

## The Use of the Beautiful Novel by Eka Kurniawan as a Teaching Material: An Analysis Based on Grounded Theory

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Article Info	ABSTRACT
<b>Keywords:</b> Literature Enters The Curriculum, Novels, Beautiful Is Luka, Teaching Materials, Grounded Theory	The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) initiated by the Education Standards, Curriculum, and Assessment Agency (BSKAP) issued a policy called "Literature Enters the Curriculum". However, not long after this program was issued, several pros and cons have emerged regarding this policy, one of which is the use of the novel Cantik Itu Luka as a learning material in high school. This study will describe how the use of the novel Cantik Itu Luka as a learning material uses Grounded Theory from Strauss & Cobin and describes its advantages and disadvantages. In collecting data, this study used a reading and note-taking technique with an instrument in the form of a data table as an aid. The use of the novel Cantik itu Luka by Eka Kurniawan as a teaching material can be done with a comprehensive approach, utilizing major themes to teach various concepts in the fields of literature, history, psychology, social, and gender. The novel Cantik itu Luka as a teaching material has advantages, namely: The story is deep and complex, there is unique realism and magic, raises relevant social issues, character and moral value approaches, and can be used as multidisciplinary and critical material. In addition to its advantages, this novel also has disadvantages, including: Heavy, controversial and challenging language and content, a long story and complex plot, limitations in developing reader focus, and a lack of positive representation in female characters.
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### INTRODUCTION

Recently, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) initiated by the Educational Standards, Curriculum, and Assessment Agency (BSKAP) issued a policy called "Literature Enters the curriculum". This program departs from one of the objectives of the Independent Curriculum based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024, which is to strengthen reading literacy competence and culture. This goal is also in line with the goals of Law Number 3 of 2017 concerning the Book System, namely

strengthening the love of the homeland, building the nation's identity and character, and developing a literacy culture for all Indonesian citizens.

However, not long after this program was issued, several pros and cons have emerged related to this policy. From the official website of kemenag.go.id (Tuesday, June 11, 2024) stated that the books contained in the literature recommendations included in the curriculum are quite diverse, through this book, high school students and equivalent, are given the opportunity to dive into the author's imagination. Of course, this is able to stimulate students' desire further while demanding adequate understanding from teachers of the context provided by the author. Then from the official website of the language agency also discussed the exit of this program, it was stated that "Teachers and students are expected to have no difficulty in determining relevant reading choices. In summary, this vocational school program has been prepared and the literature books have been provided by the government. It remains to be seen how it is implemented in schools, whether it meets expectations or needs to be strengthened. Because this program is new, it is certainly too early to judge the success of the program. The most important thing at this early stage is that we need to mitigate its readiness and anticipation. Well, departing from here we need to outline the advantages of this vocational school program."

However, in addition to the positive response obtained, there are also several negative responses or criticisms regarding this policy, some of which consider that the recommendation of literary books for teachers and students recommended by the Ministry of Education, Culture, Research, and Technology in the Literature Entrance Curriculum program is considered inappropriate and violates moral norms. One of the protests was lodged by the writer Nirwan Dewanto, quoted from KumparanNEWS (May 28, 2024) in a letter he wrote, Nirwan considered the 800-page guidebook related to literature to be unreasonable and not up to standard. The "book" above clearly does not meet any book standards: the presentation is bad, the editing is bad, the language is bad, the content is bad, and so on," Nirwan said in his letter. One of the literary works that has become a controversy in this policy is the novel *Cantik itu Luka* by Eka Kurniawan.

There have been several previous studies on the feasibility of teaching materials in general have been carried out by Ningtiyas and Rahmawati (2023), Wulandari and Purwanti (2017), Putrantana (2020), Rosyi, et al (2020), Muhfahroyin and Oka (2021), Seri, et al (2019), Akhmal, and Asikin (2022), Raibowo (2020) and Budiawati (2015). The research both discussed the feasibility of teaching materials on a general scale. If you look specifically at the research on the beauty of teaching materials with novels as the object of study, it has been carried out by Yulistiawan and Setyaningish (2019), Hidayat, et al (2013), Suneary (2020), Putri and Nizamuddin (2017).

As the object of study in this study, novels, especially in terms of language, psychology and cultural background, have been extensively researched, such as those carried out by Arifin (2017), Laliyah, et al. (2019), Ufiah (2019), and Kalimuliyah (2019), all three of which use novels by Eka Kurniawan as the object of their research. Then studies with novels from a psychological perspective such as those conducted by Normalita and Fauzi (2012), Lestari et al. (2022), both of which discuss the influence of novels on reader psychology. In addition, there are several novels that are studied based on the background of their culture, such as those conducted by Adelia (2024), research conducted by Adelia (2024) However, none of these studies have discussed the use of novels with Grounded Theory analysis with the novel *Cantik itu Luka* as an object, even though the novel *Cantik itu Luka* has often been done.

Based on the social facts and literature facts above, it can be said that the research of teaching materials, especially novels in this matter, is quite important to pay attention to in accordance with the needs and levels of students. Therefore, research on the feasibility of teaching materials is very possible to do. Thus, this research is titled "The Use of the Novel *Cantik itu Luka* by Eka Kurniawan as a Teaching Material: Grounded Theory-Based Analysis".

## METHOD

This study uses a qualitative method with a grounded theory approach of Strauss and Corbin with data in the form of sentences, dialogues or quotes from the novel *Cantik itu Luka* by Eka Kurniawan as a data source. In collecting data, this study uses the technique of reading, reading and taking notes with an instrument in the form of a data table as an aid. After the data is collected and then analyzed, the data analysis technique used in this study is grounded theory data analysis. Before starting data analysis using grounded theory, it is necessary to collect relevant data first. Using Strauss and Corbin provides a more structured and systematic grounded theory approach in three stages of analysis, namely open coding, axial coding, and selective coding, which focuses on how to organize and connect data to build a theory.

## RESULTS AND DISCUSSION

### Novel Intrinsic Element Analysis

The analysis of the novel *Cantik itu Luka* by Eka Kurniawan as a teaching material is inseparable from analyzing the intrinsic elements of his work first. The discussion of intrinsic elements aims to explain the intent, value, and meaning of the entire content in the story. As a first step, this intrinsic element analysis refers to Tzvetan Todorov's theory of narrative structure which discusses

how story structure functions to create meaning. Todorov emphasized the importance of elements such as plot, characters, setting, and theme in influencing the overall narrative.

#### 1. Theme

The major theme in the novel *Cantik Luka* by Eka Kurniawan is about a woman at the end of the colonial period who was forced to become a prostitute, she continued to live that life until she had four daughters, three of her children had a very beautiful face, and her fourth child had a good look. The minor theme in this novel is at the end of the colonial period, namely during the Japanese and Dutch colonial periods, where during this period women were used as prisoners and satisfied men's lust.

#### 2. Characters and Characters

The novel *Cantik itu Luka* has quite a lot of characters, because the characters are related to each other. Based on their roles, there are two groups of characters in the novel *Cantik itu Luka* by Eka Kurniawan, namely the main character and additional characters. The main character in the novel *Cantik itu Luka* is Dewi Ayu. Meanwhile, the additional characters are Alamanda, Maya Dewi, Si Cantik, Sang Shodancho, Comrade Kliwon, Maman Gendeng, Henri Stammler, Aneu Stammler, Ma Iyang, Ma gedik, and Chrysanthemum.

#### 3. Plot/Plot

The plot used in the novel *Cantik itu Luka* is a mixed plot. The novel *Cantik itu Luka* starts from the middle of the story, which uses a regression or backward plot then uses a progressive or forward plot. Then in the middle of the story, return to the backward flow and then to the forward flow. The stages of the plot in the novel *Cantik itu Luka* are: the situation stage, the conflict emergence stage, the conflict escalation stage, the climax stage and the resolution stage

#### 4. Background

The novel *Cantik itu Luka* has many settings, both the setting and the time as follows:

##### a. Setting

Overall, the place in the novel *Cantik itu Luka* is in Halimunda. Because this novel tells about a story in Halimunda. However, there are several other settings in the novel *Cantik itu Luka*, namely Bloednkamp Prison, Ma Iyang Hill, Mama Kalong Brothel, Dewi Ayu House, Goat Cage, Buru Island, Jakarta, Forest and Budi Dharma Cemetery.

##### b. Time Setting

There are various time settings in the novel *Cantik itu Luka*. In general, the commonly used time settings such as morning, noon, afternoon, and night are found in novels. However, the specific time setting in the novel *Cantik itu Luka* is the Dutch Colonial Era, the Japanese Colonial Era, the Era after the Japanese Occupation (divided into Halimunda independence and the Communist Party)

c. Social Background

The social setting in the novel *Cantik itu Luka* depicts the social life of the oppressive community. The social background of *Cantik itu Luka* mostly tells stories about the suffering and oppression experienced by the community.

5. Viewpoint

Point of view is a storytelling technique or way used by the author in delivering his story. The point of view used by the author in the novel *Beautiful That Luka* is a limited third persona point of view. This point of view is displayed because the author does not tell himself but only tells other characters, but the author's point of view still has some limitations.

6. Language Style

*Cantik itu Luka* has a simple and interesting language selection. Many of Eka's essays use vulgar language as her language style, one of which is in the novel *Cantik itu Luka*, which according to her represents the use of simple language and everyday language that is often used by the community. The setting of the story tells an area that is far from the capital and the people do not have higher education and come from the lower class. In addition to the vulgar language style displayed by the author, the figurative language style is also found in the novel *Cantik itu Luka*.

In the novel *Cantik itu Luka*, several language styles such as sarcasm, metaphor, hyperbole and climax are found

7. Order

The mandate can be conveyed by the author openly or contained in the story. The mandate in the novel *Cantik itu Luka* is that bad behavior can come from anyone. This bad behavior is characterized by story characters who commit sexual deviance.

Through several incidents that state sexual deviation in the novel also provides an explanation that bad behavior can come from anywhere, whether it is ordinary people or people

who have extraordinary influence. This bad behavior can harm yourself and others. Everyone must be careful with their behavior, because such behavior can be imitated by others and become a disaster for themselves.

## Grounded Theory Analysis Stage

### a. *Open Coding*

In the first stage, the researcher will do open coding, which is to identify and label each unit of data that is relevant to the theme or important issues in the novel.

The novel *Cantik itu Luka* by Eka Kurniawan raises various complex themes that reflect the history, culture, and psychology of Indonesian society. Here are some of the main themes in this novel:

#### 1. Colonialism and Oppression

This novel depicts the impact of Dutch and Japanese colonialism on Indonesian society, including the exploitation, violence, and collective trauma it left behind. As in the following quote:

"That morning, the newcomers had to stand on the ground, basking in the sun, waiting for the camp commander. The children were crying, and the people were almost fainting, because no one was allowed to sit down." (*Beautiful is a wound*, 68)

The quote in *Beautiful That Wound* above describes a harsh picture of the oppression experienced by the newcomers in the camp. They are forced to stand under the scorching sun, with their physical and psychological conditions increasingly depressed. Children cry, adults almost faint, and their helplessness highlights the injustice and power that oppresses them. This situation reflects the theme of colonialism in the novel, where the colonial power or ruler treats the natives as objects that have no rights or dignity.

Many researchers, such as *James R. Rush*, have stated that historical novels such as *Pretty That Luka* portray colonialism as a structure that creates inequality of power, both physically and psychologically. More broadly, this phenomenon shows how colonial powers robbed indigenous peoples of their identity and freedom, treating them as inferior, worthless, or nothing more than a tool to meet colonial needs. *Trauma and Historical Wounds*

#### 2. Beauty and Sacrifice

This theme is depicted through the character of Dewi Ayu, a beautiful woman whose life is full of suffering. Beauty here is an irony that actually brings curses and suffering. One of the forms of sacrifice made by Dewi Ayu was while in the Detention Camp, as in the following quote:

"I replaced the girl earlier, Commander.

You slept with me but gave her the medicine and the doctor. And the doctor!" (Eka Kurniawan, 2022:71)

This quote illustrates how the themes of beauty and sacrifice are intertwined in *Cantik itu Luka*. In the scene, the main character is willing to sacrifice himself to replace another girl in order to get help for his mother. She sacrifices her pride and her body for the medicine and care her mother needs, which seems to reflect the relationship between beauty as a tool for survival in injustice. Beauty here is not only a symbol of physical beauty, but also as a commodity that is traded in an oppressive social structure.

The beauty possessed by the female characters in this novel is often a source of suffering and sacrifice. Their beauty is exploited by external forces (such as commanders or rulers), who utilize their bodies as a tool to fulfill their needs or desires. In this context, beauty is no longer a source of strength or pride, but rather a source of oppression and suffering.

Researchers such as Susan Blackburn (2003) in *The Politics of Women's Rights in Indonesia* note that in much Indonesian literature, especially those related to the colonial period or gender inequality, the female body is often a symbol of sacrifice and helplessness. This shows how women are trapped in a patriarchal system that exploits their beauty, but at the same time, it also carries a great burden on them.

A. Tejo Pramono (2008) in his article "Beauty in Indonesian Literature" also explained that in many Indonesian literary works, beauty is often presented as a contradiction, between idealization and reality, where women are not only seen as objects of beauty, but also as subjects who are forced to sacrifice for others.

This quote reflects how beauty in *Beautiful Is Luka* is not just about physical appearance, but also about sacrifice, helplessness, and the way women have to respond to oppressive social realities.

### 3. Family and Generation

The novel shows how the trauma and sin of parents are passed on to their children, creating a cycle of grief and tragedy. As in the following quote:

"Anxiety about the war also hit the house, especially because his grandparents, Ted and Marietje Stammler, had a lot of outings in the Netherlands. They kept asking about letters from the Netherlands, which did not appear. And especially, they were worried about Dewi Ayu's father and mother, Henri and Aneu Stammler, who fled most likely to Europe. They just left one morning sixteen years ago," (Eka Kurniawan, 22:67)

The quote illustrates how the theme of family and intergenerational relationships plays an important role in the novel *Cantik itu Luka*. Additionally, this tension highlights the differences between older generations, who still remember the past with anxieties and hopes, and younger generations, such as Dewi Ayu, who may have different views and understandings of their family heritage and history. The tension between the memory of the past and the struggle to understand the present is an ever-evolving theme in this novel.

In a discussion on the theme of family and generation, James P. Brennan (2001) in *Indonesia in the 20th Century* states that the family in Indonesian literature is often a symbol of continuity or division, depending on the impact of historical events such as colonialism and war. The separation between Henri and Aneu and his family in the Netherlands illustrates the social and political impact that hit the family structure.

John H. McGlynn (2009) in his article also underlines the importance of the theme of generations in Indonesian literature, which describes how trauma and historical burdens are often passed down in the family, affect the relationship between parents and children, and the influence of history on family identity and feelings.

#### 4. Love and Hate

The relationships between the characters are filled with complex love and often end in hatred or violence, reflecting an emotional reality full of conflict. One of them is the conflict experienced by Alamanda in the following quote:

"I just found out that's what men do when they are guerrillas," said Alamanda while the Shodancho looked at him with the gaze of a sinner who seemed to be suffering from love, "You have to marry me without I ever loved you, or I'll kill myself after I tell everyone in the city what you've done to me." (Eka Kurniawan, 2022:226)

In this conversation, Alamanda expressed the emotional pressure she felt due to the Shodancho's threat. He is forced to marry the Shodancho without love, with the threat that if he



doesn't, the Shodancho will commit suicide and expose his disgrace to the entire city. This situation reflects the broken relationship between love and hate. Love, which is supposed to be the basis of a relationship, is filled with coercion, manipulation, and threats, which illustrates the toxic and conflict-ridden dynamics of relationships.

Hatred in this quote arises in response to feelings of being forced and betrayed, while love appears as a form of power and control. In this case, love is no longer a sincere feeling, but rather a tool used to enslave and control one's feelings.

Researchers such as Ariel Heryanto (2008) in *State Terrorism and Political Identity in Indonesia* note that in many Indonesian literary works, love and hatred often function as two sides of one coin, where feelings of love are often accompanied by deep power and violence. Heryanto observed that post-colonial Indonesian literature often depicts relationships between individuals in an atmosphere of power inequality, where love is often accompanied by hidden manipulation and hatred.

In addition, Kurniawan Eka in various interviews stated that in *Cantik itu Luka*, love and hate are intertwined as part of a larger social dynamic, where love is often questioned in relationships full of violence, both physically and emotionally. In this novel, love is often used as a means to maintain or gain power, which makes it full of ambivalence, both in personal relationships and in the broader socio-political context.

##### 5. Myth and Mysticism

In the style of magical realism, the novel blends supernatural elements with everyday life, such as Dewi Ayu's resurrection from the dead, to highlight the cultural and spiritual richness of Indonesian society.

"... Dewi Ayu rose from the grave after twenty-one years of death...."(Eka Kurniawan, 2022:1)

Dewi Ayu who rises from the grave after twenty-one years of her death refers to the supernatural element that blends with reality in this novel. The rise of Dewi Ayu creates a mystical atmosphere that unites the worlds of life and death, describing the transition between the two as inseparable. This phenomenon also symbolizes how myths and superstitions have the power to change and regulate human life, as well as show the close connection between reality and the supernatural world in Indonesian society.

The mythical theme in *Beautiful That Wound* not only involves magical elements, but also reflects larger social and historical realities, such as injustice and oppression that occur in society. The

rise of Dewi Ayu, who is not only part of the mystical world, also illustrates how the past and collective memories can again disturb and shape the present. This shows that in Indonesian culture, especially those influenced by elements of traditional beliefs, historical events and traumas can return in the form of myths or folklore.

In literary studies, Denys Lombard (1996) in *Nusantara: A History of Indonesia* notes that Indonesian people often consider myths and folklore as a way to explain social and natural phenomena. In the context of Indonesian literature, as depicted in Eka Kurniawan's work, myths are not only part of the story, but also serve as a way to interpret and respond to various events in human life.

Robert W. Hefner (2001) also emphasizes that in Indonesian literature, mysticism is often used to combine the real world and the supernatural world, where the boundary between the two becomes blurred and full of ambivalence. This is evident in *Cantik itu Luka*, where the influence of myth and reality influence and interact with each other.

## 6. Patriarchy and Gender Violence

This novel criticizes the patriarchal culture that treats women as objects and often becomes victims of sexual violence, both in the personal and political spheres. One of them happened to the character of Alamanda in the following quote:

"They go through minute by minute in a fight, a fight of a man who wants to vent his lust and a woman who tries to claw and scream to defend herself from love that she does not want to do." (Eka Kurniawan, 2022:2240)

In this scene, the conflict that occurs between a man who tries to vent his lust and a woman who tries to defend himself reflects the unbalanced power dynamics in a patriarchal society. The woman is trapped in a defensive position, struggling to maintain her honor and body, while the man seeks domination and control, reflecting the practice of gender violence that often occurs in patriarchal social structures.

Patriarchy here functions as a system that puts women in an inferior position, where the female body becomes an object that can be treated at will by men. The violence described in this quote is not only physical, but also includes emotional and psychological violence, which is often triggered by social norms that consider men to be the holders of power over women.

Researchers such as Ratna, Nyoman Kutha. (2004) in *Literature and Gender* notes that in many Indonesian literary works, patriarchy is often described as a system that justifies violence against women. This system treats women as objects that must be subject to men's desires, and this often manifests itself in the form of physical or sexual violence.

Ariel Heryanto (2008) in *State Terrorism and Political Identity in Indonesia* also observes that gender violence is often a manifestation of structural inequalities that exist in Indonesian society, where women are often victims of violence due to male dominance in the public and private spheres. Heryanto attributes this to social constructions that reinforce the view that women belong to men, both physically and psychologically.

**b. Axial Coding**

Continuing from the Open Coding stage, the next step in Axial Coding is to group and connect the themes or categories that have been identified in open coding. There are several interconnected and related themes that have previously been discussed in *Open Coding* such as the theme of colonialism and oppression which is associated with historical trauma and wounds, then the theme of family and generations that are strongly related to love and hate.

The theme of patriarchy and gender violence which is closely intersected with beauty and sacrifice and so on so that conclusions can be drawn regarding the central theme in the form of "collective and individual trauma as a reflection of history and culture" because almost all the issues raised in the novel *Cantik itu Luka* end up on how the real trauma originates from colonial history, patriarchy and social exploitation.

**c. Selectiv Coding**

The central theme of *Luka* focuses on historical trauma, especially related to the colonization of the Netherlands and Japan. This trauma creates a cycle of suffering that affects the main characters, such as Dewi Ayu, and is passed down from generation to generation.

**a) Inter-Theme Relationships**

The theme of Wounds of History is related to Generations, because the history continues to influence the next generation, creating family relationships full of conflict and sadness, seen in the lives of Dewi Ayu and her children.

Then beauty and Sacrifice: Physical beauty, which should be a gift, instead becomes a burden and a source of suffering, depicting the exploitation of women in patriarchal society.

Then patriarchy is closely related to gender violence. The novel criticizes patriarchal structures that oppress women through physical and emotional violence. Furthermore, love often turns into hatred and violence, reflecting the complexity of emotional relationships in a society overshadowed by historical trauma. So the theme of love is very related to hatred

### **Analysis of the Use of Beautiful Wounds as Teaching Materials in Learning**

The use of the novel *Cantik itu Luka* by Eka Kurniawan as a teaching material in learning can be done with a comprehensive approach, utilizing major themes that have been analyzed previously to teach various concepts in the fields of literature, history, psychology, social, and gender.

#### 1. Literature Learning

##### a. Themes and Symbolism

The results of the analysis of *Cantik itu Luka* can be used to teach students how to analyze major themes in literary works, such as colonialism, historical trauma, patriarchy, and gender violence. Students may be given the task of identifying the main themes in the novel, relating them to the characters and plot, as well as examining the symbolism used by the author (such as beauty as a symbol of suffering).

##### b. Character Characterization and Development

Students can be invited to analyze how Eka Kurniawan portrays her main characters (such as Dewi Ayu) and how these characters develop as the story progresses. Discussions about the complexity of characters and how historical trauma shapes them can be material for reflection in literature classes.

#### 2. History and Socio-Culture.

##### a. Colonialism and Historical Trauma:

This novel can be used to describe the impact of Dutch and Japanese colonialism on Indonesian society. Students can learn about Indonesian history through the context of novels, as well as how historical trauma is passed down from generation to generation. The discussion can be directed to understand the social and psychological consequences of colonialism on the Indonesian people.

##### b. Patriarchy and Gender Violence.

The strong patriarchal theme in this novel can be a topic of discussion to teach students about gender inequality in Indonesian society, as well as how patriarchal culture treats women. Students can be given the task of writing reflections on the role of women in society and how gender violence is still a relevant issue today.

### 3. Psychology and Psychoanalysis

#### a. Psychological Trauma and Historical Wounds

Based on the results of the trauma analysis contained in the novel, this teaching material can be used to teach students about the psychological impact of major events such as wars, revolutions, and colonialism on individuals and society. It also provides an opportunity to introduce trauma theory and how trauma can be passed on between generations.

#### b. Character Analysis Using Psychology

An analysis of Dewi Ayu's character and how historical trauma affects her mentally and emotionally can be used to teach psychological concepts, such as the long-term impact of violence and trauma on individuals. Students could be asked to explore how characters in the novel deal with or respond to trauma.

### 4. Gender Education

#### a. Teaching on Gender Inequality and Feminism:

This novel can be used to teach students about the issue of gender inequality, how women are treated as objects, and the violence they face in the context of patriarchy. This learning can open up discussions about feminism, women's empowerment, and women's rights in society.

#### b. Case Studies on Gender Violence:

Students can study and discuss the forms of violence experienced by female characters in novels and analyze them from the perspective of gender theory. This can be a means to better understand the social realities that exist in society, as well as identify ways to fight gender injustice.

### 5. Interdisciplinary (integrating multiple disciplines)

#### a. Uses of Magical Realism in Literature and Culture:

This novel can be used in literary and cultural learning to teach students about magical realism as a literary genre. The use of supernatural elements in daily life contained in this novel can also guide students to understand the context of Indonesian culture which is rich in myths and beliefs.

b. Social Approach in Criticizing Social Structures.

This novel can be used to teach students about social criticism through literature. Students can be invited to analyze how Eka Kurniawan portrays social and economic injustice, as well as how the characters in the novel struggle against the system that oppresses them.

Using the novel *Cantik itu Luka*, especially the themes that have been analyzed previously as teaching materials in learning, not only enriches students' insight into literature, but also allows them to understand social, cultural, historical, and gender issues in a more in-depth and contextual way. Through this interdisciplinary approach, students can develop critical and reflective skills that are very useful in their lives, as well as gain a better understanding of the world around them.

### **Advantages and Disadvantages of Using *Beauty* as a Teaching Material in Learning**

The use of the novel *Cantik itu Luka* by Eka Kurniawan as a teaching material has advantages and disadvantages that need to be considered in the context of learning.

Advantages of Using *Beautiful Wounds* as Teaching Materials:

1. Deep and Complex

*Cantik itu Luka* is a novel with very complex themes, such as colonialism, historical trauma, patriarchy, gender violence, and mysticism. It provides a wealth of material to analyze in various disciplines, including literature, history, social, and psychology

Readers can learn how to analyze major themes in literature, as well as understand the social and historical context behind the story.

2. Unique Magical Realism

The novel combines elements of magical realism with social reality, allowing students to become familiar with the genre and understand how magical elements are used to enrich social and cultural narratives. This is an interesting way to teach a particular genre of literature.

3. Raising Relevant Social Issues

The issues of patriarchy, gender violence, and historical trauma raised in this novel are very relevant to contemporary social and gender discussions. This provides an opportunity for students to better understand issues that are still a big problem in Indonesian and global society.

Students can learn to see how historical events, such as the Dutch and Japanese colonizations, affected the personal and social lives of individuals

#### 4. Character Education and Moral Values

This novel can be used to teach students about strength, resilience, and sacrifice, especially through the character of Dewi Ayu who reflects suffering as well as strength. This can be the subject of discussion regarding how individuals struggle against fate and oppressive social structures.

Inviting students to understand family dynamics, trauma cycles, and how one can get caught up in a historical legacy, allows them to learn about the importance of self-reflection and empathy.

#### 5. Multidisciplinary and Critical

The novel encourages a multidisciplinary approach as it encompasses literature, history, psychology, and socio-culture. This provides space for students to think critically and connect learning materials from different fields of study.

Students can develop in-depth analytical skills by connecting characters and events in novels with literary, historical, and social theories.

### Disadvantages of Using the Beautiful Novel as a Teaching Material:

#### 1. Heavy Language and Content:

The language used in this novel, while beautiful, can sometimes be difficult for students to understand, especially for those who are not yet familiar with the writing style rich in metaphor and symbolism. This can make learning more challenging.

The novel also contains quite explicit content, such as sexual violence, physical violence, and themes that may be considered inappropriate or too heavy for some age groups or younger audiences

#### 2. Controversial and Challenging for Some Students

Some themes in the novel, such as gender violence and patriarchy, can become controversial or spark debate in the classroom, especially if students do not yet have enough background or understanding of these issues. This can create tension in class discussions.

The use of myths and magical elements in novels, while interesting, can be challenging for students who are more likely to assume literary works should be realistic or who are unfamiliar with the concept of magical realism.

### 3. Length and Complexity of the Plot

The novel is quite long and has a non-linear narrative structure. This can make it difficult for students to follow the storyline smoothly, especially for those who are not familiar with complex literary works.

Some elements in the story can be too complicated or confusing for students who are new to Indonesian literature or who are not yet familiar with the storyline full of flashbacks, symbolism, and metaphors.

### 4. Limitations in Focus Learning

Because the novel covers many themes, it can be difficult to focus on just one aspect in a limited amount of time. Students can feel overwhelmed if there are too many themes to analyze at once, especially in the context of learning that requires a deep understanding.

At times, it is difficult to determine whether the focus of the analysis should be more on literary aspects (such as writing style) or on the social, political, and historical contexts discussed in this novel.

### 5. Lack of Positive Representation in Female Figures

Although the novel *Beautiful That Luka* depicts the suffering and power of women, most of the female characters in this novel experience violence and injustice. This can be a challenge in teaching material to students who are looking for positive or inspirational representations of female characters in literary works.

## CONCLUSION

After some of the descriptions above, the researcher concluded that the novel *Cantik itu Luka* has several themes, namely: 1). Colonialism and Oppression, 2). Trauma and Historical Wounds, 3). Beauty and Sacrifice, 4). Family and Generation, 5). Love and Hatred, 6). Myth and Mysticism, 7). Patriarchy and Gender Violence, with the central theme being "Collective Trauma and Individuals as Reflections of History and Culture". From several themes in the novel *Cantik itu Luka*, it was developed theoretically and linked to relevant literature so that it produces theories in the form of: 1). Collective Trauma Theory, 2). Patriarchal Theory, and 3). Magical Realism Theory. The use of the novel *Cantik*



itu Luka by Eka Kurniawan as a teaching material that has been analyzed previously to teach various concepts in the fields of literature, history, psychology, social, and gender.

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