



Self-Actualization of the Main Characters in the Short Story of Filosofi Kopi by Dewi Lestari and its Implications in Literature Learning

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Abstract: This study aims to increase students' knowledge of various extrinsic elements of literary works. In this case, the extrinsic element is the theory of basic needs by Abraham Maslow. Extrinsic elements must be analyzed to provide more content and benefits in literary works. The study was conducted at Vocational School 73 Jakarta, especially Class XI of Culinary Art, Hotel Accommodation, and Tourism Business Management programs. Each student was required to analyze a short story by Dewi Lestari's Filosofi Kopi. Students had the option of analyzing either the intrinsic or extrinsic elements. This study took a qualitative approach and was analyzed using descriptive qualitative techniques. The data source was an anthology of a short story entitled "Filosofi Kopi" (Collection of Stories and Prose of a Decade) by Dewi Lestari, published by PT. Bentang Pustaka, eleventh edition, January 2015. Based on the analysis results in three classes, out of 104 students, 17 chose to analyze extrinsic elements; 12 understood extrinsic element analysis and the basic needs theory of Abraham Maslow; and five answered incorrectly. It means that students can understand Abraham Maslow's theory of humanistic psychology. Still, teachers need to pay more attention and provide direction on analyzing the extrinsic elements of literary works so that the students become more daring to analyze extrinsic elements of literary works.

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Introduction

Learning a language is the same as learning good and correct communication—the higher students understand language, the better their vocabulary mastery, both spoken and written. In language learning, students are also expected to understand the existing literature. Besides providing pleasure, literature also provides knowledge and intellectual challenges that need to be analyzed by readers (Khairah, Miftahul & Murtadho, 2015). Students' understanding of literary works' analysis differs from students' understanding of language learning. Problems in literary materials in senior/vocational schools can be solved with a variety of choices of materials. High school students still focus on the principle of subject matter-oriented, which burdens the students with cognitive and motor information, which is sometimes considered less relevant to their psychological needs, and even there is coercion and no freedom in emotional intelligence (Hartono, 2005). In the 2013 curriculum, literature learning has been prepared to analyze a literary work's intrinsic and extrinsic elements, such as poetry, drama, novels, or short stories.

Literature has been introduced since primary school. However, the discussion of literary criticism has only been introduced in Senior/Vocational High School. Teaching literature to senior/vocational high school students should be more severe for preparing them before entering university levels. Teaching literature in vocational schools helps students



learn more about language and literature and the required skills at schools. Teachers should teach language and literature to vocational students like senior high school students. Thus, vocational high school students can have language and literature knowledge that can be understood and applied at work.

Analyzing intrinsic elements of a literary work is familiar to senior/vocational school students. They already know how to analyze literary works, especially the intrinsic elements. Intrinsic elements are different from extrinsic elements in which extrinsic elements are diverse, such as sociology of literature, psychology literature, hermeneutics, postcolonial, hegemony, and many others. The widely spread literary works convey more broad meanings through extrinsic analysis. Extrinsic elements are elements outside of a literary work, but they can be essential element that builds a literary work. Extrinsic elements affect the structure of the story of a literary work, but they do not take part in it (Nurgiyantoro, 2013). The analysis of intrinsic and extrinsic elements has been explained in a study by Sri Lestari et al. (2016), which discusses the intrinsic and extrinsic elements in the Kompas short story collection that is beneficial for literature learning literature in high schools. Another study by Nosianti et al. (2019) has analyzed the intrinsic and extrinsic elements of short stories in understanding the readers, namely high school students (Nosianti et al., 2019).

Short stories are a variant of prose that are more focused, have fewer writings, contain a more limited plot, and can be read in just a few minutes and focus on only one or two characters. Short stories present a consistent story from the beginning to the end (Yunus, 2015). Of the many options, short stories are one of the most exciting reading types for readers in Indonesia. A study by an online reading site, namely Basabasi.Co reveals an average of 1,500 daily readers out of 4,000 visitors. In other words, 30% of readers open the short story rubric. It means that there are about 400 accounts that open short stories on the Basabasi.co (Attas, S. G., Yarmi, G., & Darwin, 2021). The short story writer who is quite popular among young people and gets more attention is Dewi Lestari with her *Filosofi Kopi*, written into a collection of stories and prose for a decade (1995-2005) (D. Lestari, 2015).

The short story of *Filosofi Kopi* has attracted researchers in language and literary works, for example, Nurvita, (in Rohmawati et al., 2020), which has discussed lexical grammar in the short story of *Filosofi Kopi*. The transformation from short stories into a film or ecranization has been studied by Ardianti and Widayati. They discussed the ecranization that can be used as teaching materials for high school students (Ardianti, 2018). Then, Zainal et al. (2018) focused on producing assessment instruments based on Higher Order Thinking Skills by utilizing short stories of *Filosofi Kopi* for class X (Zainal et al., 2018). Moreover, Kariim, Malik Abdul & Haryanti (2018) discuss the self-actualization of the main character in the short story and *Filosofi Kopi* movie. They found that Ben did not fulfill the need for love as a whole, as described in Abraham Maslow's theory. Karim explained that Ben's character was partially actualized or called a partial type.

Concerning the use of *Filosofi Kopi*'s short stories as teaching material, Chorudin et al. (2018) conducted a previous study titled *Conversational Implicature of the Collection of Short Stories of Filosofi Kopi and its Implications for Indonesian Language Learning*. The study results can be inserted into essential competencies 3.8 and 4.8 of Grade XI as an alternative to Indonesian language learning materials to train speaking skills. Furthermore, another study has examined the moral values in the short story of *Filosofi Kopi* (Solihati et al., 2016) to identify moral values in short stories through hermeneutic studies. It indicates that the short story of *Filosofi Kopi* has good moral values (Solihati et al., 2016).



The Humanistic Psychology approach considers human experience and behavior to improve their quality. The main focus of humanistic psychology is humanity. Therefore, humanistic psychology focuses on how one treats other people as human beings and how human being shows their full potential. Humanistic psychology aims to help humans decide what they want and help fulfill their potential by creating conditions so that they can determine their thoughts and follow their own goals (Jarvis, 2015). Humanistic psychology puts forward awareness, self-actualization, and positive things about humans, as stated in theory by Abraham Maslow. Abraham Maslow is one of the pioneers of the theory of humanistic psychology who received considerable attention for his theory of achieving self-actualization in a person's personality. This theory states that a lower-level need must be met before moving on to a higher-level need. Humans considered healthy are those whose basic and social needs have been met. Then, in the end, humans will actualize themselves. Self-actualization has realized talents and ideas beneficial for society and the environment. This theory, however, focuses on achieving self-actualization and self-actualization itself (Maslow, 1970).

Students can use Maslow's theory to analyze literary works, primarily extrinsic elements. A previous study (Husada et al., 2017) identified efforts to fulfill the self-actualization of the main character of a novel called "Pasung Jiwa" by Okky Madasary. The study reveals six human needs in achieving self-actualization: physiological needs, safety needs, love and belonging, esteem, self-actualization, and self-transcendental needs. It is slightly different from another study (Amalia, 2020) entitled Abraham Maslow's Humanistic Psychological Study on the Main Character of a novel called "Surat Dahlan" by Khrisna Pabichara, which only looks for five efforts to fulfill the self-actualization of the main character. These needs are the fulfillment of physiological, safety, love and belonging, esteem, and self-actualization. According to Maslow, all the fulfillment of self-actualization is found in the main character. This novel can be used as an alternative source of academic learning. The same with Rahmawati's (2018) study entitled, 'The aspects of the hierarchical needs of the main characters of Han Kang's novel Vegetarian: A Study of Abraham Maslow's Humanistic Psychology Theory' also found five stages of needs in Humanistic psychology by Maslow. This study's results showed that the novel's main character succeeded in achieving five stages of self-actualization needs.

A novel entitled "Pulang dan Laut Bercerita" by Leila S. Chudori, which was studied by Rostawana (2018) has discussed the hierarchy of needs experienced by the main character and found various forms of need fulfillment of the main character (Rostanawa, 2018). Another study by Asmaya & Najid (2019) studying a novel called Kabut Kota by Ichsan Saif using Abraham Maslow's theory of humanistic psychology showed that the main character, Fajar fulfills his multilevel needs (Asmaya & Najid, 2019). There are similarities in identifying the self-actualization stages, which need to be based on the previous study. It is also applied to this current study in identifying the five stages of needs in the main character of Filosofi Kopi by Dewi Lestari but referring to students' different responses. Therefore, this study aims to prove the ability of vocational high school students to analyze a short story based on Abraham Maslow's theory and its intrinsic elements. In teaching literary theory, one must be able to criticize literature using existing theories, such as Abraham Maslow's theory of academic psychology.



Research Method

This study used a qualitative approach and qualitative data analysis. Sugiyono (2018) defines qualitative data analysis as inductive or based on the data obtained, which were then developed into a particular relationship pattern or a hypothesis. The qualitative approach groups data based on variables and types of respondents, tabulates data based on variables from all respondents, provides data for each variable, performs calculations to answer the formulation of the problem, and performs calculations to test hypotheses.

Data were obtained from interviews, field notes, and other materials. The data source was the anthology of short stories entitled *Filosofi Kopi* (Kumpulan Cerita dan Prosa Satu Dekade) by Dewi Lestari, published by PT Bentang Pustaka, eleventh edition, January 2015. Miles and Huberman (Miles, and Saldana, 2014) explained that three stages in the qualitative study consisted of data reduction, data display, and drawing conclusion/verification. In data reduction, the researcher collected data from students, then focused on data supporting the research and excluded data, not in line with the study. In data display, the researcher presented data in tables or diagrams to facilitate data analysis. Finally, the researcher concluded that this stage was temporary. If stronger and more supportive data were found at this stage, changes could be made to adjust the results.

Results and Discussion

The study was carried out in three classes, namely Class XI of Vocational School 73 Jakarta Barat, including Culinary Art, Hotel Accommodation, and Tourism Business Management programs. Each class was required to analyze a short story by Dewi Lestari entitled “*Filosofi Kopi*.” Students were free to choose to analyze either the intrinsic or extrinsic elements. The research was conducted in November 2020. The Culinary Arts class consisted of 34 respondents, and eight of them wrote extrinsic elements on the answer sheet. The Hotel Accommodation class consisted of 35 students, and 3 wrote extrinsic elements on the answer sheet. The Travel Agent class consisted of 35 students, and 6 wrote extrinsic elements on the answer sheet. Out of 104 students, 17 chose to answer the extrinsic element regarding the basic needs of the main character following Abraham Maslow's theory. Meanwhile, 87 students chose to analyze the intrinsic elements in the short story of *Filosofi Kopi*. From the eight students in the Culinary Arts class who chose to analyze extrinsic elements, four correctly answered the self-actualization needs in the short story of *Filosofi Kopi*. Meanwhile, three students explained the basic needs of self-actualization incorrectly and not in detail. Then, one respondent answered incorrectly as she wrote a message instead of analyzing extrinsic elements regarding basic needs according to Abraham Maslow's theory. The description of the selection of intrinsic and extrinsic elements by Culinary Art class students.

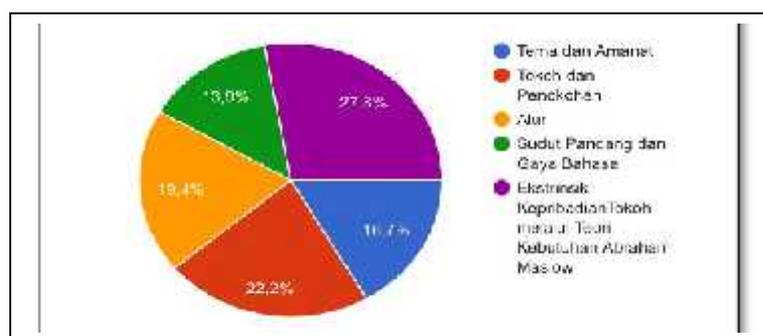


Figure 1. Culinary Art Class of Vocational School 73 Jakarta

The Hotel Accommodation class consisted of three students who wrote extrinsic elements in the form of basic needs of self-actualization. However, only two students answered correctly about the basic needs of the main character, while another student answered incorrectly. The following diagram shows the selection of intrinsic and extrinsic elements by Hotel Accommodation class students.

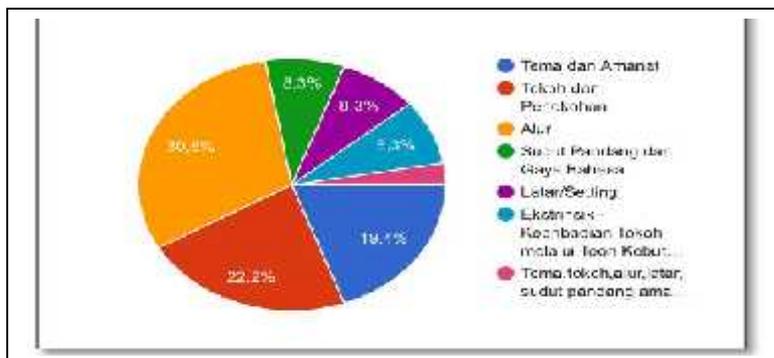


Figure 2. Hotel Accommodation Class of Vocational School 73 Jakarta

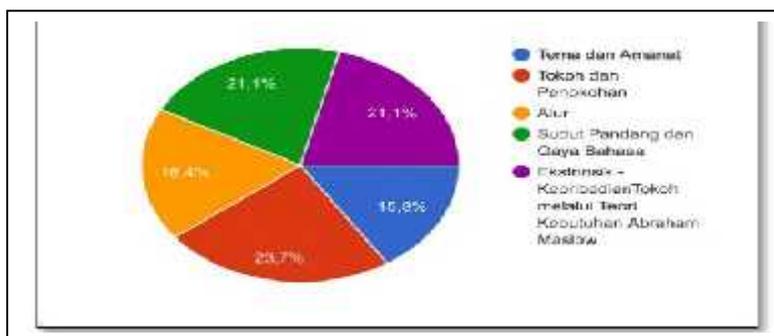


Figure 3. Travel Agent Class of Vocational School 73 Jakarta

Then, the Tourism Business Management Class consisted of six students who answered the extrinsic elements of basic needs by Abraham Maslow. All of them answered correctly about the basic needs of self-actualization according to Abraham Maslow's theory. The detailed explanation of the intrinsic and extrinsic elements by students in the Tourism Business Management Class can be seen below. From the 17 students who chose to answer extrinsic elements, 12 students understood the analysis of extrinsic elements based on the basic needs' theory by Abraham Maslow, and five students answered incorrectly. Thus, the use of Abraham Maslow's theory of humanistic psychology can be understood by students. However, teachers need to pay more attention and provide direction on analyzing the extrinsic elements of literary works so that they can better analyze extrinsic elements in literary works.

Discussion

In a study by Malik and Novi (2018) entitled 'Self-Actualization and Personality of Ben in Short Stories and Films of Filosofi Kopi,' Ben is a stubborn and childish figure, and he is very sure that what he has done is perfect. Ben has five stages in self-actualization, namely: physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. His steady and mature life characterizes Ben's physiological needs as he travels the world to learn to make coffee which requires him to have the ability to fulfill his basic needs. Then he fulfills his physiological needs when he opens his best-selling coffee shop. The need for



security is when Ben and Jody face financial problems, but finally, they have a solution to accept the challenge of making a billion worth of coffee. His friendship with Jody has fulfilled his love need. The respect needs are when Ben has much appreciation from his customers for his brewed coffee. At the same time, his self-actualization needs are being able to create coffee, which he calls perfect, and his modesty to continue learning and learning more about coffee.

The short story *Filosofi Kopi* contains a story about a man named Ben who is obsessed with coffee. He claims to be a professional barista and feels he has created the perfect recipe for his coffee shop. Ben runs his coffee shop with his best friend, Jodi, who has a good eye for business and financial management. Unlike Ben, Jodi is not obsessed with coffee; he enjoys it. One day, a customer offered Ben a large amount of money by challenging him to create the perfect coffee. Ben, who feels challenged, accepts the challenge and wins it. His business has reached the top. Then, unexpectedly Ben met a man who said no coffee could match Tiwus coffee. It made Ben look for information about Tiwus coffee and realize there is no proper form of perfection.

Basic needs according to Maslow:

- 1) Physiological Needs
- 2) Safety needs
- 3) Love and belonging
- 4) Esteem
- 5) Self-Actualization Needs

The description of Ben's basic needs based on the theory of Self-Actualization by Abraham Maslow can be seen below:

1). Psychological Needs

Ben has an adventurous spirit. He likes to travel the world to taste various kinds of coffee and its processed products. Ben has met his physiological needs because he can provide necessities such as food, drink, and shelter. As a barista, he has enough money for living expenses. It can be seen in the following quote.

"Ben goes around the world, looking for correspondents everywhere for the best coffees from all over the country." (Filosofi Kopi, 2015:1).

Ben and Jody's tenacity in growing their coffee shop has made them financially well off. Ben and Jody managed to get a big turnover from the coffee shop. It is proven in the following quote.

"Our shop's name and its slogan become very popular. I watched more and more people stop by, read, and then with curious faces, they went inside, anxious and hopeful, like entering a fortune teller's tent. And without the crystal ball, our shop's turnover has increased significantly." (Filosofi Kopi, 2005: 7).

With the fulfillment of physiological needs, Ben will come to the next level of needs, namely safety needs.

2). Safety Needs

Safety needs will be fulfilled if a character feels safe about himself and his environment. In the story, Ben has no worries about maintaining a sense of safety regarding his home and environment. He does not feel anything threatens or jeopardizes his safety. Considering Ben's tenacious and energetic attitude, he has no threat from any party that will harm him. It can be seen from the following quote.



"Now it can be said that Ben is one of the most reliable coffee connoisseurs or baristas in Jakarta. And he's enjoying every second of his career." (Coffee Philosophy, 2005:2)
Ben and Jody who have no threat in their life can continue their need for love.

3). Love and Belonging Needs

The need for love does not have to include the relationship of a lover or a husband and wife. Expressions of love are like good relationships with neighbors, friends, or pets, where a person has a sense of affection or love for something. In the story of Filosofi Kopi, Ben and Jody have fulfilled their need for love, for example, his friendship with Jodi, as Jody is the person who most supports Ben's idealism and helps Ben find what he needs. It is narrated in the following quote that Jody gave all his savings to run the coffee shop Ben wanted.

"A year ago, I officially became his work partner. Based on the principle of mutual trust between friends plus the recklessness of speculating, I gave all my savings for his shop's stock." (Filosofi Kopi, 2005: 2).

Ben's love for coffee has also fulfilled his need for love. It is proven when Ben was willing to go around coffee centers around the world, tasting each type of coffee as presented in the following quote.

"I arrived groaning. 'What business is so important that you can't wait until tomorrow?' Ben didn't answer. But I caught a glint in his eyes that lit up brightly, radiating from his disheveled face" (Filosofi Kopi, 2005:12).

"...in the world." Ben continued. 'I've been around the world and tried all the best coffees, but nothing tastes like this. I can finally say that there is a coffee concoction that tastes PERFECT'" (Filosofi Kopi, 2005: 12).

Meanwhile, Jody, who loves money, is overjoyed by Ben's achievements that can increase their shop's turnover. As written in the following quotes.

"Our shop's name and its slogan become very popular. I watched more and more people stop by, read, and then with curious faces they went inside, anxious and hopeful, like entering a fortune teller's tent" (Filosofi Kopi, 2005: 7).

"Ben got up. 'You only think about money! Profit, profit, turnover... you never really understood the meaning of coffee to me. Just take your coffee philosophy that the same with a successful pretentious idiot...'" (Filosofi Kopi, 2005:24).

4). Esteem Needs

The esteem needs to be presented when someone gets praise, gifts, awards, or anything that can be said to be an appreciation for the efforts made. Ben loves coffee and always tries to make the best for his customers. His customers praise Ben for creating a coffee concoction that can charm all his customers. Based on the following quote, Ben's coffee concoction is in great demand.

"Now, it's not just coffee maniacs who come, even those who don't like coffee at all come to visit. This last group is people who are curious and finally willing to taste coffee for the sake of curiosity. There's also a group of philosophy freaks, who enjoy their discussions with Ben more than the coffee they order but end up becoming regular customers too" (Filosofi Kopi, 2005: 7).

"All the breakthroughs made by Ben have made this coffee shop a new magnet, in which the presence of this coffee shop becomes a small philosopher, a friend to confide in. Our shop is not just a stopover, but also a part of customers' social life, as a friend" (Filosofi Kopi, 2005: 8).



5). Self-actualization Needs

Self-actualization needs are the final stage described by Maslow. Self-actualization can be interpreted as a way to be ourselves, be whatever we want, and be according to the abilities of each individual. Self-actualized people will try to recognize their potential. This potential is then developed and used to achieve life goals. The following quote explains that Ben's ability to mix coffee is his potential.

"But what makes this place special is the coffee experience that Ben creates. He does not just mix but also contemplates the coffee he makes. Ben drew meaning, made analogies, and created a philosophy for each type of coffee concoction." (Filosofi Kopi, 2005:4).

Jody, who has the generosity of supporting Ben with his money and other forms of capital, has managed to increase Ben's enthusiasm to revive their shop, which had been vacant for a while. The quote can be seen below.

"A silhouette of hands dancing in the bar, preparing equipment for tomorrow, awakening Filosofi Kopi that has been silent for a long time like coffee powder without a ripple of water. A cup of Tiwus coffee marries the two again tonight" (Filosofi Kopi, 2005: 29).

Based on the findings above, the short story of Filosofi Kopi, which has strong characters from the two main characters, can be analyzed using the theory of Humanistic Psychology by Abraham Maslow. The analysis of the extrinsic elements of the stages of needs ranges from physiological, safety, love and belonging, esteem, and self-actualization needs. This story is easy to understand and does not use a lot of complicated language styles, so it is easier for students to analyze intrinsic and extrinsic elements. The implication of this research is the appreciation learning of the short story Filosofi Kopi by Dewi Lestari as a source of teaching materials that can be used in senior/vocational school or the equivalent. This study can also be further developed by using exciting teaching techniques.

Conclusion

Based on the results and discussion, the Class XI students at Vocational School understand the analysis of intrinsic and extrinsic elements using Abraham Maslow's theory of Self-Actualization. Teachers can use extrinsic element analysis as teaching materials. Although some students prefer intrinsic elements, students can become more familiar with various theories of extrinsic elements if the teacher applies more extrinsic element analysis of literary works. The use of literary criticism theory for the analysis of extrinsic elements can be further developed by the teacher so that students understand more about theories in the analysis of literary works. Besides using an easy-to-understand theory, interesting literary works can also increase students' interest in literary works. In this study, short stories with daily language and relevance make it easier for students to analyze the following existing theories. The use of too serious literary works can affect the student's readiness to analyze the literary works. It would be better if the teacher were wiser in adapting literary works so students can easily understand them.

Recommendation

The study results are expected to be an inspiration for learning or teaching literature, especially in the Indonesian language and literature field. This study is also expected to add insight, knowledge, and references in teaching literature to language and literature education program students. Future studies are expected to analyze more diverse literary works that can be used as teaching materials at schools, significantly senior high schools/equivalents, to help students criticize literary works using existing literary theory.



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