

SOCIAL CRITICISM AND MORALITY IN *SUBVERSIF!* DRAMA SCRIPT: FAIZA MARDZOEKI'S WORK AND ITS UTILIZATION AS LITERARY TEXT TEACHING IN SENIOR HIGH SCHOOL

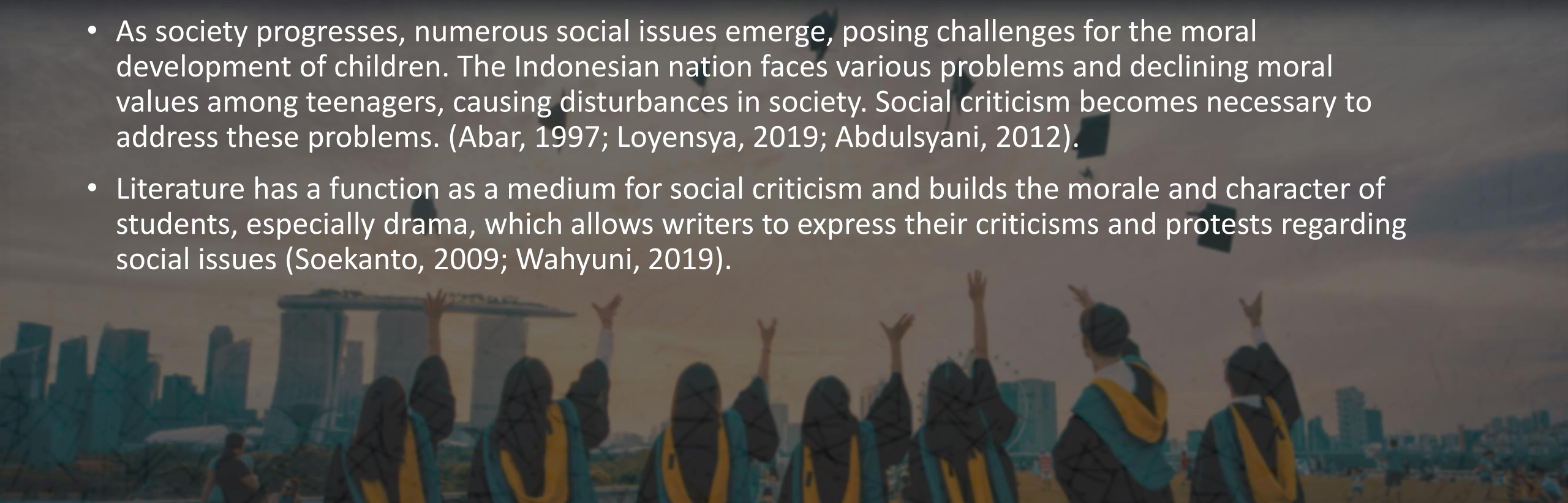
No. Abstract: ABS-ICOLLITE-23055

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INTRODUCTION

- Education should be a system that makes students better and meets the expected competency standards, without forgetting the child's inner condition by not using coercion, so that the child's learning experience is more durable and can form the expected character (Ningsih, 2015; Adibatin, 2016).
- As society progresses, numerous social issues emerge, posing challenges for the moral development of children. The Indonesian nation faces various problems and declining moral values among teenagers, causing disturbances in society. Social criticism becomes necessary to address these problems. (Abar, 1997; Loyensya, 2019; Abdulsyani, 2012).
- Literature has a function as a medium for social criticism and builds the morale and character of students, especially drama, which allows writers to express their criticisms and protests regarding social issues (Soekanto, 2009; Wahyuni, 2019).



LITERATURE REVIEW

- Education has a goal of passing on knowledge, skills, and norms of behavior so that new members can become part of their society (Giddens & Sutton; 2014).
- Drama is a type of literature that can be enjoyed in the form of writing or staging, which has many elements that distinguish it from other types of written works (Boulton, 2013; Dowdy & Kaplan, 2011).
- Social criticism in literary works is a form of criticism conveyed by writers to social problems that often occur in society (Suhardi, 2011; Benno; 2016).
- Morality is the values that exist within humans that distinguish humans from other living things, so that we will be easily accepted in society (Tomasello, 2016; Vaughn; 2016).
- In the sociology of literature according to Alan Swingewood, literary works are the result of a dialectic process of thought from writers who give a touch from outside literary works, such as social and cultural conditions that exist in society. Literature produces descriptions of social settings, social types, and social situations, which are useful as early access to human relations and society (Longo, 2015).

METHOD

Approach

Qualitative

Method

Descriptive

Research Strategy

- document analysis
- interview

Data

- Dialogues and monologues in drama script
- Interview with some teachers

Data Analysis

(Miles and Huberman)

- Data reduction
- Data display
- Verifying conclusions.



FINDING AND DISCUSSION

Social criticism that found in the drama script is about poverty, crime, politics, family disharmony, and environmental problems. The most prevalent social critique found in the drama script *Subversive!* is regarding politics or government. The least found social critique is about criminality.

“Kau tahu? Begitu banyak barang dijual, tapi dengan gaji kecil, apa yang bisa kita dapat? Tapi sekarang, kami bisa hidup lumayan baik, layaknya keluarga kelas menengah terdidik. Lihatlah! Hari misalnya. Di meja tersedia **steak** lezat! Kau tidak ingin mencobanya?”

Dialog 1. page 17

Social criticism of poverty is with the way the characters entertains guests who come to the house. In the lower middle class society, it would not be possible if they ate steak for dinner. Steak is used as a media to mention which group these figures come from, as well as to satirize the problem of poverty.

FINDING AND DISCUSSION

Social criticism of politics in drama scripts is actually conveyed in various ways, namely (1) using animal parables, such as: *sekawanan kambing* and *anjing*, and (2) using words that contain negative meanings, such as: *busuk*, *berumur uzur*, *tidak bisa hidup sehat dan waras*, and so on.

Social criticism of family disharmony arose because of the different positions of the characters, as shown.

Dokter Torangga

Kau pikir aku telah melakukan kejahatan???

Walikota Jokarna

Torangga, aku tidak mengerti mengapa kau tak pernah mau belajar?!

Dialog 3. page 20

Disharmony in the family is indeed related to individual systems, families, even down to the sociocultural level.

The results obtained show that the lower classes do not have as much power as the upper class, resulting in social deprivation in the form of civil-political rights and socio-economic rights.

FINDING AND DISCUSSION

Reflecting real events that occur in society in a play allows us to find many moral values in the play. Morality found in play scripts is divided into morality between characters and god, characters and themselves, and morality between characters.

Aku akan menghancurkan kehidupan kota?

Dialog 4. page 69

Persetan semua itu! Akan kutuntut hak kebebasanku untuk menyatakan pikiranku tentang segala hal!

Dialog 5. page 56

The most commonly found is the morality between the character and oneself. For example, when Doctor Torangga is seen often doubting his decisions because he has to take sides before expressing his opinion. However, his unyielding nature and firm attitude are positive things that can be taken for students.

Morality between characters can be found in the form of politeness when entering an unfamiliar room.

Harry Tamboga
(Membungkuk)

Maafkan saya, Dokter. Kalau saya mengganggu...

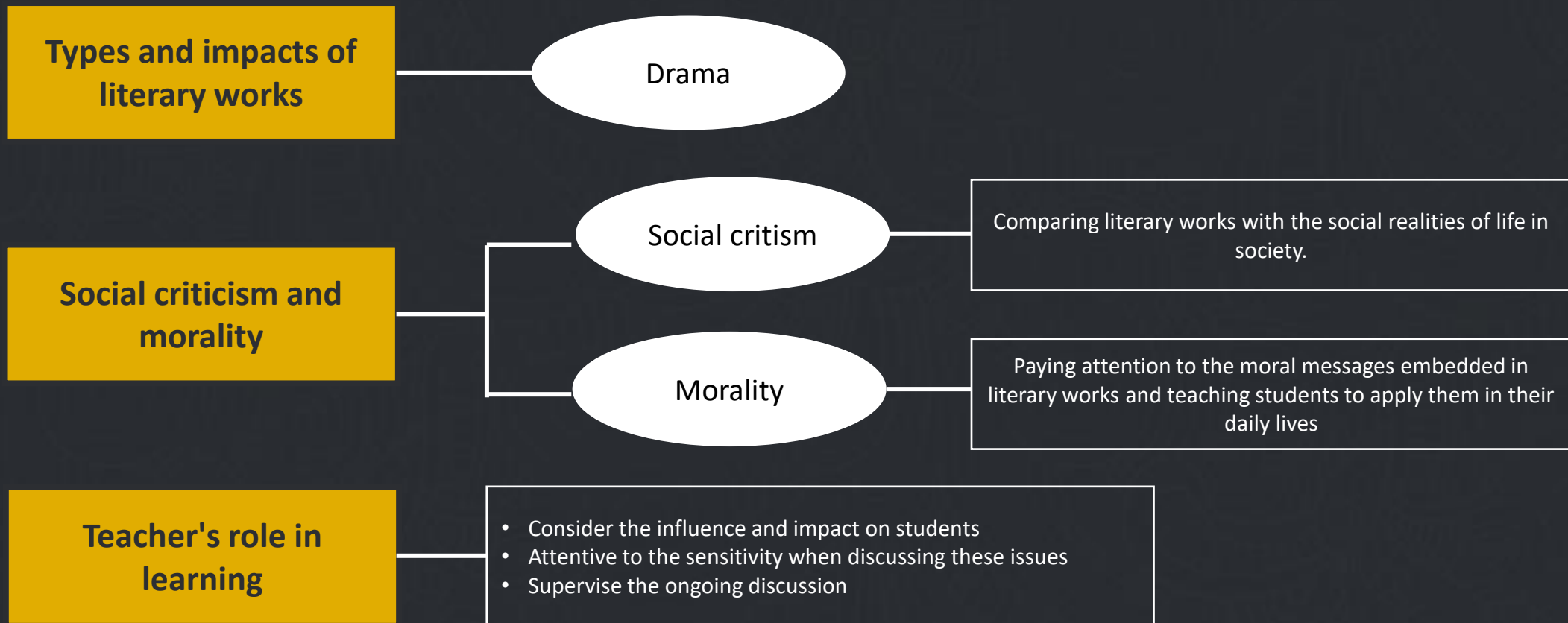
Dokter Torangga

Ah, tidak, Pak Harry. Mari masuk! Senang anda mau bertandang kemari

Dialog 6. page 56

FINDING AND DISCUSSION

The use of social criticism and morality obtained from the analysis in literary education for high school students:



CONCLUSION

In today's millennial generation, developing student character cannot be ignored. Drama script is one of the media that can be utilized because it holds numerous values that can be extracted. From the analysis, the most prevalent social critique found in the drama script *Subversif* by Faiza Mardzoeki is related to politics or governance. Meanwhile, the most prevalent type of morality found is the morality between one character and another. The results obtained can be applied as learning material for literary texts by considering the types and impacts of literary works, the social and moral criticism contained therein, and the teacher's role in learning. It is hoped that this will make all of us more aware of the importance of social criticism and morality in learning.



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THANK YOU!

