ABSTRAK

Wijayanti, Adinda Alma. 2026. ‘‘Tindakan Sosial dan Kemandirian Tokoh dalam Novel *Hana Tara Hata* Karya Tere Liye serta Relevansinya sebagai Bahan Ajar’’. Program Studi Pendidikan Bahasa Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Peradaban. Dosen Pembimbing: Moh Shofiuddin Shofi, M.Pd.

Kata Kunci: bahan ajar, kemandirian tokoh, novel, dan tindakan sosial.

Penelitian ini mengkaji bentuk tindakan sosial dan kemandirian tokoh dalam novel *Hana Tara Hata* karya Tere Liye serta relevansinya sebagai bahan ajar. Tujuannya untuk mendeskripsikan dan menganalisis tindakan sosial yang ditunjukan oleh para tokoh dalam novel *Hana Tara Hata* karya Tere Liye, mendeskripsikan kemandirian tokoh melalui tindakan yang ditampilkan dalam cerita, serta menganalisis relevansin novel *Hana Tara Hata* karya Tere Liye sebagai bahan ajar di SMK Semesta Bumiayu. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian adalah novel *Hana Tara Hata* dengan teknik pengumpulan data berupa baca-catat dan dokumentasi. Analisis data dilakukan melalui tahapan reduksi, penyajian data, dan penarikan kesimpulan, serta diperkuat teknik triangulasi sumber. Hasil penelitian menunjukkan novel bertema perjuangan ini melibatkan 12 tokoh berlatar Klan Matahari. Alur campuran dan sudut pandang orang ketiga digunakan untuk menyampaikan amanat moral. Temuan tindakan sosial mencakup 31 data rasional instrumental, 19 rasional nilai, 10 tradisional, dan 26 afektif. Sementara itu, tiga kemandirian perilaku (6 data), kemandirian emosional (3 data), kemandirian nilai (5 data). Novel *Hana Tara Hata* karya Tere Liye relevan digunakan sebagai bahan ajar karena memuat nilai tindakan sosial dan kemandirian yang dapat dikaji melalui pembelajaran sastra. Representasi tindakan rasional instrumental, rasional berorientasi nilai, tradisional, serta afektif dalam tokoh novel memberikan gambaran konkret mengenai dinamika sosial di masyarakat. Selain itu, nilai kemandirian tokoh berpotensi menjadi keteladanan bagi peserta didik dalam pembentukan karakter positif. Hasil analisis ini di harapkan dapat mendukung ketercapaian tujuan pembelajaran Bahasa Indonesia di SMK, khususnya pada kompetensi menganalisis unsur pembangun novel dan mengidentifikasi nilai-nilai kehidupan.

ABSTRACT

***Wijayanti, Adinda Alma**. 2026. ‘‘Social Action and Character Independence in Tere Liye's Novel "Hana Tara Hata" and Its Relevance as Teaching Material’’. Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Universitas Peradaban. Supervisor: Moh Shofiuddin Shofi, M.Pd.*

Keywords: teaching materials, character independence, novel, and social action.

This study examines the forms of social action and character autonomy in the novel Hana Tara Hata by Tere Liye, as well as its relevance as teaching material. The objectives are to describe and analyze the social actions exhibited by the characters, describe character autonomy through actions portrayed in the story, and analyze the novel's relevance as teaching material at SMK Semesta Bumiayu. This study employs a descriptive-qualitative approach. The subject of the study is the novel Hana Tara Hata, with data collected through reading-and-noting and documentation techniques. Data analysis was conducted through stages of reduction, presentation, and conclusion drawing, and was reinforced by source triangulation. The results show that this novel, themed around struggle, features 12 characters set in the Sun Clan (Klan Matahari). A mixed plot and third-person point of view are used to convey moral messages. Findings regarding social action include 31 instances of instrumental-rational action, 19 of value-rational, 10 of traditional, and 26 of affective action. Meanwhile, findings regarding autonomy include behavioral autonomy (6 instances), emotional autonomy (3 instances), and value autonomy (5 instances). The novel Hana Tara Hata is relevant as teaching material because it contains values of social action and autonomy that can be explored through literature instruction. The representation of instrumental-rational, value-oriented rational, traditional, and affective actions among the characters provides a concrete illustration of social dynamics. Furthermore, the characters' autonomy offers a potential model for students in positive character building. These analysis results are expected to support the achievement of Indonesian language learning objectives in vocational high schools (SMK), specifically regarding the competencies of analyzing a novel's structural elements and identifying life values.