



Relevance of Prophetic Feminism Study in Duology Scappa per Amore by Dini Fitria with Literature Learning in Senior High School

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Abstract

This research aims to determine and describe the relevance of the study of prophetic feminism in the Scappa per Amore duology by Dini Fitria with literature learning in senior high schools. This research is a descriptive-qualitative research to explain a problem with word description. The data in this research were collected using literature review and interview techniques. The research data were sourced from the literature and manuscript interviews. The results of the interview serve as the primary data in this research while the literature was used as the secondary data. The informants in this research were Indonesian language teachers in senior high schools in Indonesia. Meanwhile, the data were analyzed using Miles and Huberman's interactive analysis model which consists of four stages namely data collection, data reduction, data presentation, and conclusion drawing. The results show that there is relevance between the study of prophetic feminism in Dini Fitria's Scappa per Amore duology and the literature learning in senior high schools in terms of three aspects; they are 1) the study of prophetic feminism is suitable with the material in basic competence of interpreting the author's view; (2) the study of prophetic feminism in the duology novel Scappa per Amore can be used as a teaching material in learning literature; and 3) the study of prophetic feminism influences scientific activities in senior high schools.

Keywords: Relevance; Prophetic Feminism; Literature Learning

Introduction

Learning is a process to make students understand and be able to learn as needed. According to Brown (2001: 165), learning is an interactive process of exchanging thoughts and feelings between two or more people to produce influence for both. Meanwhile, Siregar (2014: 13) explains that there are several characteristics of learning including 1) learning is a conscious and deliberate effort; 2) it can make students learn; 3) the objectives are set before the learning process takes place, and 4) its implementation is controlled, both its content, time, process and result.

The objective of learning is to help students to achieve the expected competencies. Gagne (2004: 49) suggests that the objective of learning is to obtain intellectual abilities, problem-solving abilities, information, attitudes, and as muscle movement skills. Sanjaya (2011: 204) explains that the components in learning include goals, subject matter, learning methods or strategies, media and evaluation. Literature learning is one of learning that has competence related to the field of literature. In senior high schools, literature learning is included in the Indonesian language subject. Chambers and Gregory (2006: 68-70)

state that literature learning includes interpretation of literary works, literary theories, and literary criticisms. Lazar (1993: 15-19) argues that literature learning has several benefits for students including providing motivation to students, giving access to cultural background, giving access to language acquisition, expanding students' attention to language, developing students' interpretation skills, and educating students holistically. In learning literature, one thing that takes precedence is the ability to interpret literary works. This means that there must be a link between the educational outcomes with life in society. Regarding this, in learning literature, there is a study of literature. Literature study is an activity in the form of studying literature. The study of literary works can be in the form of examination, research, and study of a literary work. Nurgiyantoro (2013: 52-54) explains that to conduct a study of literary texts, it is usually accompanied with analytical work. This analytical work is intended to provide an objective assessment based on things that can be found in the relevant text and not based on the principle of preference. Therefore, the main purpose of the literature study is to understand more deeply the literary work and to help explain to the reader to understand the literary work as a whole.

These studies of literary texts finally have various approaches. This corresponds with the opinion of Ahmadi & Yulianto (2019: 102) that the current literature study has developed dynamically and provided a breakthrough for the humanities and is no longer a monodisciplinary study. One of the newest approaches in the study of literature is the feminism approach. This is in line with the opinion of Suryaningrum *et al.* (2019: 321) that literature plays an important role in feminism. In the study of feminist literature, it contains the application of the feminism movement, often referred to as feminist literary criticism. According to Baines (2012: 2), feminism is related to gender equality. Nurgiyantoro (2013: 109) states that feminist literary criticism examines the image and stereotype of women in the vortex of patriarchal culture of women as a figure and an author in a literary work. Meanwhile, Nurhayati (2012: 62) argues that feminist thinking is included in the literary theory with various forms and kinds of criticisms. One of the varieties is prophetic feminism.

Prophetic feminism is a concept of feminism that views women from the religion and prophetic value perspectives. According to El-Sharif (2018: 69), the term *prophetic* means something related to prophethood. Lari (2008: 11) further explains that the prophetic mission is trying to control, reduce, and bring change to the things that cause problems and rebellion. This is as what Khan (1998: 31) says that each prophet has the character of Divine justice believing that God values His faithful servants and decreases the degree of His rebellious servants. The initiator of prophetic literature, Kuntowijoyo (2006: 1-3), explains that in prophetic literature, humanity, freedom, and divinity are united based on the Scriptures as part of internalizing religious or worship values, as well as conducting judgments and criticisms of civilized culture. Prophetic feminism aims to expand through more transcendent social thought so that the women's movement can answer the theological challenges that are rife in the Western feminist movement. Aziz (2007: 241) argues that prophetic feminism aims to equalize men and women in the social dimension by continuing to prioritize and uphold each other's natures. From the Islamic perspective, it can be interpreted that prophetic feminism views women and men as ordinary human beings while God is in the logos dimension. This is in line with Kasmawati's opinion (2014: 65-66) that human relations with others are relations between objects to realize the equality of humanity of men and women in real terms because it does not make one subordinate to another. Meanwhile, the subject is God who has absolute truth values.

The basis of prophetic feminism is the Qur'an as the scripture of humanity. This is in line with Aziz's opinion (2007: 236) that prophetic feminism is a feminist thinking device based on the contextualization of the history of the Qur'an. Furthermore, in her book, Aziz (2007: 244) mentions several verses in the Qur'an which have feminist nuances such as Q.S. An-Nisa: 11, 127-129; Al-Baqarah: 32, 223, 231; Al-Ahzab: 33; Al-Hujurat: 13; An-Nahl: 97; Al-A'Raaf: 172; Al-Mumtahanah: 12; Al-Imraan: 195. In addition, prophetic feminism is closely related to prophetic ethics which includes humanization, liberation, and transcendence.

One of the duology novels that can be studied with prophetic feminism is the duology novel *Scappa per Amore* by Dini Fitria. In the duology novel, prophetic feminism can be known through the image of Muslim female figures depicted. The image of the female figures can be seen from aspects of prophetic ethics. For example, in humanization, women are imaged as those who maintain interfaith brotherhood, respect for others, are friendly and forgiving. In liberation, women are imaged as working women, highly educated women, women who are courageous in expressing their opinions. Meanwhile, in transcendence, women are imaged as religious and patient women. Based on the background in the description above, the researcher conducted a research on the relevance of the study of prophetic feminism in the duology *Scappa per Amore* by Dini Fitria with literature learning in senior high schools. It aims to find out and describe the relevance between the study of prophetic feminism in the duology *Scappa per Amore* associated with literature learning in senior high schools. Meanwhile, the method used in this research is descriptive qualitative.

Method

This research is a descriptive-qualitative research. According to Moleong (2012: 6), qualitative research is a research that aims to understand the phenomena experienced by the research subjects holistically by describing in the form of words and language. The phenomenon referred to in this research is the relevance of the study of prophetic feminism in the duology *Scappa per Amore* by Dini Fitria with literature learning in senior high schools. The sources of the research data were in the form of primary and secondary data sources. The primary data source was the result of a joint interview with the informants. The informants in this research were Indonesian subject teachers. The secondary data source was the literature consisting of various types of literature relating to research. The data were collected using audio recordings and field notes. Audio recordings and field notes were combined and transcribed.

In this research, the data collection was done by literature review and interview techniques. Literature review was used to obtain theories and literature related to the discussion in this research. The interview technique was conducted to obtain data and facts in the field. Meanwhile, the data analysis technique in this research used the interactive model of data analysis techniques of Miles and Huberman. The interactive analysis model consists of four stages namely data collection, data reduction, data presentation, and data conclusion. The research procedure includes several stages including (1) building a conceptual framework, (2) formulating the research problem, (3) limiting the research, (4) collecting related literature data and interview data, (5) data analysis, and (6) drawing conclusions.

Result

The researcher presents the results of the research and discussion on the relevance of the study of prophetic feminism in the duology *Scappa per Amore* by Dini Fitria with literature learning in senior high schools. The research data were taken from literature review and interview results. The researcher conducted interviews with two resource persons who were Indonesian language teachers in senior high schools. The following are data in the form of answers from informants and information during the interview process.

Data Description

- a) First Informant (Gy)
The first informant was Giyato, S.Pd, M.Pd. Mr. Giyato works as a teacher in SMA Negeri 1 Karanganyar. The interview with Mr. Giyato was held in the library of SMA Negeri 1 Karanganyar on Monday, July 15, 2019 at 09.00 local time.
- b) Second Informant (Dj)
The second informant was Diah Juni, S.Pd. Ms. Diah works as a teacher in SMA Negeri 1 Karanganyar. An interview with Mrs. Diah was held in the library of SMA Negeri 1 Karanganyar on Wednesday, July 17, 2019 at 08.30 local time.

The Relevance of the Study of Prophetic Feminism with Indonesian Language Learning in Senior High Schools

Based on the results of the interviews with the two informants, the relevance of the study of prophetic feminism with the literature learning in senior high schools can be known through the interviewees' answers. In learning literature, the most priority is the ability of students to interpret the literary work itself. This is because literary works reflect social life and the purpose of learning is to making students have the ability to solve problems in life. Literature learning is part of the Indonesian language subject in senior high schools in Indonesia. There are various types of literary works taught in it. This is in line with the result of the researcher's interview with Gy's opinion:

"Kalau di Sekolah Menengah Atas, pembelajaran sastra itu meliputi puisi, cerpen, novel, prosa fiksi, dan juga naskah drama repertoar serta termasuk sampai ke pementasan drama. Jadi, hal-hal itu yang ada dalam pembelajaran sastra."

("In the senior high school, literature learning includes poetry, short stories, novels, fiction prose, and repertoire drama scripts including drama performances. Therefore, those are what the students learn in literature learning")

This is also in line with the opinion of Dj who argues:

"Kalau di Sekolah Menengah Atas, baik kelas X, XI, maupun XII itu ada berbagai macam, diantaranya puisi, cerita rakyat, novel, pantun, dan lainnya."

("In the senior high school, classes X, XI, and XII learn various kinds of literary works including poetry, folklore, novels, rhymes, and others")

There are various activities or competencies that must be achieved by students in learning literature in senior high schools. Literature study is one part of the literature learning activities. Related to the previous opinion, the novel is one of the literary works taught in senior high schools and the novel is also a type of literary work that can be studied with a prophetic feminism approach. The basic competencies related to the approach used in the literature study are presented by the opinion of the interviewee Gy in the following interview.

Peneliti : "Menurut Bapak apa kompetensi dasar dalam silabus yang berkaitan dengan kajian feminisme profetik?"

Informan : "Kalau kelas XI itu Kompetensi Dasar menganalisis pesan dari dua buku fiksi, baik novel maupun puisi. Kalau kelas XII itu Kompetensi Dasar mengenai pandangan hidup pengarang dalam novel."

(Researcher : "In your opinion, what are the basic competencies in the syllabus related to the study of prophetic feminism?"

Informant : "In class XI, the basic competence is analyzing messages from two fiction books, both novels and poetry. In class XII, the basic competence is about the author's view of life in the novel")

This was also supported by the opinion of Dj in the interview. If related to research, the basic competence is related to prophetic feminism in the novel because in the basic competence, students find out the author's ideas including his/her prophetic feminism view through the content of the novel and the solutions offered.

Researcher : "Informan sebelumnya menyebutkan bahwa penelitian ini berkaitan dengan KD mengenai pandangan hidup pengarang pada kelas XII. Bagaimana menurut Ibu?"

Informan : “Menurut saya itu juga sangat relevan karena dalam kehidupan ini pasti ada banyak masalah sehingga diangkat dalam sebuah novel yang mana novel itu pasti bersumber dari pandangan hidup seseorang. Oleh karena itu, agar lebih menjiwai masalah yang disajikan seperti apa, kemudian penyebab dari masalah itu apa, dan bagaimana menyajikan solusi yang terbaik agar orang lain atau orang yang membaca dan mempunyai masalah yang serupa bisa mendapatkan solusi untuk masalahnya juga”

(Researcher : “The informant previously mentioned that this research is related to the basic competence about the author's view of life in class XII. What do you think?”

Informant : “In my opinion, it is also very relevant because in this life there must be many problems raised in a novel that must be sourced from one's view of life. Therefore, in order to better ensoul how the problem presented looks like, the cause of the problem, and how to present the best solution so that other people or the readers who have the similar problem can get a solution for their problem as well”)

Based on this opinion, the first thing that becomes the relevance between the study of prophetic feminism in the duology *Scappa per Amore* and literature learning in the senior high school is that it is related to the material in the basic competence in the grade XII syllabus in accordance with the applicable curriculum in Indonesia, namely *KD 3.8 Menafsir pandangan pengarang terhadap kehidupan dalam novel yang dibaca* (interpreting the author's view of life in the novel being read). According to Mr. Giyato, the study of prophetic feminism is related to this basic competence because by analyzing prophetic feminism in the duology *Scappa per Amore*, the results of the analysis can be used by students as an example of the material to understand a novel, just as the basic competence of analyzing messages from two novels and determining the author's view in the novel. The study of prophetic feminism is interpreted by students as a female author's perspective on feminism as the image of women in the novel duology so that the author includes prophetic feminism messages in the novel. This was revealed by Gy in the following excerpt of the interview.

“Kalau dari novel kebetulan penulisnya perempuan sehingga pengarang menganut pandangan feminis kemudian dia masukkan pesan-pesan feminisme profetik dalam novel, termasuk citra perempuan dalam novel, misalnya saja citra perempuan yang berpendidikan tinggi tetapi juga mentaati suami. Sama ketika seorang anak mencoba menganalisis pesan dari sebuah novel bermuatan feminisme profetik, maka dia akan belajar bahwa pandangan dalam sebuah novel itu feminis, pesan-pesan feminis apa yang disampaikan disini, dia akan mencarinya. Jadi, ketika seorang anak dapat menemukan apa yang menjadi pesan, baik tersirat maupun tersurat dalam sebuah novel, dia tentu bisa menganalisisnya dengan baik”

(“The author of the novel happens to be a woman so that she adheres to the feminist view. Then, she puts prophetic feminism messages in the novel, including the image of women in the novel, for example the image of women who are not only highly educated, but also obedient to their husbands. It is as a child trying to analyze the message of a novel containing prophetic feminism, then he/she will learn that the view in a novel is feminist and find the feminist messages conveyed. So, when a child can find the message, implicit or explicit, in a novel, he can certainly analyze it well ”)

In addition, the study of prophetic feminism in the duology novel *Scappa per Amore* by Dini Fitria is also suitable to be used as teaching material in senior high schools. That is because the study of prophetic feminism does not merely echo feminism but teaches that the positions of men and women are equal in accordance with their respective nature so that it contains good teachings. Likewise, the study of

prophetic feminism in the duology *Scappa per Amore* depicts female figures with good character descriptions so that the students get inspired and learn from them. Therefore, the study of prophetic feminism is related to the teaching material so that it can be used as an approach when the students have the task of analyzing novels in senior high schools. Besides, the duology novel *Scappa per Amore* can be used as one of the teaching materials. This was revealed by both informants.

“Jadi, saat ini kan feminisme jadi gerakan masif dimana-mana. Tapi lebih baik tetap harus ada kontrol. Ketika ada istilah feminisme profetik, feminisme yang kemudian dikaitkan dengan prophet, kenabian, menurut Saya itu akan dirasa lebih baik. Meskipun kebebasan, tetapi bukan kebebasan yang tanpa batas. Meskipun menuntut hak persamaan laki-laki dan perempuan, tapi tetap ada porsinya. Jadi, kajian feminisme profetik dalam dwilogi novel ini saya kira sangat relevan dengan pembelajaran di Sekolah Menengah Atas terutama guru dapat mengacu dari hasil penelitian ini karena tidak semua bahan bacaan baik dibaca oleh anak, misal beberapa ragam feminisme mungkin kurang cocok jika diusung di negara kita. Jadi, menurut saya kajian ini sangat relevan dengan pembelajaran sastra di Sekolah Menengah Atas” (Gy)

“So, right now feminism is becoming a massive movement everywhere. But, it's better to have control. When there is the term prophetic feminism, feminism which is then associated with prophets, prophethood, in my opinion it is better. Although it is freedom, it doesn't mean limitless freedom. Despite demanding equal rights for men and women, there are still portions. So, the study of prophetic feminism in this duology novel, in my opinion, is very relevant to learning in senior high schools especially for teachers to refer to the results of this research because not all reading materials are well read by children; for example, some kinds of feminism may not be suitable to be applied in our country. So, in my opinion, this study is very relevant to the literature learning in senior high schools” (Gy)

The study of prophetic feminism in the duology novel *Scappa per Amore* can be used as a learning material because it contains good aspects to be learned by students namely humanization, liberation, and transcendence which are all in one unit. This was revealed by Dj as follows.

“Menurut saya materi yang kamu angkat relevan karena membahas kehidupan tokoh khususnya tentang feminisme profetik. Terdapat beberapa aspek yang sangat bagus dipelajari oleh siswa baik dari aspek humanis, liberasi, dan transendensinya sehingga anak yang mempunyai semangat literasi yang sangat tinggi membaca novel bermuatan ini akan mendapat banyak ilmu pengetahuan yang memotivasi kehidupannya agar lebih baik lagi.”

“In my opinion, the material you use is relevant because it discusses the lives of the characters, especially about prophetic feminism. There are some very good aspects learned by students, humanism, liberation, and transcendence aspects, so that children who have a very high literacy spirit reading this novel will get a lot of knowledge that motivates their lives to be even better”

The relevance of the prophetic feminism study to literature learning in senior high schools can also be reviewed from the effect of this study on students in a literature learning. They can become aware that literature can be used as a scientific research by analyzing it with various approaches. This influences the Youth Scientific Work community in senior high schools because it is inspired by literature study materials. This was revealed by Gy:

“Penelitian ini membuat anak menjadi tahu bahwa sebuah novel dapat dijadikan sebagai penelitian ilmiah. Di Sekolah Menengah Atas ini sebenarnya juga ada berbagai forum ilmiah seperti Kelompok Ilmiah Remaja. Mereka akan terinspirasi bahwa ada penelitian seperti ini”

("This research makes children know that a novel can be used as scientific research. In this senior high school, there are also various scientific forums such as the Youth Scientific Group. They will be inspired that there is a research like this")

He further explained that the study of prophetic feminism is feasible to be carried out because it influences the literacy habits of students in senior high schools who usually read teen novels in general. They can try reading novels with prophetic feminism themes that are useful and inspiring. Prophetic feminism novels are very suitable to be used as learning material and variation of their reading materials.

Discussion

Based on the findings of the research conducted after the interview process, the link between the study of prophetic feminism and literary learning in senior high schools can be seen from various aspects including the appropriateness of the prophetic feminism study with the material in the basic competency of interpreting the views of the author. The study of prophetic feminism in the duology novel *Scappa per Amore* can be used as a teaching material in learning literature as well as the influence of the prophetic feminism study in scientific activities in senior high schools. The study of literary works is related to the basic competence in the Indonesian language subject in Indonesian senior high schools, especially in class XII, namely KD 3.8 Interpreting the author's view of life in the novel being read. This also applies to the study of prophetic feminism in literature learning. Based on this basic competence, the students can interpret the author's view of life. They can also learn to analyze and interpret prophetic feminism messages that the author wants to express through literary works.

The second thing that bridges the study of prophetic feminism with literature learning in senior high schools is that the study of prophetic feminism in the duology novel *Scappa per Amore* can be used as a teaching material in schools. The teaching material in question is in the form of literary works of the duology novel. This is because the novel that contains prophetic feminism has religious values that are beneficial to students. Understanding prophetic feminism is different from understanding feminism in general. Prophetic feminism expresses an understanding that women and men are equal without having to go against each other's nature to form good thinking of the students. In prophetic feminism, the transcendental element is highly upheld so that it is good for students to recognize religious values and mutual respect. Therefore, novels containing prophetic feminism are suitable to be used as teaching materials in literature learning in senior high schools. Finally, the study of prophetic feminism has had a significant influence on the development of the youth scientific community at school. The existence of the prophetic feminism study makes students aware that literature can also be studied scientifically. In addition, it also enriches knowledge and literacy materials for students.

Conclusion

Based on the results of the analysis and discussion above, it can be concluded that the relevance of the study of prophetic feminism with literature learning in senior high schools can be seen through three things; they are (1) the study of prophetic feminism is related to the material in the basic competence of interpreting the view of the author; (2) the study of prophetic feminism in the duology novel *Scappa per Amore* can be used as a teaching material in literature learning; and (3) the study of prophetic feminism has an influence in scientific activities in senior high schools.

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