Classification of Characters' Emotions in the Novel

#### 1.1 The Concept of Guilt

Guilt arises from a person's awareness of right and wrong. Guilt is a feeling of responsibility focused on someone who has committed an action.

##### Evidence 1

The tears she had been trying to hold back finally burst out, spilling out uncontrollably. Alie only realized what had happened, and this realization devastated her because she was powerless to change the situation (Lenn Liu, 2024:8).

"I accidentally killed my mother." (Liu, 2024:8).

From the evidence above, the emotional classification of guilt in Lenn Liu's novel "*Rumah untuk Alie*" appears to be illustrated by Alie, who feels guilty upon her mother's death. Alie cannot believe that the incident, which occurred due to her negligence, could have such a significant impact on her and her family's future.

Alie is aware that what she has done could harm others. However, this incident was not her intention, and she had no intention of harming her mother. The feeling of regret in Alie's heart continues to plague her. If she had to choose between the circumstances that had already occurred, Alie prayed to God to turn back time, preferring that she be the one affected rather than her mother. Because of that incident, Alie was no longer re-

spected in the family, and her siblings inflicted much abuse on her. This statement is proven by the author as follows.

##### Evidence 2

Alie sighed wearily. Truly, if she had known everything would be so painful growing up, Alie would have begged God to stop time. She wanted to stay stuck in that moment, so that she would never experience all the pain and loneliness. Unfortunately, no one knows what the future holds (Liu, 2024, 38-39).

### 1.2 Buried Guilt

Besides being aware of the concept of guilt, people often tend to suppress it, leading to feelings of guilt. This emotion usually occurs when someone hides something because they want to feel safe or are embarrassed to admit it. This repressed guilt is evident in Natta, who feels guilty about her treatment of her younger sister. The author describes this statement as follows.

##### Evidence 1

A glimmer of regret emerged in Natta's heart. After all, Alie was her only sister. Why didn't she treat Alie better? Why didn't she give Alie a second chance sooner after what happened to Gianla? Why did she wallow in resentment and anger for so long and punish Alie like everyone else (Liu, 2024:220)?

The feeling of regret was now unavoidable. In her entire life, Natta had never experienced such intense regret. It's true what they say, regret is inevitable (Liu, 2024:240).

From the statement above, Natta realised the mistakes she had made toward Alie. Alie has made many sacrifices for Natta. However, Natta easily disregards all the kindness Alie has shown. Natta only sees one mistake Alie made in the past. So he forgets the thousands of kindnesses Alie has given him, from the visible to the invisible. When the time is right, everyone will see who was wrong and who was right all this time. Natural selection will answer that. For several years, Natta has been



consumed by anger and a desire for revenge against Alie. With this arrogance, Alie never reciprocated even the slightest bit to Natta. When Alie chose to leave, all those who were arrogant towards her only regretted their actions.

#### Evidence 2

It turns out that he is no longer a father to his only daughter, but has instead transformed into a terrifying monster. Forgive me, Lie... (Liu, 2024:236) "Come home, son... Moreover, after that, I promise to take care of you with all my heart and be a home that will embrace you tightly. (Liu, 2024:248).

Not only does Natta feel guilty, but the father who has been abusing her also regrets his actions. This situation answers all this hatred. A father who should be at home, the most comfortable place for a daughter, does not apply to Alie, who has lived alone with the arrogance of her entire family. The only person Alie fears at home is Abimanyu.

#### Evidence 3

But..." Sadipta wiped away her tears. "Now Dipta realizes, Mom... It is not Alie who needs Dipta's forgiveness, but Dipta who needs Alie's forgiveness." "Sorry, Alie... Forgive your useless brother... Come home, Lie ... I promise, after this, this house will be Alie's true home... (Liu, 2024:246).

Sadipta is the eldest of four brothers. He has always been the one who refuses to help Alie and never accepts Alie's forgiveness. This behaviour stems from the events following Mother Gianla's death. Sadipta is the one who feels devastated by the incident. After Sadipta's tragedy, only Alie can help him, due to their similar blood type. However, when he offered this assistance, Alie was still ill and underage enough to donate blood. Since there was no other solution than Alie's help, Alie willingly offered it. After learning about the kindness Alie had shown to Sadipta and his siblings, he realized his mistakes towards Alie.

#### Evidence 4

Samuel pushed Bi Inah's fried rice away. Instead of enjoying the food, he chose to savour the longing that grew stronger every day. His heart felt as if it had been stabbed, leaving behind a terrible tightness. Missing... (Liu, 2024:241).

Samuel missed Alie's presence. "Ndaa... What have I done wrong all this time? Why do I only feel this tightness now that Alie is gone? It feels empty, Nda, I feel lost again." (Liu, 2024:242).

Samuel is the third-oldest sibling, not much older than Alie. Samuel, Natta, and Alie still attend the same school. Samuel is one of the older siblings who shows no compassion for Alie. When Alie wants to hitch a ride to school, Samuel is the one who vehemently refuses Alie's help because he will not care about the younger sibling he has always called a murderer. Meanwhile, the person who always cooks his favourite fried rice is Alie. However, Alie did not want to tell him because she was afraid of being rejected by the fried rice she made. What Samuel knows is that Bi Inah makes the fried rice. After Alie left the house for good, Bi Inah told Samuel that Alie had made all the fried rice he had been eating. "Samuel felt guilty towards Alie. So far, Alie has shown him much kindness. Because of his arrogance towards Alie, Samuel always disregarded the kindness that Alie showed him. Samuel regretted all his previous actions; with this regret, he could do nothing, because the person he had hated in the past had disappeared without any news of his return. That is regret, it will not come in the first place, because life in this world is full of choices. Sometimes we only know what is right after we choose wrong.

#### Evidence 5

Go home, Lie. You want me to take as many photos of you as possible, right? Go home first, so I can take lots of beautiful photos of you... (Liu, 2024:244).

Rendra, the second-oldest brother after Sadipta, has a hobby in photography. He is the older brother who is most reluctant to deal with Alie's behaviour with the other siblings at home. Rendra

could be called the most indifferent older brother. While Alie was being mistreated, Rendra could only remain silent and ignore the problem. If it were said that everyone was devastated by what happened to his mother, Rendra also felt devastated by the incident. However, Rendra chose to remain silent so as not to waste his energy getting angry over what had happened. After the truth about Alie was revealed, Alie, who had been considered a bad luck charm by her entire family, turned out not to be. Everyone had been looking at her wrongly. Rendra felt guilty and realised his indifference to Alie.

### 1.3 Self-Punishment

Self-punishment refers to the action or thought pattern of someone who tends to blame or punish themselves for mistakes, failures, or actions they perceive as wrong. This can take various forms, such as intense feelings of guilt, self-deprecation, or attempting to correct mistakes in extreme or unhealthy ways. Within the classification of self-punishment emotions, a person usually realises, regrets, and acknowledges their mistakes, often leading to self-punishment. This concept is evident in Lenn Liu's novel "Rumah untuk Alie" (Home for Alie), which depicts the character Alie. The following excerpt illustrates the author's description:

#### Evidence 1

Full of uncertainty, the girl unscrews the bottle cap and squeezes more than one pill into her palm. Her mind wanders between two difficult choices: to forget reality with the help of drugs, or to endure the bitterness of life. This choice becomes an internal battle between the desire for closure and the desire to find long-lost happiness (Liu, 2024:89).

The excerpt above illustrates that Alie often punishes herself by consuming low doses of drugs. She had prepared these medications for when she could not bear to face her life anymore. The purpose of these medications was to relieve the fatigue in her head. The effect of taking these

medications allowed Alie to fall asleep soundly, obscuring the pain of the bruises on her body. After experiencing various crimes from her family, Alie considered switching to a higher dose of medication. Alie's emotions were uncontrollable, as she was the only one at home who could handle her problems.

Alie attempted to end her life by taking several medications. Not only was her mental state battered by the various conflicts she faced, but she also kept the mental stress to herself, with no one to help her with the problems she faced. Even Bi Inah, the housemaid, who was aware of the incident, did not dare to help her. She could only pray that her daughter would be okay. Her only choice was to leave this world to be with her mother or endure the various problems she had.

Furthermore, Alie had also punished herself by doing irrational things. Alie tried to give up on this world by ending her life by drowning herself in the sea. Alie gave in to all the emotional pressure her family had put on her. So, Alie thought that perhaps by losing herself in the sea, she would be happy to meet her mother there. Alie's evil plan was thwarted by a fisherman who learned of Alie's terrible actions. Not only did the fisherman help rescue Alie, but also Sadipta, Alie's older sister, who was worried and assisted in rescuing Alie from the strong waves. Sadipta was annoyed with Alie, who had easily considered ending her life. Did Alie not see what had happened before? Her mother was willing to give her life to save Alie.

Meanwhile, the one she saved lost her life in a ridiculous incident. Indirectly, Alie tortured herself emotionally. The following quote illustrates the author's description below.

#### Evidence 2

If they don't accept me completely, then maybe the sea will accept me completely, right? Suddenly, her footsteps moved away from the shore, heading towards the ocean before her. As time went on, the waters grew deeper and deeper, swallowing her. Until finally her tears mixed with the cold seawater



and the top of her head was no longer visible. Sea... please embrace this fragile body (Liu, 2024:148).

#### 1.4 Shame

Shame is a feeling of discomfort or awkwardness that arises when someone feels that they or their actions do not conform to norms, social expectations, or moral standards accepted by society. Shame is different from guilt. Shame can arise from behaviour or situations that are considered wrong, inappropriate, or embarrassing, either to oneself or to others

##### Evidence 1

Oooh, is that Alie? The one in the video, right?"

Is this what a bully looks like?"

These words reached Alie's ears as she walked down the school corridor. Alie, who had seen the video of her bullying, could only lower her head and continue walking. Although her ears were burning and her eyes were almost teary, Alie steeled herself and quickened her pace to reach class quickly. However, she stopped in her tracks when someone called out to her (Liu, 2024:185-186).

The quote above illustrates Alie's embarrassment over her video going viral on social media, which resulted from an argument between Alie and the Hexa Gang. The actual video was edited meticulously, in keeping with the Hexa Gang's cunning plan to embarrass Alie. The video appears to be Alie's fault, but she was merely defending herself from being bullied by the Hexa Gang.

Furthermore, in the novel "Rumah untuk Alie," shame resurfaces when a long-lost feeling is suddenly forced into action. The following quote illustrates the author's description.

##### Evidence 2

Alie, between sobs, looked at Natta hopefully. "God, can I be a little greedy today?" (Liu, 2024:123).

Sis, can I have a hug?" Alie ventured. "Just once, Sis. Please hug Alie."

A harsh sigh was heard, followed by a silence that quickly settled in. Natta stood up, putting the gauze and antiseptic back where they belonged. Ignoring the request, the boy left, leaving Alie in the empty, silent room (Liu, 2024:124).

From the statement above, Natta is depicted as Alie's older brother, embarrassed to do what Alie asked, even though hugging has been Natta's habit since Alie was little, when her mother was still around. Alie longed for Natta's hug. However, Natta did not give it to her, as she was embarrassed if someone at school found out that Alie was the younger sister of the school's most prominent figure, Natta. Alie's status as Natta's younger sister had been hidden at school because Natta did not want the school community to know that Alie was his sister. Alie felt saddened to have to accept this in her life since her mother had left her. If only her mother had not died, Alie would have been a centre of attention at school, just like her brother.

#### 1.5 Sadness

Sadness is an emotional feeling that arises in response to an experience or event perceived as loss, disappointment, or unhappiness. It can be caused by various things, such as the loss of a loved one, failure to achieve a goal, or even feelings of dissatisfaction with life. Sadness is often characterised by feelings of emptiness, difficulty accepting reality, or even feelings of anxiety and isolation. Grief over the loss of a loved one can give rise to feelings of regret and disappointment. In Lenn Liu's novel "Rumah untuk Alie," the author depicts the grief of the death of a mother whom her children and family had deeply loved. The author describes this as follows:

##### Evidence 1

Mom, wake up, Mom! Wake up!"

Suddenly, a loud, approaching scream interrupted Alie's reverie. Her gaze darted to the four boys who were now running and surrounding their mother. Then, her eyes fell on her father, who

was sobbing. Alie froze. She did not speak, did not blink, did not move, only tears that flowed unbidden (Liu, 2024:7).

The author describes the characters' emotional experiences over the grief they experienced: the loss of their mother due to one of her children's careless crossing of the street. Everyone felt the loss, leaving a deep wound for the characters to heal. Alie, who had crossed the street carelessly, felt regret. The consequences of his carelessness resulted in the loss of a loved one's life. If Alie had not been playing in the street, perhaps his mother's life would not have been lost. However, this incident could have been fate. If it was fate's will, no one could deny it. All the children and family members were disappointed by Alie's behaviour. No one accepted this incident. This led to hatred for Alie among them.

#### Evidence 2

They don't want to see a murderer."

That one sentence immediately made Alie feel a tightness in her chest."

"Sis!" Alie's eyes immediately filled with tears (Liu, 2024:13).

The dialogue above demonstrates the sadness Alie experienced as a result of Rendra's words. Since Bunda Gianla died, her entire family has cruelly labeled Alie a murderer. Alie couldn't accept that label. She didn't feel like she killed her mother intentionally. It was all about fate, but they all refused to accept it.

#### Evidence 3

"Here, Sis. You should have held me tight here so I would have died for real!" Alie whispered as tears fell uncontrollably (Liu, 2024:46)

The statement above depicts an act of violence perpetrated by Rendra against his younger sister, Alie, in a very aggressive and unempathetic manner. Rendra seemed indifferent to Alie's feelings or safety, and showed no sense of responsibility or desire to resolve the issue in a more amicable manner. Rendra's violent behavior reflected deep emotional tension, likely related to

frustration or issues that prevented him from controlling his anger. The issue was simply over a music box; Rendra accused Alie, who was relaxing in her room. His accusations were without any evidence, and thus, Rendra dared to resort to violence against his innocent sister.

#### Evidence 4

His body ached, but his heart ached even more. How could... how could a father, who should have protected him, beat him like this? How could a home that should have been his safest place now become a place of torture for him? How could...? (Liu, 2024:57).

The quote above reflects a profound sense of emotional pain resulting from the betrayal and violence that came from the person closest to him, his father. A father figure is supposed to provide protection and affection. Furthermore, a father is usually a daughter's safest refuge, but this was not the case for Alie. In her life, her father became the source of suffering for every incident Alie experienced. Just because she was dropped off after school by a male friend with whom she had no closer relationship, just a friend. It was considered against the rules. A father refused to help when needed, and when others helped Alie, he always received violence. So Alie wondered, how could a father do something inappropriate to his child? The sentence shows deep despair and confusion. Questions like these are not expected to be answered directly, but rather express feelings of disbelief and despair about the situation they face.

### 1.6 Hatred

Hatred is an intense, negative feeling toward a person, group, or thing, often accompanied by a desire to harm or cause harm to the object of hatred. Hatred can arise for various reasons, including differing views, negative experiences, a sense of injustice, or profound disagreement. This feeling can cause a person to feel angry, frustrated, or even afraid of the object of hatred.

Hatred is not simply a feeling of dislike or aversion that results in a desire to avoid, but, but



rather to destroy. This feeling of hatred can even cause physical and mental harm to the main character due to the behavior of other characters. There are several pieces of evidence of hatred depicted by the author in Lenn Liu's novel 'Rumah untuk Alie'.

#### Evidence 1

Alie suddenly felt awkward. Her hands were fidgeting with the hem of her uniform skirt. When her eyes met those of her father, Abimanyu, they met. Alie swallowed hard when she saw Abimanyu's cold gaze, then averted his gaze elsewhere. After that, her father suddenly stood up and, without saying a word, left the dining table (Liu, 2024:11-12).

Since the death of Gianla, her mother, Alie has been the child her father hates most. Alie feels deeply awkward and uncomfortable, while Abimanyu always displays a cold and avoidant attitude. Whenever Alie is present, Abimanyu always leaves to avoid direct contact with her.

#### Evidence 2

"You are a real mood-breaker," said Rendra, still with his back to Alie. "You should not have come down. Your presence only ruins everyone's mood." (Liu, 2024:13).

It was not just her father who hated Alie; her older brother, Rendra, also disliked her after Gianla's death. Alie's presence was seen as a nuisance or a negative element in every situation. Rendra disliked Alie's presence and felt that her presence disrupted the existing harmony. On the other hand, Rendra also displayed physical and emotional avoidance by consistently turning his back on Alie, which worsened communication between them and created a deeper distance in their relationship.

#### Evidence 3

##### Murderer.

That one word was constantly used against him by Abimanyu, as well as his four siblings. His mother's departure was his fault. Indeed, after five

years, they had not yet come to terms with their past grief. His father and siblings were imprisoned in hatred, and he bore all the blame placed on him alone (Liu, 2024:13-14).

The word "Murderer" was not just an accusation, but a label that constantly stuck to Alie. The word was deeply hurtful because it carried a negative and heavy connotation. Alie felt deeply guilty and responsible for his mother's death or departure. He felt that he was the primary cause of this tragic event. This guilt had persisted for five years, becoming an unhealed wound that prevented the process of healing or reconciling with the past. Hatred had become a "prison" for his father and siblings. They were trapped in negative feelings that prevented them from healing. Hatred became a powerful barrier, preventing them from seeing Alie with understanding. This hatred was not only painful for Alie, but also the other family members trapped in these feelings. Alie was treated as a scapegoat, forced to bear the burden of mistakes for which she was not entirely responsible.

#### Evidence 4

Rendra slapped his sister's hand away. Heartlessly, he pushed her body hard against the edge of the study table. Ignoring Alie's grimace, Rendra immediately left the room (Liu, 2024:46).

Rendra's hatred had gone beyond mere words; he had even dared to express it through physical violence. Rendra not only physically pushed Alie against the table, but also demonstrated a complete disregard for his sister's pain and feelings. Alie was forced to endure the physical and emotional pain alone, while Rendra avoided it by choosing to leave the room without giving her a chance to resolve it.

#### Evidence 5

Exactly two meters in front of her, Abimanyu stood before Alie, his hands on his hips. His eyes were sharp, then he stepped forward and pulled Alie's hair to make her face him (Liu, 2024:123).

A father who should have protected and embraced his only daughter, after what happened to her mother, Abimanyu's head was filled with a

raging hatred for her. At home or outside, Alie had no one to protect or warm her life. Only one of her school friends accompanied her to school every day. After school, Alie had to relive the bitterness of a world she should not have experienced. A misunderstanding with her father had resulted in painful insults and abuse. However, Alie also received several blows to her body.

### 1.7 Love

Love can also be defined as a feeling within a person that is influenced by contextual factors. The philosophy of Love is a good quality that colours all kindness, compassion, and affection, such as the affection shown by Alie to all her brothers. The author describes this as follows:

#### Evidence 1

The sound of birds chirping in the morning disturbed Rendra's sleep. The boy opened his eyes and stretched slowly. His body felt much more comfortable, and his head no longer ached. It seemed that Alie's compassion last night had a significant effect on him (Liu, 2024:175).

Despite the constant abuse and beatings Alie received, Alie held no grudge against his siblings. Alie remained loving and always there when he needed her help. His brothers still felt affection for Alie, though it was only a small amount. However, his four siblings still had not come to terms with what had happened to them. There were still old wounds buried deep within them, and they constantly resurfaced when they saw Alie, a consequence of their mother's death.

#### Evidence 2

The three of them then returned to discussing their assignments, although occasionally, Aji and Selena interjected with humorous remarks. The virtual conversation brought joy amidst Alie's chaotic life. Deep down, Alie felt grateful to be able to work with Selena and Aji again on physics assignments and other assignments. However, most of all, she is grateful that God allowed her to have friends like Selena and Aji (Liu, 2024:98).

The quote above illustrates love in the form of affection between friends. When Alie was faced with various trials from her family, Selena and Aji comforted her by providing entertainment with jokes. Alie felt grateful that there were still people willing to accompany her, even though her world was destroyed because of her family. According to Alie, simply having good friends who were always there when she needed them was the greatest gift God had given her.

### 2. The Lesson Plan

The lesson plan is limited to core activities. These activities involve a process skills approach, copying task techniques, and testing techniques using Google Forms, namely:

- 1) The teacher assists students in writing a description of the meaning of the novel's character classification on blank paper, photographing it, and uploading it to a Google form.
- 2) The teacher assists students in writing a synopsis of the novel 'Rumah untuk Lie' on blank paper, photographing it, and uploading it to a Google form
- 3) The teacher facilitates students to work on question 1, namely writing on the Google form a fragment of the novel 'Rumah untuk Lie' which contains The Concept of Guilt.
- 4) Students are facilitated by the teacher to work on questions 2, namely writing on a Google form about the novel fragment 'Rumah untuk Lie' which contains The Buried Guilt
- 5) Students are facilitated by the teacher to work on questions 3, namely writing on a Google form about the novel fragment 'Rumah untuk Lie' which contains The Self-Punishment.
- 6) Students are facilitated by the teacher to work on questions 4, namely writing on a Google form about the novel fragment 'Rumah untuk Lie' which contains The Shame.



- 7) Students are facilitated by the teacher to work on questions 5, namely writing on a Google form about the novel fragment 'Rumah untuk Lie' which contains The Sadness.
- 8) Students are facilitated by the teacher to work on questions 6, namely writing on a Google form about the novel fragment 'Rumah untuk Lie' which contains The Hatred.
- 9) Students are facilitated by the teacher to work on questions 7, namely writing on a Google form about the novel fragment 'Rumah untuk Lie' which contains The Love.

## DISCUSSION

From the results of the above research on Lenn Liu's novel "Rumah Untuk Alie," which uses David Kreach's emotional classification theory as modified by Minderop, several previous studies are relevant to the study of literary psychology, particularly those related to the characters' emotions conveyed by David Kreach.

Relevant previous research serves as a guideline in supporting the author's analysis of the character's emotional classification in Lenn Liu's novel Rumah untuk Ale. By studying and comparing the results of previous research, the author hopes to gain extensive knowledge, especially regarding the emotions of characters in literary works. The following are some reviews of previous research with the current research.

Shabrinavasthi (2017) titled "Classification of the Emotions of the Main Character Erika in the Novel Die Klavierspielerin by Elfriede Jelinek: A Psychological Analysis of Literature.

This research examines the character's emotions in the novel and analyses them based on David Kreach's theory. The results show that the main character, Erika, exhibits the following emotional classification: basic emotions consisting of 6 feelings of joy, four feelings of anger, six feelings of fear, and two feelings of sadness. Emotions related to sensory stimulation consist of

2 feelings of pain and 20 feelings of pleasure. Emotions related to self-assessment consist of four feelings of success and failure, four feelings of pride and shame, and two feelings of guilt and regret. Emotions related to others consist of 10 feelings of love and 13 feelings of hate. The relevance of Shabrinavasthi's research to this study lies in its utilisation of David Kreach's emotional classification theory, making it a helpful reference source for the author.

However, while the previous study used the emotional classification theory derived from its source, namely David Kreach, this study has been modified by Albertine Minderop. Another difference lies in the research object. The previous study used the novel "Die Klavierspielerin" by Elfriede Jelinek. The current study uses the novel "Rumah untuk Alie" by Lenn Liu. "Ayu Septiana, Marii, and Murahin (2020) titled "Classification of Nathan's Emotions in the Novel 'Dear Nathan' by Erisca Febriani: A Study of David Kreach's Perspective.

The results of their research indicate that there are seven emotional classifications, as seen from David Kreach's perspective, in Nathan in Erisca Febriani's novel, "Dear Nathan." These emotional classifications are guilt, repressed guilt, self-punishment, shame, sadness, hatred, and love.

The most dominant emotional classification in Nathan is hatred, while the weakest emotional classification in Nathan is guilt. The research conducted by Ayu Septiana, Marii, and Murahin is similar to the current study in the theory used, which both utilise David Kreach's theory, and the clarification of dominant emotions yields similar results. The difference between the current study and previous studies lies in the object of discussion. While the previous study focused solely on the main character, the current study encompasses all characters whose emotions are depicted in the story.

Farida Nur Saffitri, Suntoko, and Wienike Dinar Pratiwi (2021) conducted a study entitled "Psychological Analysis of the Character Nuning in the Drama Script Nuning Bacok by Andy Sri

Wahyudi (Literary Psychology Study). The results of their study indicate that the psychological elements of the character Nuning are divided into two main topics: her personality structure and her defence mechanisms against conflict. The study concluded that the most prominent aspect of her personality structure is the Id. This can be seen in two basic mechanisms within the Id: reflex actions and primary processes. The character Nuning engages in reflex actions and performs primary processes several times in her activities. In the ego aspect, Nuning has to make decisions and solve problems in her life several times. In the superego aspect, Nuning has good morals and is polite, following the advice given by her parents. The relevance of Farida Nur Saffitri, Suntoko, and Wienike Dinar Pratiwi's research to this study is that they both employ an approach to studying literary psychology as research material. Besides the similarities, there are differences between this research and previous research, namely in the data sources and theories used. The research conducted by Farida Nur Saffitri, Suntoko, and Wienike Dinar Pratiwi is a study that utilises Sigmund Freud's psychoanalytic theory. This research, however, employs David Krech's emotional classification theory, as modified by Albertine Minderop.

The use of a process skills approach, copying assignments, and tests using Google Forms in teaching character classification in novels is believed to increase student motivation, which in turn helps achieve learning objectives. This finding is supported by various scientific articles published in online journals, such as Razak (2025), Dewi & Damayanti (2025), and Sumiati & Afandi (2025).

Penggunaan media google form dalam pembelajaran ini diyakini memiliki beberapa fungsi. Pertama, memudahkan siswa untuk melaksanakan pembelajaran di luar kelas. Hal ini disebabkan materi pembelajaran sastra itu tidak mungkin siap terlaksanakan dalam pembelajaran di kelas. Artikel ilmiah jurnal online yang berisi pembelajaran menggunakan media google form antara lain (Rahman, et al., 2021; Damayanti & Hamidah, 2023; Yuniarti et al., 2023). Kedua,

media google form adalah jenis media elektronik. Lazimnya, media elektronik diyakini mampu meningkatkan motivasi belajar siswa. Artikel ilmiah jurnal online yang berisi pembelajaran menggunakan media google form antara lain (Florina & Atmazaki, 2023; Ahmed et al., 2021; Al-Shourafa, 2012).

## CONCLUSION

These are two conclusions drawn from this article. First, the classification of character emotions: suppressed guilt occurs when the Jdoraksa family feels regret for their treatment of judging Alie; 2) Suppressed Guilt; 3) self-punishment is carried out by Alie who ends her life by consuming high doses of drugs and drowning her body in the sea; 4) shame appears when the video of Alie's fight with the Hexa Gang goes viral and the incident when Alie asks for a hug from Natta; 5) sadness comes when Gianla dies; 6) hatred is very dominant in the character of Alie, often experiencing physical violence from her family; 7) love comes from Alie's feelings of affection for her family and Selena's feelings of love who are always there when Alie needs them. The results of the prominent emotional classification of this study are hatred, while the results of the weak emotional classification are the concept of guilt. The results of the prominent emotional classification of this study are hatred, while the results of the weak emotional classification are the concept of guilt. Second, the character classification learning plan for "Rumah untuk Alie" involves 9 core activities through learning using a process skills approach, copying assignments, and tests using Google Forms.

## REFERENCES

- Abani, M. H. (2019). Fakta dan Fungsi Sosial Novel *Trah Karya* atas S Danusubroto. *Sutasoma* / : *Jurnal Sastra Jawa*, 7(1), 7–12. <https://doi.org/10.15294/sutasoma.v7i1.32779>



- Ahmed, M. M. H., McGahan, P. S., Indurkha, B., Kaneko, K., & Nakagawa, M. (2021). Effects of Synchronized and Asynchronized e-feedback Interactions on Academic Writing, Achievement Motivation and Critical Thinking. *Knowledge Management and E-Learning*, 13(3), 290–315. <https://doi.org/10.34105/j.kmel.2021.13.016>
- Al-Shourafa, A. (2012). The Effect of Motivation on Jordanian 10 Th Grade Students' Writing Skill in English. *European Scientific Journal October Edition*, 8(22), 235–247. <https://doi.org/10.19044/esj.2012.v8n22p>
- Albertsen, E.J., O'Connor, L.E., & Berry, J. (2006). Religion and Interpersonal Guilt: Variations Across Ethnicity and Spirituality. *Mental Health, Religion & Culture*, 9(1), 67–83. <https://www.tandfonline.com/doi/abs/10.1080/13694670500040484>
- Altenbernd, L., & Luwis, L. L. (1996). *A Handbook for The Study of Fiction*. London, UK: The Macmillan Company.
- Aminuddin. (2004). *Pengantar Apresiasi Karya Sastra*. Bandung: Sinar Baru Algensindo.
- Atkinson, R. L. (1996). *Pengantar Psikologi I*, Edisi Kedelapan. Jakarta: Erlangga.
- Damayanti, W., & Hamidah, S. (2023). The Writing Skills Reducing Background of Scientific Articles Online Journal of Indonesian Education University Freshmen. *DISCUSSANT: Journal of Language and Literature Learning*, 1(1), 1–12. <https://doi.org/10.55909/dj3l.v1i1.1>
- Dewi, Y. S., & Damayanti, W. (2025). Pembelajaran Keterampilan Menemukan Isi Artikel Ilmiah Menggunakan Strategi Inovasi melalui Google Form Opsi File Upload. *Jurnal Pembelajaran Bahasa Dan Sastra*, 4(2), 187–204. <https://doi.org/10.55909/jpbs.v4i2.703>
- Endraswara, S. (2008). *Metode Penelitian Psikologi Sastra: Teori, Langkah, dan Penerapannya*. Yogyakarta: FBS Universitas Negeri Yogyakarta.
- Florina, N., & Atmazaki, A. (2023). Pengaruh Model Flipped Classroom dan Motivasi Belajar terhadap Keterampilan Menulis Proposal Kegiatan Siswa Kelas XI. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 6(1), 79-94. <https://doi.org/10.30872/diglosia.v6i1.624>
- Krech, D., Richard, S. Crutchfield, Norman Livson, William A, Wilson, J. (1974). *Elements of Psychology*. California USA: Alfred A. Knopf, Inc.
- Liu, L. (2024). *Rumah Untuk Alie*. Depok: Tekad Media Cakrawala.
- Mahfuza. (2018). *Konflik Batin Tokoh Utama Dalam Novel Kepribadian Alina Karya Suminaring Prasajo*. Medan: Universitas Muhammadiyah Sumatera Utara.
- Miles, M. B., & Huberman, A. M. (2009). *Analisis Data Kualitatif*. Jakarta: Universitas Indonesia.
- Minderop, A. (2018). *Psikologi Sastra: Karya Sastra Metode, Teori, dan Contoh Kasus (Kedua)*. Jakarta: Yayasan Pustaka Obor Indonesia.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Nanik Nurjannah. (2014). Kajian Nilai-nilai Sosiologis Novel Negeri 5 Menara Karya A.Fuadi dan Pemanfaatannya Sebagai Bahan Ajar Sastra di SMA. *Universitas Pendidikan Indonesia, 2016*(2014), 1–31. [http://library.uom.edu.my/repository/725/2/Chapter\\_1.pdf](http://library.uom.edu.my/repository/725/2/Chapter_1.pdf)
- Nurgiyantoro, B. (2018). *Teori Pengkajian Fiksi*. Yogyakarta: UGM Press.
- Purwahida, R., & Shabrina, R. (2020). Kategorisasi Emosi Tokoh Utama “Nicky” Dalam Winter Dreams Karya Maggie Tiojakin: Kajian Psikologi Sastra. *Bahtera: Jurnal*

- Pendidikan, Bahasa, Sastra, dan Budaya*, 7(1), 920–939.
- Purwanto, A., & Catur Budiyono, S. (2021). Hegemoni Dalam Novel Seumpama Matahari Karya Arafat Nur. *Buana Bastra*, 6(1), 67–72. <https://doi.org/10.36456/bastra.vol6.no1.a3602>
- Rahman, A., Hudiyo, Y., & Suhatmady, B. (2021). Persepsi Guru dan Siswa terhadap Penerapan Model Discovery secara Daring pada Pembelajaran Menulis Naskah Ceramah. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 4(4), 453-460. <https://doi.org/10.30872/diglosia.v4i4.307>
- Razak, A. (2025). Pembelajaran Menulis Daftar Pustaka Artikel Ilmiah Menggunakan Strategi Ganda Berbasis Google Form Opsi File Upload. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(2), 141–154. <https://doi.org/10.55909/jpbs.v4i2.698>
- Safitri, F. N., Suntoko, & Pratiwi, W. D. (2021). Analisis Kejiwaan Tokoh Nuning dalam Naskah Drama Nuning Bacok Karya Andy Sri Wahyudi (Kajian Psikologi Sastra). *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 7(2), 650–662. <https://doi.org/10.30605/onoma.v7i2.1353>
- Sawai, R. (2020). Meneroka Konsep Emosi Moral Rasa Malu dan Rasa Bersalah. *International Journal of Communication, Management and Humanities AID Conference*, 1(2), 12–133.
- Septiana, A., Murahim, & Marii. (2020). Klasifikasi Emosi Tokoh Nathan dalam Novel Dear Nathan Karya Erisca Febriani: Kajian Perspektif David Krech. *Jurnal Bastrindo*, 1(1), 17–31. <https://doi.org/10.29303/jb.v1i1.16>
- Shabrinavasthi. (2017). *Klasifikasi Emosi Tokoh Utama Erika dalam Roman Die Klavierspielerin karya Elfriede Jelinek (Analisis Psikologi Sastra)*. 20. [http://eprints.uny.ac.id/49480/1/SKRIPSI\\_Shabrinavasthi\\_13203241049.pdf](http://eprints.uny.ac.id/49480/1/SKRIPSI_Shabrinavasthi_13203241049.pdf)
- Siswanto. (2010). *Metode Penelitian Sastra: Analisis Struktur Puisi*. Semarang: Pustaka Pelajar.
- Sumiati, & Afandi, J. (2025). Keaktifan Siswa dalam Pembelajaran Apresiasi Kisah Teladan Menggunakan Strategi Terpadu melalui Bahan Ajar Manual. *Jurnal Pembelajaran Bahasa dan Sastra*, 4(2), 205–214. <https://doi.org/10.55909/jpbs.v4i2.701>
- Yuniarti, L., Putria Yanti, Z., & Gusriani, A. (2023). The Relationship between Reading Skills of Online Journal Articles and Writing Skills Reduction of Online Journal Article Findings. *DISCUSSANT: Journal of Language and Literature Learning*, 1(1), 13–22. <https://doi.org/10.55909/dj3l.v1i1.7>