

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Utomo, Yohanes Dwijo. 2003. *Konflik Batin Tokoh Semar dalam Teks Drama Semar Gugat* kaya N. Riantiarno: *Analisis Psikologi Sastra dan Implementasinya sebagai Bahan Pembelajaran Bahasa dan Sastra Indonesia di SMU*. Skripsi. Program Studi Pendidikan Bahasa, Sastra Indonesia, dan Daerah. Program Strata Satu. Universitas Sanata Dharma Yogyakarta. Pembimbing: (1) Drs. P. Hariyanto, (II) Drs. J. Prapta Diharja, S.J., MHum.

## ABSTRAK

Penelitian teks drama *Semar Gugat* ini merupakan penelitian kepustakaan yang bertujuan untuk menghasilkan (1) deskripsi unsur-unsur intrinsik dalam teks drama *Semar Gugat*, (2) deskripsi konflik batin tokoh Semar dalam teks drama *Semar Gugat*, dan (3) rancangan implementasi pembelajaran Bahasa dan Sastra Indonesia di SMU dari hasil penelitian pada teks drama *Semar Gugat*. Ketiga hal itu diperoleh dengan merujuk pada teori: (1) Struktural, (2) Psikologi Sastra, (3) Langkah-langkah penyajian pembelajaran drama yang ditawarkan oleh H.L.B. Moody serta Kurikulum Berbasis Kompetensi 2000.

Dari penerapan teori struktural, diperoleh deskripsi unsur-unsur intrinsik meliputi : (1) tokoh, (2) alur, (3) latar, (4) tema, dan (5) relasi antarunsur tokoh, alur, latar, dan tema. Berdasarkan deskripsi unsur-unsur intrinsik itu kemudian dirumuskan dimensi psikologis dari tokoh Semar dalam teks drama *Semar Gugat* dengan teori psikologi sastra. Bagaimana konflik batin tokoh Semar dalam teks drama *Semar Gugat*?

Secara khusus, deskripsi konflik batin tokoh Semar itu diperoleh dengan merujuk pada teori psikologi dari Abraham Maslow tentang kebutuhan dasar manusia. Secara khusus pula kebutuhan dasar manusia yang dikaji meliputi kebutuhan akan penghargaan dan kebutuhan akan aktualisasi diri.

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Berdasarkan perspektif itu diperoleh deskripsi bahwa tidak terpenuhinya kebutuhan akan penghargaan dan aktualisasi diri dalam diri tokoh Semar menimbulkan akibat yaitu konflik batin. Selanjutnya, diperoleh deskripsi bahwa konflik batin yang terjadi dalam diri tokoh Semar tidak dapat terpecahkan, sehingga konflik itu meningkat dan berlipat ganda dalam intensitas frekuensi. Sebagai akibatnya, tidak ada kepuasan dalam diri tokoh Semar karena ia gagal dalam memenuhi kebutuhan akan penghargaan dan kebutuhan akan aktualisasi dirinya. Semar gagal memecahkan kausa pokok terjadinya konflik yaitu Durga.

Secara terperinci, analisis konflik batin tokoh Semar pada teks drama *Semar Gugat* menghasilkan deskripsi sebagai berikut :

1. Tidak terpenuhinya kebutuhan dasar manusia yang dimanifestasikan melalui tokoh Semar dapat menimbulkan konflik batin
2. Konflik batin yang tidak dapat diselesaikan akan menimbulkan konflik-konflik yang lebih kompleks
3. Konflik batin yang dimanifestasikan melalui tokoh Semar dapat dijadikan sebagai alternatif bahan pembelajaran Bahasa dan Sastra Indonesia di SMU

Akhirnya, dari teks drama *Semar Gugat* itu kemudian dibuat suatu rancangan implementasi pembelajaran Bahasa dan Sastra Indonesia di SMU dengan merujuk pada langkah-langkah penyajian pembelajaran drama yang ditawarkan oleh H.L.B. Moody serta Kurikulum Berbasis Kompetensi (KBK 2000).

Utomo, Yohanes Dwijo. 2003. *The internal Conflict of Semar Character in the Play Texts of Semar Gugat* worked by N. Riantiarno : The Analysis of Psychological Letter and Its Implementation as the Lesson Material of Indonesian Language and at SMU (Senior High School). The thesis, the Language Training of Studying Program. The Undergraduate Program, Sanata Dharma University, Jogjakarta. The Advisers: (I) Drs. P. Hariyanto, (II) Drs. J. Prapta Dihadja, S.J., MHum.

## ABSTRACT

The research of the play texts of this *Semar Gugat* was the literature research that was aimed to result (1) the description of intrinsic substances in the play texts of *Semar Gugat*, (2) the description of internal conflict of Semar character in the play texts of *Semar Gugat*, and (3) the design of learning implementation of Indonesian language and letter at SMU (Senior High School) from the result of research in the play texts of *Semar Gugat*. That third point of result obtained was referred to the theory of: (1) Structure, (2) Letter Psychology, (3) the steps of learning presentation of the play that was offered by H.L.B Moody and the Curriculum on the Basic Competence of 2000.

In the structural implement theory it was obtained the description of intrinsic substances including: (1) the character, (2) the plot, (3) the background, (4) the theme, and (5) the relation among the character, plot, background, and the theme. Base on that description of intrinsic substances then it was formulated the dimensional psychology of Semar character in the play texts of *Semar Gugat* with the theory of letter psychology. How was the internal conflict of Semar character in the play texts of *Semar Gugat*?

Particularly, the description of internal conflict of that Semar character obtained was referred to the psychological theory of Abraham Maslow of the basic

need of human. The basic need of human particularly explored also was including the need of self-award and actualization.

Base on that perspective it was obtained that the inadequate of the need of self-award and actualization in the self of Semar character affected the internal conflict. Then, it was obtained the description that the internal conflict happened in the Semar character could not solve, so that conflict increased and multiplied in the frequency intensity. Consequently, there was the satisfaction in the self of Semar character because he failed in fulfill the need of his self-award and actualization. Semar failed to solve the main problem rose the conflict was Durga.

In detailed, the internal conflict analysis of Semar character in the play text of *Semar Gugat* resulted the following description :

1. Inadequate of the basic need of human that was manifested through the Semar character could affect the internal conflict.
2. The internal conflict that could not be solved would affect the more complex conflicts.
3. The internal conflict manifested through the Semar character could be made as the alternative learning material of Indonesian language and letter at SMU (Senior High School).

Finally, then from the play text of *Semar Gugat* was made a learning implement design of Indonesian language and letter at SMU (Senior High School) referred to the steps of learning presentation of the play that was offered by H.L.B. Moody and the Curriculum of Basic Competence (KBK 2000).