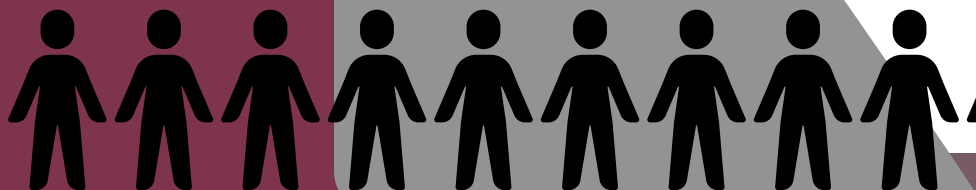


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# **Chapter -1**



## **HUMAN RIGHTS AND POLITICAL PARTICIPATION IN INDONESIA**

**Manotar Tampubolon**

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### **Introduction**

Political participation in general elections is an essential element of democratic governance. This is because of the fact that it enables people to have their voices be heard as well as influence the decisions which pertain to their daily lives. People also taken part in the electoral vote by taking part in elections. People elect politicians to depict individuals; normally, elected representatives act as their delegates in deciding policy initiatives that influence their lives. It is a civil right that protects people as well as other civil society from marginalization and prejudice (Lee & Sun, 2018: United Nations High Commissioner for Human Rights, 2022).

The freedom to engage in politics has been based on the idea that any individual is entitled to be participating in making choices that impact his or her public interest (Lee & Sun, 2018). Every individual has the right to take part in societal structure, not only to protect their rights but also to contribute to the development of a functioning democracy. The individual liberty to elect and run for office as well as the liberty to organize and assemble, are democratic manifestations of that willingness to participate. Such rights serve as the basis for effective representation, participatory governance, and civilized society, making sure that government administration are truly accessible to the general public. The entitlement to participate in politics also is intrinsically tied to

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other rights, such as the right to education as well as the right to religious and moral freedom (United Nations High Commissioner for Human Rights , 2022).

Participation encompasses more than just the right to vote or the freedom to associate. The idea of political participation maintains that all people must be participated in decision-making processes that impact one another. Moreover, participation is at heart of a basic dignity strategy to poverty alleviation and growth where the poor should be viewed as main actors as well as key development affiliates (United Nations Development Program, 2003).

This chapter restricts the topic to rights to vote, nominate (be elected), and express ideas in national elections. This section elaborates how social inclusion and human rights law should apply and perform in Indonesia during the electoral cycle. It is crucial to note that in the election period, the right to political engagement is protected. That seems to be, each and every restriction towards this right constitutes an exception subject to the limits imposed in the Siracusa Principles (American Association for the International Commission of Jurists) (1985). Nevertheless, it is essential to acknowledge that the right to political expression does not rationalize acts of racial or religious violent action or hostility, or any other unlawful behavior. The freedom of expression must not endanger the freedoms and rights of the others.

## **Human Rights and Political Participation**

The right to engage in elections is affirmed or secured widely as in Convention on Human Rights and the International Covenant on Civil and Political Rights, and is therefore identified by a number of many other international international treaties. These basic rights have indeed been acknowledged now at regional scale through incorporation of individual people throughout international

conventions like the ASEAN Human Rights Charter, the African Charter, the European Human Rights Convention, and the American Human Rights Convention.

The global society's intense fight for free and impartial elections demonstrates how crucial the above right would be for individual people. States as well as individuals from all over the world had already acknowledged the significance of free and impartial elections in the persistence of democratic governance and as way to express the people's will people, where it is the foundation of governmental power (United Nations High Commissioner for Human Rights, 2017). After all furthermore, concepts concerning human and civil rights have a strong tradition in the development of humanity itself. Latest developments have contributed to a debate that classic idea of human rights, characterized as fundamental freedoms which belong to individuals particularly regarding "mostly because of humanity" (Fasel, 2018; OHCHR, 2022), must be replaced with Tasioulas' (2010) political notion, that designates two major components of misunderstanding about civil liberties.

The first point of disagreement would concern what would be destined by civil rights and human rights, whereas the later would revolve around how individual liberties can be considered appropriate. Individual rights, based on the traditional understanding, are moral rights held by living beings who've already differentiates human attributes. These characteristics are linked to basic needs or privileges (for example, the Council of Europe 2022) or who are aspects of individual capabilities or competences (Sen 2005). Conversely, the ideological idea of human rights is just an accumulation of special rights inferred from pertinent characteristics of current civil rights practice (Verdirame, 2014).

A few author suggested combined notions of human rights in addition to conventional as well as political concepts (Ernst & Heilinger,

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2012). Proponents of mixed ideas recognize this same ideological idea in terms as to what personal freedoms are, and yet integrate it with belief that moral reasoning is really what legitimizes civil rights. Forst (2010) is much more focused with in opposite principle, going to define civil rights relying on important and relevant characteristics of a person's entity, even so, the idea of human rights addresses the question of how such rights are deemed acceptable while using public justification factors.

Moreover, for such a number of reasons, a main constituent of political idea of human rights can be more relevant. To begin, it is difficult to overlook that personal freedoms surfaced from natural - law heritage or were re - introduced as an ideological special project in 1948. According to Dorfman (2014), historical background somehow doesn't indicate a metaphysical argument as to what personal freedoms are and the power they possess. As a result, one might recognize its chronological argument while preserving the said human rights nowadays are indeed a phenomenon which contradicts this same notion that personal freedoms are moral privileges that all people have by due to their humanity.

The second factor to consider seems to be the significance of translating civil rights within in the perspective of the human rights culture. Recognizing the features as well as present system of civil liberties requires more than merely a perception. Modern human rights discipline takes place not only in an institutional setting, but also within a culturally diverse sense that needs to be taken into account (Potter, et al, 2012). Civil liberties derive their polarised not even from innate properties of human civilisation, but also from institutionally interactions between individuals, government agencies, and other political entities. This ideological view of human fundamental freedoms is much more appropriate for civil rights procedure than just the conventional one.

Most importantly, acknowledging that personal freedoms have been universal human rights doesn't always indicate that personal freedoms are linked to such human traits. Personal freedoms are still not infinite and are a principle which originally came mostly in Western countries (Anon, 2014), but that does not necessarily imply that they are not generally applicable. Personal freedoms, as Blumenson (2020) tried to point out, have been deeply embedded in cultural context, as well as the concept of such rights was indeed universal. That is, if personal freedoms have been viewed as basic values, then all those rights apply to anyone.

### **2.2.1 Human Rights and Political Participation in Indonesian Election**

The right to vote is enshrined in many statutory provisions, such as the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights, the 1945 Constitution, and Human Rights Law No. 39 of 1999. All such multiple records rule the country elections in Indonesia, and all of them dictate the universality of voting freedoms, fairness throughout general election voting polls, as well as cast a ballot secrecy warranties.

One of pillars of contemporary democratic governance is the principle of universal as well as equal voting rights for any and all eligible voters. Article 25(b) of the International Covenant on Civil and Political Rights emphasizes for every individual's right "to cast ballots and be elected at legitimate election process by universal and equitable voting rights."

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**Table 2.1** Voting Rights Legal Framework in Indonesia

<b>Universal Declaration of Human Rights</b>	<b>ICCPR and Law No. 12 Year 2005 on ICCPR Ratification</b>	<b>Indonesian Constitution 1945</b>	<b>Law. 39 year 1999 on Human Rights</b>
Article-21; Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.	Article 2b Every citizen must have the right and opportunity, without any distinction, to vote and be elected in fair periodic elections, and with universal and equal suffrage, and be carried out through secret ballots to guarantee freedom in expressing the will of the electorate.	Article 1 paragraph (2) Sovereignty is in the hands of the people and implemented according to the Constitution.	Article 43 (1): Every citizen has the right to be elected and to vote in general elections based on equal rights through direct, public, free, secret, honest and fair voting in accordance with statutory provisions.

Source: UN Charter, ICCPR, the 1945 Constitution and Law No. 39 of 1999 on Human Rights.

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It is clear as from four statutory provisions which guide the rights to participate in politics that it is a fundamental right that should not be overlooked from the roster of basic human rights. The International Covenant on Civil and Political Rights (1966) and the Universal Declaration of Human Rights (1948) each acknowledge the right to participate in politics.

Article 21 of the Universal Declaration of Human Rights states:

- (1) Everyone has the right to participate in the government of his country, either directly or through freely chosen representatives, according to Article 21 of the Universal Declaration of Human Rights.
- (2) Everyone in his country has the right to equal access to public services.
- (3) The will of the people becomes the foundation of government power; this will must be expressed in regular and genuine referendums.

The International Covenant on Civil and Political Rights not only recognizes them as civil rights, but it also areas stronger emphasis on one's accomplishment. The Article 25 states, among many other factors: "Every individual has the right as well as potential, without classifications or limitations, as mentioned in Paragraph 2:

- 1) To participate in the conduct of public affairs directly or through freely elected representatives;
- 2) To elect and be elected at general elections conducted by universal and equal suffrage and held by secret ballot, ensuring freedom of expression of the electorate's will; and
- 3) To have equal access to public services in their country.

Furthermore, article 1 paragraph (2) of the 1945 Constitution recognizes political participation as a human right: "Sovereignty is in the hands of the people and implemented in accordance with the Constitution."

As a result, the right to political participation is part of the social contract, and also its status as a fundamental right is beset with discourse, both in international treaties and also in political ideology.

Moreover, the right to political representation is indeed a fusion of the opportunities and rights to select and be voted into power, as well as the liberty of association, that contains the ability to form and join political groups or affiliations. The state guarantees peoples' election rights while also having the authority to limit these rights for predefined purposes.

In Universal Declaration article 25, the Human Rights Committee asserted:

"A right to vote in the elections as well as plebiscites should be formed by law and is only subject to certain restrictions, such as having a minimum legal age for voting public." It makes absolutely no sense to reject someone that the right to vote due to a major physical impairment or to impose like literacy, education, or income on people. Partisanship should never be a requisite for voting or a justification for electoral rejection. If the penalty for an offense is the basis for suspending the right to vote, the suspension period must be proportionate to the offense and penalty."

## **2.2.2 Barriers to Political Participation**

Several barriers to political representation commonly occur during the campaign and during the electoral or casting a vote process. One cause for voting disruptions is indeed a lack of care, which would be greatly exacerbated by a weakness from parties; a conventional point of view; a lack of self confidence; a poor



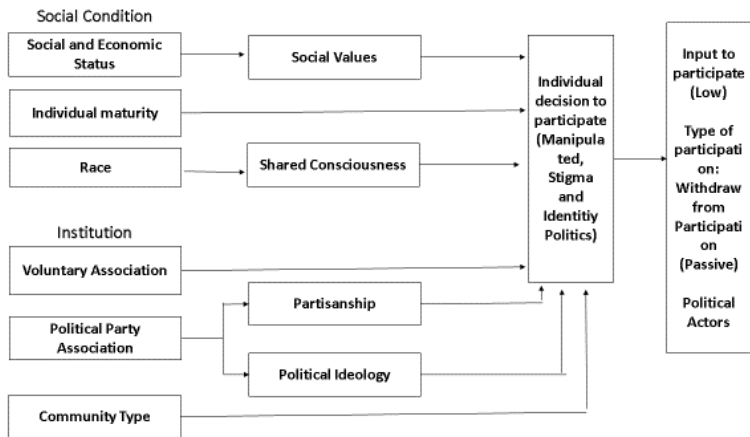
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infrastructure as well as funding; a lack of strength prospects; and an absence of availability to innovation (Labolo & Ilham, 2015). Khasnabis et al. (2010) noted a number of barriers to political participation, including:

1. Poverty - The poor are primarily concerned with survival; their basic needs must be met before they can participate, so they may have limited time or interests.
2. Education - meaningful political participation will be difficult without information and knowledge.
3. Social isolation - a network to support and encourage political participation is required.
4. Personal factors - people may lack confidence or motivation to vote in elections.
5. Discrimination and stigma - the majority group may harbor prejudice, fear, and discomfort toward people with disabilities, making it difficult for them to vote in elections.
6. A lack of disability-friendly processes - barriers such as a lack of access for people with disabilities, for example, can make it difficult for people with disabilities to participate. Sound booth is inaccessible.
7. Lack of role models - There are few examples of people with disabilities holding high-level political positions in many countries or groups of people.
8. Legal impediments - for example, in many countries, people with disabilities are not allowed to vote. people suffering from mental illnesses

In addition to the previously mentioned obstacles, registered voters have been prevented from casting ballots because of obstacles which limit access to polling sites. Such obstacles can take a

number of forms, such as restricting election season for all those present at the voting place, reducing or abolishing polling duration, casting a vote occurring relatively early than a predefined period, having to close voting places, or foisting regulatory standards. Voting identity is rigorously enforced. Several of these barriers occur as a result of hard - to - reach to polling locations. Scheme 2-1 illustrates the types and obstacles to political participation.



**Scheme 2.1** Barriers to political participation in Indonesia.

(Adopted from Verba and Nie, 1992).

## 2.3 Political Participation in Indonesian General Elections

Although Indonesia seems to be the most progressive nation in the world, such a claim still is questionable because of the obstacles to voting during general elections. Lipson (2019) asserts that 2019 voting has been the most credible in history, notwithstanding the unavoidable missteps as well as shady tactics was using to prove fraud. In practice, Indonesia is not

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genuinely democratic state due to actions which infringed political involvement rights during campaign as well as application of national elections, such as identity fraud, vote rigging, and counting of votes (Tangkilisan et al, 2022; Siahaan & Tampubolon, 2021 ). Numerous political polarization activities both prove that, based just on 2019 general elections, Indonesia is not a real democracy since religion as well as racial politics are all still polarized (Iswandi & Abdullah, 2020).

### **2.3.1 Manipulation of General Election Rules**

Articles 488 through 554 of Law Number 7 of 2017 Regarding National Elections categorize numerous campaign restrictions, which including trying to conduct campaigns outside of the timetable established by General Electoral Commission (KPU), as Election Criminal acts (Pilkada).

In regards to electoral offences, Supreme Court Regulation Number 1 of 2018 states throughout Article 2 letter b:

"The district and high courts have the authority to investigate and adjudicate electoral crimes originating from findings of accusation electoral offences relayed to the Indonesian National Police by Bawaslu in twenty-four hours after General Election Supervisory Body proclaimed that alleged act was an election crime."

Indonesia has such a legal framework that endorses a principle of direct, general, free, and secret election process (LUBER). Votes for President and Vice President, as well as members of the People's Representative Council (DPR), Regional Representative Council (DPD), or Regional People's Representative Council (DPRD), are held every 5 years and they must be direct, public, free, confidential,

honest, and fair, according to Article 22E of the Republic of Indonesia's 1945 Constitution.

There are also general election regulations, such as the Joint Decree of the General Election Commission (KPU), the General Election Supervisory Body (BAWASLU), and the General Election Organizer Honorary Council (DKPP) on the Code of Ethics for Election Organizers. The code of ethics for election administrators is enforced by this regulation. Electoral campaign coordinators, contestants, and teams are not permitted to use government resources, religious sites, or educational facilities, according to Article 280 paragraph 1 letter h of Law Number 7 of 2017.

Notwithstanding, since these rules are not applicable in practice, Article 2 letter b of Supreme Court Regulatory Number 1 of 2018 is generally overlooked. Latest surveys on Indonesian politics expose efforts to try by political established parties and candidates to deceive electoral law, prevent unnecessary official transparency, utilise safeguard as well as thuggery for political advantage, or rather reinvigorate and preserve dominant party institutions (Simpser, 2013).

For example, during 2019 election, the Head of the Police Research and Criminal Authority did receive 554 reports regarding electoral crimes. His party asserted that 132 of these have been electoral crimes, entailing criminal charges. There were 31 of these included cases of vote buying, or the form remained prevalent (Gita, 2019). Additionally, the Election Supervisory Body (BAWASLU) garnered 16,043 reports of voting infringements mostly in 2019 general elections, and yet only 345 were criminal offenses (BAWASLU, 2019).

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### 2.3.2 Political Rights Manipulation

Manipulation of voting system was found at many voting places during the 2019 general elections (TPS). The above deception took place at voting places (TPS) all through the country as well as at voting stations oversea, such as Selangor, Malaysia, Sydney, Australia, Wan Chai, Hong Kong, and The Hague, Netherlands. Hundreds of immigrant community voters are voting in Malaysia days already when international ballot boxes are started opening. The accusation results from several ballots in Selangor, Malaysia, endorse President Joko Widodo and several legislative candidates (Aditya, 2019). Tempo also disclosed that many Indonesian citizens in Sydney, Australia, were not able to make it to the polls because of an alleged shortage of international electoral committee members (PPLN) (Lazuardi, 2019). Twenty Indonesians supposedly residing in Hong Kong have been reportedly forced into to the polling booth at Queen Elizabeth Stadium after already being unsatisfied with their impossibility to cast a ballot (Kabar24, 2019).

The Noken system is used as container to replace ballot boxes in several regions of Papua as just a method for casting a ballot and tallying votes in general elections at voting places (TPS). According to Sucahyo (2019), as cited by VOA Indonesia, the Noken scheme somehow doesn't practising real democracy. The Noken system refuses to acknowledge the individual the opportunity to vote of sense of morality as to which candidate to endorse. Since this traditional system utilizes a big man and tribal leader who purports the ballots of the settlers but also gives them to one of the several candidates.

Importantly, at least two upselling candidates to contend to win as many votes as they can. Initially, a contest for candidates inside the group is continuing to increase. Candidates who believe those who have such a strong chance of success will deceive elections by artificially boosting and lowering the voter support of his\her

opposition, somewhat more than other parties. Second, there will still be weaknesses with in voting system's support, which could also allow for election fraud. Trickery actually took place in for at least 2 direction: voting data gathering as well as layered voting numbers compilation. Voting data always poses a significant problem in each and every electoral cycle as it is never accurate. During the meantime, layered voting numbers recapitulation means allowing for having to count mistakes or deception of vote acquiring results.

Although Indonesia really has representative government, there have been a few obstacles to overcome in regards to fundamental rights and liberties. Formally, Indonesia has secured the right of political participation within the basic Law, Law Number 39 of 1999 concerning Human Rights, as well as Law Number 10 of 2008 concerning National Elections for Representatives of the People's Legislative Council and the Regional Representative Local authority. Nevertheless, democratic rule and the accomplishment of individual liberty have seemed to just be detrimental. The greatest contribution on people's freedom somehow doesn't pursue honesty to equality and non - discrimination throughout democracy, rules, as well as political systems.

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Field of Interest: Human rights, freedom of religion, minorities.

## **Chapter -2**

## A STYLISTIC ANALYSIS OF *A PAINFUL CASE*\*

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### 1. INTRODUCTION

Style in language states a thought in various ways based on connotations; thus, it is a characteristic of an author's character that distinguishes the author from other ones (Üstün Kaya, 2009: 6). Crystal states that "style is seen as the (conscious or unconscious) selection of linguistic features from all the possibilities in a language" (1987: 66). Considering literary arts as a unity in which expression and thought are combined, Hough points out that language is "the dress of thought", and style is the fashion of that dress (1969: 3). An analysis of style shows the artistic principles highlighting the author's selection of language. Wales expresses that each author has his/her own stylistic features of language and therefore, style is synonymous with language (1990: 436). Language is important for the presentation of a theme that the author has decided for his/her work. Style is an important characteristic of the author's personality and each author has a linguistic fingerprint (Leech & Short, 1981: 82). The style of an author is provided by effective

\* This book chapter is an extended study of abstract paper entitled "Linguistic Features in James Joyce's *A Painful Case*" presented orally at the *3rd International Liberty Interdisciplinary Studies Conference* on January 13-15, 2023 in Miami, USA.

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matching between his/her thoughts and his/her selection of linguistic items.

The subject matter of stylistic analyses are literary texts; thus, stylistics can be considered as “the study of literary discourse from a linguistic orientation” (Widdowson, 1975: 3). Robey defines stylistics as “the branch of literary studies that concentrates on the linguistic form of a text” (1982: 54). *Longman Dictionary of English Language and Culture*<sup>1</sup> describes stylistics as “the study of style in written or spoken language”. Stylistic analyses involve both the study of style and the study of how effects and meanings are produced by a literary text. Stylistics focuses on the scientific study of the style of a specific author in his works. Stylistic analysis shows the relationship between the artistic function and specific linguistic units in literary texts. The analysis focuses on the causes of author’s choice of language while mentioning his/her feelings and ideas. In general, “the linguistic study of different styles is called stylistics” (Chapman, 1973: 13). As all authors have their own way to express their feelings and thoughts, every text has its author’s own stylistic features. Turner mentions that “style is the man himself” (1973: 23). Since a human being is considered to be an output of the society, his/her written work must reflect his/her socio-political experience. Thus, the author himself/herself is considered as “style” and there is a powerful relation between manner and matter. Hough believes style to be an aspect of meaning that shows the characteristics of an author (1969: 8). In other words, style shows the attitudes of an author in a text since “style is the man” (Lodge, 1966: 50); style is the author himself/herself. The style of an author shows his/her psychology as a human being and his/her literary personality as an author. In short, style and stylistics can be explained as follows:

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<sup>1</sup> <https://www.ldoceonline.com/dictionary/stylistics>

Style is a way in which language is used. [...] Therefore, style consists in choices made from the repertoire of the language. [...] Stylistics or the study of style has typically been concerned with literary language. Literary stylistics is typically concerned with explaining the relation between style and literary or aesthetic function. [...] Stylistic choice is limited to those aspects of linguistic choice which concern alternative ways of rendering the same subject matter. (Leech & Short, 1981: 38-39)

Stylistics is regarded as the linguistic characteristics of a particular text, and thus, literary texts are studied to reveal an author's literary discourse through his/her personal use of language. Stylistics provides the opportunity to identify the distinctive characteristics of a literary text "and to specify the generic and structural subdivisions of literature" (Bradford, 1997: xi). Literary stylistics explains the relation between artistic function and language. Short expresses that stylistics answers the questions of how a literary text influences the readers' mind with a fictional world and how they understand the style of a literary text (2006: 2). Stylistics aims to explain the sentient agreement on a text by showing the relations of a text with historical, social and personal contexts. Therefore, if style is the output of a relationship between language and its users and of social situation, stylistics is a part of language and sociolinguistics that is studied in relation to society (Chapman, 1973: 11). Verdonk mentions that readers are "active agents" instead of "passive receptacles" and always competent on "producing their own representations" (2002: 77). A stylistic analysis of a literary text involves the description of scenes, the use of dialogues, the use of passive and active voice, the use of specific language registers, and the distribution of sentence lengths. Stylistics, therefore, relates linguistic facts (linguistic descriptions) to meaning (interpretation) to show evidence for an interpretation of a text. Stylisticians try to discover both what a text signifies and how it comes to signify what it does (Short, 1996: 5-6).

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## 1.1. Theoretical Framework

Literary works come into existence through the use of language's units in the particular ways of authors. A detailed analysis or an interpretation of a literary text can be succeeded through stylistic and linguistic analyses. According to Short, stylistics does not explain everything in a literary work, he states:

The detail of stylistic analysis means that it can only be applied sensibly to short texts or extracts of longer texts, leaving plenty of other aspects of texts in need of exploration, as well as the relations between literary texts and the personal, historical and social contexts of their production and reception. (2006: 5)

Norm, deviation and foregrounding are three major principles of stylistics: Norm is a formed pattern within a literary text that is concerned with language's linguistic levels such as lexical structure, phonology, grammar and graphology. General norm, lexical norm and authorian norm are the different types of norms.

Deviation is the violation of language's accepted order. Deviation is a way to foreground the use of language in narration. It can be categorized such as deep structure deviation and surface structure deviation. Deep structure deviation means semantic deviation which includes something odd in a word/a phrase's meaning. Surface structure deviation involves deviations such as lexical, phonological, graphological, grammatical (syntactic), and dialectal. Lexical deviation occurs when an odd lexical item is taken into the text or when a word is over-used in a text. Phonological deviation is the violation of an ordinary language's accepted sound patterns such as using 'pal' instead of 'friend'. Graphological deviation focuses on the violation of rules in relation to capitalization and punctuation marks. Grammatical (syntactic) deviation breaks grammar rules of a language. Dialectal deviation occurs when, for example, an Indian character uses the dialect of an Italian.



Foregrounding is the deviation of accepted literary and linguistic norms. Foregrounding is formed through repeating a phrase or word in order to highlight a certain situation. There are two types of foregrounding such as non-deviational and deviational foregrounding. The non-deviational foregrounding ensures an emphasis within language use. Scenes, repeated words or speech acts draw readers' attention because they imply meaning in deeper structure whereas the deviational foregrounding is seen when the readers are alerted to the violation in the deep structure.

Leech and Short categorize the stylistic analyses into four groups such as grammatical, lexical, figures of speech, and cohesion-context relation in the literary style of a text (1981: 69). Grammatical category is about the general characteristics of sentence structures. It examines sentence complexity, sentence types, clause structures, clause types, verb phrases and noun phrases. For the grammatical category, syntax as a stylistic feature is essential; for example, the arrangement of the phrases and the grouping of the forms into phrases. For lexical category, the focal point is the general word choice of showing its grammatical relationship because lexical form is related to the words' syntactic function and the meaning in a literary work. Lexical category includes the author's selection of words and their meanings. The emphasis is on words such as nouns, verbs, adverbs, and adjectives. The incidence of characteristics in figures of speech are foregrounded "by virtue of departing in some way from general norms of communication by means of the language code; for example, exploitation of regularities of formal patterning, or of deviations from the linguistic code" (Leech & Short, 1981: 78). These deviations show the clues to the author's particular use of language. This category includes figures of syntax and rhetoric, and the basic figures such as simile, irony and metaphor are examined. Lexical and grammatical schemes focus on parallelism and repetitions, and on the rhetorical effect of the anti-climaxes and climaxes. The analysis of phonological schemes concerns about the phonological patterns of

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rhyme, assonance and alliteration, the use of consonant and vowel sounds; and interaction of phonological characteristics with meaning. Cohesion and context relation deals with both the internal and external organization of a story. Cohesion is the aspect in which sentences are connected. It is the internal organisation of a literary text. Context is a part of a text assuming a social relation between reader and author, character and character, and a share point by participants of knowledge and assumption, and it is also the external relations of a literary text (Leech & Short, 2007: 64). This category focuses on the narration and its role in the plot of a literary text. There are two kinds of narration in prose: 1<sup>st</sup> person narrator and 3<sup>rd</sup> person narrator. The 3<sup>rd</sup> person narration seems much more “objective” than 1<sup>st</sup> person narration because it is not attached to a particular character’s viewpoint. In fact, 3<sup>rd</sup> person narrator is omniscient. 3<sup>rd</sup> person narrator (author) knows everything and tells the truth whereas 1<sup>st</sup> person narrator (a character) is unreliable.

This study analyses James Joyce’s *A Painful Case* in the aspect of stylistic features. Irish author James Joyce (1882-1941) is a famous novelist, poet, and short stories author in the early twentieth century. Joyce joined the Royal University to study English, Italian, and French where he got a Bachelor of Arts degree in 1902. During his life, Joyce wrote articles about Irish subjects, translated Irish works into other languages and worked as a lecturer. Joyce wrote reviews on books for Dublin’s newspapers and mastered multiple languages and literature extensively (Ellmann, 1982: 75). He wrote a collection of lyric poems, a collection of short stories, and five novels. *Dubliners* (1914) is a collection of fifteen short stories. It presents Dublin to the world in a realistic way referring to people of Dublin of different ages, sexes, and social classes through the characters that Joyce narrates in the stories. Generally, the stories are a commentary on the cultural, social, economic, political, moral and religious conditions that trapped the Irish people in Dublin in the early twentieth century. The theme *Dubliners* presents from the beginning of the first story to the end is “paralysis or living-death” (Tindall,

1959: 3). *A Painful Case* is one of the fifteen short stories in the collection titled *Dubliners*.

*A Painful Case* is about a platonic affair between a married woman and an isolated man, the breaking off of the affair, and its aftermath. In the story, James Duffy, a solitary bank cashier, gets to know Mrs Sinico at a Dublin concert. When Mrs Sinico tries to touch Duffy's hand, he decides that they stop seeing each other. Mr Duffy lives alone and does not see any friends or family. Four years later, Duffy learns about Mrs Sinico's death by suicide in the newspaper. Firstly, the analysis of the short story begins with a general interpretation. Secondly, its significant stylistic features are pointed out in terms of lexis, grammar, figures of speech, cohesion and context. Finally, this study shows how the formal stylistic features are used as the basis for inferring the short story's meaning and effect.

## **2. A STYLISTIC ANALYSIS OF A PAINFUL CASE**

(1) Mr James Duffy lived in Chapelizod because he wished to live as far as possible from the city of which he was a citizen and because he found all the other suburbs of Dublin mean, modern and pretentious. (2) He lived in an old sombre house and from his windows he could look into the disused distillery or upwards along the shallow river on which Dublin is built. (3) The lofty walls of his uncarpeted room were free from pictures. (4) He had himself bought every article of furniture in the room: a black iron bedstead, an iron washstand, four cane chairs, a clothes-rack, a coal-scuttle, a fender and irons and a square table on which lay a double desk. (5) A bookcase had been made in an alcove by means of shelves of white wood. (6) The bed was clothed with white bedclothes and a black and scarlet rug covered

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the foot. (7) A little hand-mirror hung above the washstand and during the day a white-shaded lamp stood as the sole ornament of the mantelpiece. (8) The books on the white wooden shelves were arranged from below upwards according to bulk. (9) A complete Wordsworth stood at one end of the lowest shelf and a copy of the “Maynooth Catechism”, sewn into the cloth cover of a notebook, stood at one end of the top shelf. (10) Writing materials were always on the desk. (11) In the desk lay a manuscript translation of Hauptmann’s “Michael Kramer”, the stage directions of which were written in purple ink, and a little sheaf of papers held together by a brass pin. (12) In these sheets a sentence was inscribed from time to time and, in an ironical moment, the headline of an advertisement for “Bile Beans” had been pasted on to the first sheet. (13) On lifting the lid of the desk a faint fragrance escaped - the fragrance of new cedarwood pencils or of a bottle of gum or of an over-ripe apple which might have been left there and forgotten. (Joyce, 1993: 77)

### ***2.1. General Interpretation***

There is a detailed description of the main character’s room. Thanks to the etched description, the readers can reconstruct, in their mind, the whole topography of the room which is colourless and has minimal furniture. The readers have a vivid feeling of the loneliness of the main character who is interested in reading. The story is told in 3<sup>rd</sup> person narration and is written in the past tense.

### ***2.2. Lexical Analysis***

In terms of the syllable-length of words, the passage contains mostly two-syllable words. Therefore, the vocabulary is

simple, and the tenor, which is related to how politely or formally one speaks, is formal. The passage contains of physical concrete nouns such as “bedstead”, “washstand”, “chairs”, “table”, “bookcase”, etc. In terms of semantic field, these physical concrete nouns relate to indoor surroundings. The description is made largely of noun phrases such as “an iron washstand”, “a coal-scuttle”, “white wooden shelves”, “a brass pin”, etc. Adjectives refer to colour such as “white bedclothes”, “a white-shaded lamp”, “white wooden shelves”, “a black and scarlet rug”, “a black iron bedstead”, etc. These descriptive words refer to negative feelings. The verbs are mostly stative referring to states such as “hung”, “stood”, “were”, “lay”, etc.

Mr Duffy’s house functions as a microcosm of his soul. His room is not colourful or cluttered but rather it is made of “white wood”, “white bedclothes”, “a white-shaded lamp”, “white wooden shelves”, and “lofty walls” with no pictures. This shows that he is cold and has no passion. Mr Duffy keeps his orderly home very neat, places his books precisely on shelves, organizes a sheaf of papers by a brass pin, and has plain and functional furniture. The colours yellow and brown in Mr Duffy’s “uncarpeted floor” and “an overripe apple” in his desk are considered a symbol of his decaying possibilities. Joyce uses these colours to symbolize paralysis and decay of the main character. The bookshelf, a writing desk, a translation of a German play and his book of thoughts “Bile Beans” show that Mr Duffy is an intellectual.

### ***2.3. Grammatical Analysis***

The opening paragraph of the short story consists only of declarative sentences. There are 13 sentences consisting of 314 words. The number of sentence lengths in words is 37 - 29 - 11 - 41 - 14 - 15 - 20 - 13 - 30 - 8 - 30 - 31 - 35. Thus, the average sentence length is 24 words. Sentences (1), (2) and (11) are complex sentences and have a certain similarity of structure such

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as linking (coordination) and nesting (subordination) constructions. These sentences give more detailed information about the main character and his room than other sentences. These sentences reveal that the main character is lonely. Sentence (4) consists of listing construction. The article of furniture in the room is narrated one after another. These all words are related to indoor surroundings. The passage includes prepositions of place and direction such as “in” and “on” in sentences (10), (11) and (13). In fact, there is the use of prepositional phrases in terms of the sentence’s syntactic complexity. The preposition “of” relates two noun-expressions together. In this sense, cognition and perception go hand in hand when the eye cannot make a record of an object in the raw, but schematizes it in cognitively coded grouping. Joyce uses simple past tense in order to confirm compatibility with the figural narrative situation he used. Joyce summarizes the story time to put emphasis on the ordinary manner in which Duffy’s life “rolled out evenly”. In terms of semantics, the first sentence (1) and the last sentence (13) of the passage above are about the main character’s loneliness. Sentences (2) - (12) are about his house, his writing materials and article of furniture in the room. Therefore, the meaning of the first and last sentences of the passage is exemplified through the description of his house, furniture and writing materials that reveal the main character’s state of soul.

#### ***2.4. Figures of Speech Analysis***

There is lexical repetition of “iron” in sentence (4); “black” (4) and (6); “white” (5) - (8); “desk” (4), (10), (11), and (13); “shelf” (5), (8) and (9); and “sheet” (11) and (12). These lexical repetitions direct one’s attention to the negative feeling such as loneliness. There is simile in sentences (7) because the “white shaded lamp” is considered as “the sole ornament of the mantelpiece”. Noun phrases such as “over-ripe apple” (13) and “faint fragrance” (13) bear semantic deviations. When a fruit is

on a tree branch for a long time, it can be overripe. However, the apple in the lid of the desk can be considered as a metaphor which may mean decay as it is forgotten there. While the adjective “faint” is negative like bad, the noun “fragrance” is positive like sweet smell. Therefore, there is a paradox which leads to semantic deviation. The noun phrase “a faint fragrance” is personified through the verb “escape” (13) which is used for living beings. There is grammatical parallelism between sentences (8) and (9) through prepositions of direction such as “from below upwards”, “at one end of the lowest shelf”, and “at one end of the top shelf”.

### ***2.5. Cohesive and Contextual Analysis***

The passage bases upon implicit connections of meaning which are strengthened by repeat of words from the same semantic field. Sentences (1) and (2) are about the main character’s house. Sentences (3) - (7) are about article of furniture in his room. Sentences (8) - (13) are about writing materials and the desk in his room. The description of these indoor surroundings reveals the main character’s loneliness. The story is narrated by 3<sup>rd</sup> person who pays attention to elaborated detail. A 3<sup>rd</sup> person perspective compels the readers to confide in the character’s concept and perception, leading to the idea that 3<sup>rd</sup> person narrator is omniscient. The narrator knows everything and takes the readers inside the character’s mind. The use of free indirect speech provides access into the character’s inner world. There is a detailed description about the room which reveals the main character’s state of soul. The domain, which is related to the field or the subject matter, is indoor surroundings, and the tenor is formal. There is spatial (the physical ‘angle’ of) viewpoint related to narrator’s description of the main character’s room. In terms of the characteristics of the passage, it is prosaic, objective, simple and straightforward.

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The names of the main character and the suburb have implicit connections with the short story's theme. The main character's name is Mr Duffy which means "dark" or "black" in Gaelic. The suburb, Chapelizod, in which Mr Duffy dwells, takes its name from the French, Chapel d'Iseult. In this sense, Iseult is one of the renowned set of lovers, Tristan and Iseult, whose devoted affair is an iconic love story in literature. This name links the unrequited love and Mrs Sinico's death with Mr Duffy's modest existence when Mr Duffy deliberately chooses his home in this neighbourhood to keep his distance from Dublin's bustle and hustle, and to have a starting point for his daily routine. There are also inter-textual references in sentences (9) and (11). According to sentence (9), a complete Wordsworth stands at the lowest shelf, and a copy of the "Maynooth Catechism" stands at the top shelf. While Wordsworth is a poet of romantic period, the "Maynooth Catechism" is a modified version of a Catechism written in 1775 by Dr James Butler who was the Archbishop of Cashel. There is a conflict between romanticism and realism which leads to isolation. Hauptmann's "Michael Kramer" in sentence (11) is a four-act drama written in 1900 in which Kramer experiences an epiphany about the pain of his dead son, Arnold, who commits suicide. "The headline of an advertisement for Bile Beans" in sentence (12) refers to Charles Forde's "Bile Beans" which was considered as a remedy for the flu epidemic of 1899. The narrator employs journalistic precision when describing Mr Duffy. Joyce's style might be personal naturalism. The narrator takes the reader beyond the usual aspects of life through epiphany. Emotional paralysis of Mr Duffy compels him into a lifelong loneliness.



### 3. CONCLUSION

The short story's title, *A Painful Case*, foreshows the cause of the inner conflict of the main character and deals with the theme of isolation. The story starts with a detailed description of Mr Duffy's plain home in a neighbourhood he selected for being distant from Dublin because he hates his city and wants to live as far away from it as he can. The narrator describes the space in detail because the author, Joyce, characterizes Mr Duffy through his possessions. Mr Duffy's room is not colourful or cluttered but rather it is made of white and black colours. There are no pictures on his wall. This shows that he is cold, and he has no passion and no friends. He has no joyful memories to immortalize in a frame on his bedroom walls. Mr Duffy keeps his orderly home very neat, places his books precisely on shelves, organizes a sheaf of papers by a brass pin, and has plain and functional furniture. The colours yellow and brown in "uncarpeted floor" and "an overripe apple" symbolize decay and paralysis of the main character. His room reflects the state of his mind: austere and orderly, uncluttered by anything resembling passion. Though figuratively speaking, Mr Duffy is dead. The narrator adopts a pessimistic view of the central character. Mr Duffy feels remorse about Mrs Sinico's death and realizes that his pursuit of control and order has caused only to his loneliness. He experiences an epiphany of his loneliness at the end of the story. Mr Duffy has unwittingly been lonely in the past, is presently lonely, and will be forever lonely.

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## **Chapter-3**

## **MERDEKA LEARNING CAMPUS MERDEKA (MBKM): AMBIDEXTIRITY OF INDONESIAN HIGHER EDUCATION**

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### **Introduction**

Universities are currently being challenged to be ready to face various disruptive changes in curriculum, teaching, and research. In addition, the rapid advancement of Information and Communication Technology (ICT) has forced universities to change strategic policy directions. To be able to compete globally, universities are required to continue to transform themselves to be able to produce resources as superior human capital.

This demand for excellence cannot be separated from the dynamics of human life, undergoing continuous change, experiencing shifts in life, and even experiencing extraordinary acceleration. These changes are marked, among others, by increased ICT quality and quantity and the interdependence

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between industry and all fields worldwide, including in the higher education sector. This increase has diffused into higher education through Information and Communication Technology capability. This disruptive and interdependent situation is a challenge for tertiary institutions that should have been embedded in diffusion awareness.

This stage is the basis for moving so that tertiary institutions are ready to face "various changes" and "change themselves," which is disruptive to higher education in the curriculum, teaching, community empowerment, and research. It can be done if universities change the direction of their strategic policies in various aspects of the tri dharma of higher education and other features.

In facing the current disruptive era and the dynamic changes in the future, fundamental changes in thinking and behavior are needed, not just changes on the surface (changing from the edge), but holistic changes to experience the expected and planned paradigm shift. It is then called the transformational of higher education. Without extra hard work, thinking ahead that is patterned out of the box, and determining a clear timeline, universities will continue to be at the stern of scientific civilization. To be able to face the future as a member of nations that work together and compete with each other, universities must experience a mental revolution. Changes that are only made slowly and little by little from the periphery will not be

able to place universities on the world map in a meaningful way. The changes needed are fundamental, "shifting the paradigm" to take a giant leap forward (leapfrogging) while remaining measurable and knowing where the university is positioned.

The critical words of Liberal Arts Education or General Education, synergistically-integrative-collaboratively able to combine skill-based education and science, social intelligently, and humanities studies within the framework of multit talented and multicultural education, is one of its characteristics. Learning and research based on interdisciplinary, multidisciplinary, and transdisciplinary approaches are non-negotiable prerequisites. Students must hone their ability to understand the material, be critical of it, and then express it convincingly in writing. Critical understanding can only emerge if each topic is discussed from multiple points of view. The traffic and intersection of academic, professional, and vocational courses must be redesigned according to interdisciplinary, multidisciplinary, and transdisciplinary approaches.

The government has created an ecosystem platform called Merdeka Learning campus Merdeka (MBKM) to answer this challenge. The division of MBKM for tertiary institutions is the strategy and implementation of higher education so that campuses and students can develop self-capability amid the 4.0 industrial revolution

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ecosystem. It still prioritizes long-life learning as true learners, professional, relevant to current needs, open-minded, and not just innovative. However, transformative, as well as being able to build constructive networks, can accelerate self-competence and be flexible and tenacious (agile learner).

The spirit of tertiary transformation has been reflected in Permendikbud No. 3 of 2020, dated January 24, 2020, concerning the National Higher Education Standards (SN Dikti), which gives rights to students in three semesters to study outside their study program (kemendikbud, 2020). In this case, Indonesia has provided the key to entering into an ecosystem where the atmosphere of higher education is in line with the industrial era 4.0, where the community is society 5.0.

As we all understand that change cannot be resisted, we must anticipate and adapt to change (Leal Filho et al., 2018). Therefore, in implementing education management in tertiary institutions, efforts must be made to anticipate and adapt to change as a logical consequence of the era of industrial revolution 4.0 and society 5.0 (Bernadetha Nadeak, 2018).

The key to the Permendikbud is that higher education must have organizational ambition, which contains intersections between creative, innovative, diffusive, and transformative. Moreover, the number of public/private high school and vocational high school



graduates in Indonesia averages around 2.9 million annually, with an average university capacity of 1.8 million (<http://bps.go.id>, 2021). The minimum capacity and many SMA/SMK graduates is an opportunities for universities. The MBKM ecosystem has facilitated this opportunity. The problem is, how to realize this ambidextrous university?

## **Discussion**

Impact of the COVID-19 Pandemic on Universities in Indonesia

The COVID-19 pandemic period is still ongoing. Universities are also required to be able to adapt to this pandemic. Universities must make various efforts so that they can adapt and, at the same time, make a real contribution to society in dealing with a pandemic. Universities made efforts to adapt to the COVID-19 pandemic, of course, based on higher education standards.

These efforts include developing technological innovations and information technology, as well as through the MBKM program. As for the forms of learning activities that students can carry out to develop themselves to become creative and superior individuals and have direct experience, such as online learning. It can be carried out by taking across study programs and campuses, student volunteer

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activities, independent student projects, and applied research with lecturers. Then there is lecturer research, especially related to pandemic mitigation in the form of applied research and community service. In addition, adaptation is also carried out by utilizing learning technology for lecturers through independent learning. "Such as collaborative and cross-disciplinary online learning, student humanitarian volunteer activities (Online KKN), projects, and independent research with lecturers, especially for socio-economic recovery. Then there is improvement or improvement in the quality of online learning with assessment, management learning methods, carrying out training or upgrading online learning for lecturers and students, as well as improving lecture models. The lesson that can be taken in dealing with the COVID-19 pandemic is that there is a rapid adaptation to using ICT-based learning technology. During a time like this, no matter the challenges, working from home is no less productive than working on campus. Even creative energy has increased during a pandemic. The last lesson is that universities have produced more than a thousand interventions and innovations, and the spirit of cooperation has risen and been strong in dealing with a pandemic like today.

The COVID-19 pandemic has made everyone in the world, especially in Indonesia, carry out all their activities online, work online, school online, and various social activities online. The

Ministry of Education and Culture notes that 97% of schools in Indonesia carry out an online learning process, which forces all parties to adapt to ICT. And 203.97 million people of working age, 14.28%, have been affected by the pandemic (<http://its.ac.id/news/2021/03/07>, access 6-8-2021). The Mobile Marketing Association (MMA) report shows that 70% of consumers have tried at least one new digital service during the pandemic, as indicated by the soaring demand and usage of their application. Even the open unemployment rate as of August 2020 was 7.07%, an increase of 1.84% compared to August 2019 (<http://its.ac.id/news/2021/03/07>, access 6-8-2021). And unemployment for men in urban areas experienced a very significant increase. It means that higher education intervening with the younger generation needs to carry out patterns of intervention and innovation and implement higher education with new patterns through the MBKM ecosystem.

### **Ambidexterity College**

The word ambidextrous comes from the Latin "Ambi" (both) and "dexter" (located on the right side). The word "dexter" refers to most people who use their right hand with better results. Furthermore, the word "dexter" develops into dexterous which means skilled. The Merriam-Webster Dictionary defines ambidextrous as the ability to

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use both hands with equal dexterity. The Oxford Dictionary uses the terms left and right hand equally well. It means using the right hand and the left hand equally well. In an organizational context, it is usually called organizational ambidexterity or ambidextrous organization, which means that the company has the ability to explore and exploit equally well.

Organizational ambidexterity is an organization's ability to manage efficiently concerning current business demands. At the same time, being adaptive to changes in the environment within an organization is achieved by balancing exploration and exploitation. Exploration includes search, variety, risk-taking, experimentation, flexibility, invention, or innovation, whereas exploitation includes refinement, choice, production, efficiency, selection, implementation, and execution. Organizations focused solely on exploration run resource risks on ideas that may not prove helpful or are never developed. On the other hand, organizations that focus solely on exploitation only accept performance and products based on the status quo and fail to achieve optimal levels of success. In order to survive, companies need to learn to be ambidextrous: able to exploit all potential and 'current' resources while simultaneously exploring and adapting to changing 'future' conditions.

The implications of the latest literature increasingly show the need for higher education to achieve a new balance in the present era

using its left and right hands in a balanced and consistent manner in implementing ICT as an ambidextrous higher education governance concept (He & Wong, 2004).

The left hand of higher education is to carry out business processes as it is currently based on applicable regulations, while the right hand of higher education is to adopt, diffuse, and transform higher education with ICT capability. Higher education that is ambidextrous does so harmoniously and agilely between exploratory capacity and exploitation of ICT capability in realizing higher education in the MBKM era.

Building a balance between ICT exploration into the entire business process of higher education is a form of higher education performance in the 4.0 era serving the 5.0 community (Gupta et al., 2006). Higher education will be successful and superior if the institution is ambidextrous. In other words, higher education should have the ability to pursue exploration and exploitation simultaneously through the capacities of all components of local higher education as well as with industries outside higher education (Gibson & Birkinshaw, 2004; Gupta et al., 2006; Luger et al., 2018; Mazzella et al., 2020; O'Reilly III & Tushman, 2013; Raisch et al., 2009; Raisch & Birkinshaw, 2008; Zimmermann et al., 2015).

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However, the problem of the ambidextrous capacity of higher education in the success of MBKM is a new challenge for higher education management and a challenge for the courage to shift the paradigm from human resources to human capital (Ferraris et al., 2019). Therefore, a higher education leader is needed who is not just a chief executive officer but the leader must position his style as the chief of destruction in a positive way.

Even though ambidexterity is considered effective in dealing with challenges through exploitation and exploration, the problem of conditions and contextualization of local tertiary institutions is of particular concern and needs to be clarified (O'Reilly & Tushman, 2013). First, can all the activities called higher education ambidexterity related to higher education tri dharma be carried out? Second, if it is implemented in higher education, what meaning does it have regarding exploration and exploitation in higher education? (Gupta et al., 2006). Third, how if it is related to ambidexterity measurement regarding higher education ambidexterity in Indonesia, precisely at local universities.

The MBKM era as a higher education ecosystem is an opportunity that should be implemented as a form of higher education management in Indonesia in the higher education ambidexterity ecosystem (Gupta et al., 2006). Higher education ambidexterity is the ability of higher education to adapt in a balanced and agile manner to

a dynamic environment currently underway. The dynamic environment is: (1) the condition of the COVID-19 pandemic, (2) entering the New Normal Era, (3) currently in the Industrial 4.0 era, (4) the problematic conditions of the world which are volatility, uncertainty, complexity, and ambiguity, ( 5) generation and community 5.0 have been formed, and (6) there is a demographic bonus for Indonesia (Anzenbacher & Wagner, 2020).

Like it or not, for the success of MBKM, higher education itself must make organizational changes internally and externally and thoroughly taking into account not leaving long and triumphant historical characteristics to make higher education have a new metamorphosis (Lant & Mejias, 1992; Levinthal & March 1993; March 1991). Furthermore, these positive radical changes include changes in the behavior of higher education personnel. The key to the success of tertiary institutions in implementing the MBKM policy is the existence of an adaptive curriculum that can adapt to the times. Then, there needs to be collaboration and cooperation between study programs and other parties that can support the success of the student learning process. MBKM is a breath of fresh air because it gives maximum freedom for universities to develop, be creative, and carry out various innovations. It follows the objectives of the Minister of Education, namely Mr. Nadiem Makarim, who wants to produce graduates who can answer the demands of the times.

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There are many implications of higher education research results that recommend learning and total organizational change in higher education. Because efforts to change the total management of higher education is a noble goal to pursue exploration and exploitation simultaneously (ambidextrous) to obtain superior higher education performance (Jansen J., 2005).

The key to realizing an ambidextrous higher education is to diffuse ICT into the institution and all its activity processes while considering the contextuality of humanism according to local higher education's vision, mission, and goals. Aspects of contextuality humanism include the educational process for developing students' capacity as whole human beings in the MBKM ecosystem regarding knowledge, new mentality, and positive psychology while prioritizing honesty and concern for others (<http://link.springer.com/article/10.1007/s11270-009-0269-4>, accessed 6-8-2021). Contextuality humanism is related to Social and Digital Transformation in tertiary institutions, namely the shift towards a new paradigm of thinking structures, a new paradigm of educational and social systems, and a new paradigm of academic culture. It is what causes higher education to no longer be managed with the old pattern but a pattern that can diffuse ICT capability to transform higher education in various aspects.



## **MBKM Strategy to Realize Higher Education Ambidexterity**

The MBKM program is a breakthrough in preparing excellent human resources to face the challenges of the industrial world: volatility, uncertainty, complexity, and ambiguity. The main goal of MBKM is for students to have the ability to master a variety of knowledge that is useful in the world of work and have high work readiness, preparing graduates as future leaders of the nation who are superior and have personalities. Experience-based learning programs (experiential learning) with flexible pathways are expected to facilitate students in developing their potential according to their passion and talents.

The MBKM policy is a policy of the Minister of Education and Culture, which aims to encourage students to master various valuable knowledge for entering the world of work. MBKM provides opportunities for students to have other learning experiences outside of their study program. The competence of graduates will increase, both non-technical skills (soft skills) and technical skills (hard skills), so that graduates are prepared and in tune with the needs of the times and are more capable as future leaders of the nation who are superior and have personality.

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Strategies so that MBKM can realize university ambidexterity include:

1. They were utterly reconstructing the higher education curriculum. The MBKM tertiary curriculum is a cross between fields of knowledge, related industries, associations, and internationally recognized competencies, and the MBKM policy provides opportunities for students to gain a broader learning experience and new competencies through several learning activities. It includes student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching assistance in academic units, and projects in local/college thematic real work. In addition, students are also given the freedom to participate in learning activities outside their study program at the same tertiary institution with a certain credit score. All of these activities can be carried out by students under the guidance of lecturers, and a cooperation agreement is required if carried out with parties outside the study program. The key to implementing the MBKM policy in a tertiary institution is changing the mindset from a contextual-driven curriculum approach to an adaptive and flexible curriculum. Study programs are challenged to

dare to get out of their comfort zone to develop a different curriculum nationally and internationally.

2. They are allowing students to choose more freely related to their competence and future career. Because this will be directly related to the choice of courses, study activities, evaluation models, and obsessed industry choices, higher education is a human capital facilitator in this case. Educators minimize their role as learning material providers, and educators must be an inspiration for the growth of student creativity. Educators act as facilitators, tutors, and true learners who motivate students to learn independently in the face of the era of disruption and society 5.0.
3. Implementing individual recognition programs and mechanisms as a new MBKM ecosystem at local tertiary institutions will accelerate and transform the university's people to experience a new paradigm shift in higher education: MBKM. Recognition of prior learning has been identified as an appropriate strategy to ensure that one does not have to start over to gain recognition for the valuable skills he already possesses (National Marketing Strategy for VET, ANTA 2000). Some of the advantages of recognizing past learning outcomes are: a) providing an

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effective and efficient way of utilizing existing experts in the business and industrial world; b) allowing fast tracking of a person's competence in the world of business and industry; c) makes it possible to identify skills gaps in the world of education and industry, as a strong basis in analyzing the needs of integrated curriculum planning; and d) cultivating a culture of learning and motivation to carry out further education and training. Improving the quality of Indonesia's human resources in a more competitive global competition can be supported by the government and is relevant to the needs of the industrial and business worlds. Cooperation and support from industry are essential factors for implementing education that can adapt to the needs of the world of work. The industry has an essential role in providing input to educational curricula that are in line with technological developments and providing practice/apprenticeship facilities for students and teachers/lecturers so that they can keep abreast of the latest developments in industrial technology. In addition, tertiary institutions can utilize the resources available in the industry to become educators according to the qualifications and requirements set.

4. They are implementing higher education as an industrial replica (Prosser's postulate). Philosophically, building a Higher Education as an industrial replica requires a solid philosophical foundation, a clear and strategic vision and mission, precise and straightforward, and supported by a reliable modern management system. Education, in this case, will determine the quality of human resources, which will become labor input for the industrial sector. The higher the educational level of the labor force, the higher the overall productivity because more educated workers tend to innovate, and thus affect almost all productivity.
5. Interpret and implement campus resources as human capital. Human capital is a combination of knowledge, skills, innovation, and a person's ability to carry out their duties to create value and achieve goals. The formation of added value contributed by human capital in carrying out their duties and work will provide sustainable revenue in the future for an organization (Malhotra 2003 and Bontis 2002 in Rachmawati and Wulani 2004). Through human capital, an organization, in this case, a university, can elevate its human resources to a higher level, degree, or level than just an ordinary resource. That is, these

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resources can provide benefits and value to the organization. With campus resources as human capital, the potential for higher education ambidexterity is genuine.

6. The Industrial Age 4.0 is characterized by digitally skilled humans and thick with Artificial Intelligence. Transformation of higher education is the key until there is a shift in the paradigm of thinking and culture internally in higher education institutions through ICT capability. ICT is just a tool that people in higher education will handle as human capital. More important than all of that is ICT capability, which pays attention to the human aspect. Humanity in higher education is an educational process aimed at developing students' potential as whole human beings, which is carried out humanely. So that they can develop both knowledges, mental and psychological, uphold the values of honesty, care for others, and uphold Pancasila and the Unitary State of the Republic. Indonesia.
7. Higher Education does not stand alone inclusively but positions itself as knowledge-based. It means that tertiary institutions provide a variety of Video Based Learning learning materials and various teaching aids, for example,

Augmented Reality, Virtual Reality, and Extended Reality. Moreover, various other online media can be accessed to obtain any degree and provide any certification according to the capacity entrusted by the regulator. The higher education ecosystem in MBKM eventually becomes a Recognition Knowledge-Based System. In line with the characteristics of Higher Education as a knowledge-based organization (Rowley, 2002; Steyn, 2004) which is marked by the process of creation (through research activities) and dissemination (through teaching in classes and scientific forums), the implementation of knowledge management will become a driver or stimulant for the creation of a learning organization.

8. As higher education human capital, these resources should be prepared to be able to change a new culture. Human capital is not just labor but a core business asset whose value can be optimized through investment and strategic and appropriate management, just like other assets. The higher the employee value, the more profitable it will be for business organizations. These changes will be increasingly felt in the future because a pandemic is hitting the whole world. So scientists and technology

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experts are competing to create innovations that can help humans carry out optimal activities without applying face-to-face contact, for example, an excellent cloud-based work style. Which are free or provided by the university corporately, must have been implemented by all components in the higher education institution. Likewise, it is also essential to cultivate work sharing and various collaborations with Workflow Management Software, which is currently developing a lot. For this reason, a tertiary institution needs to realize educational management data science in order to support digital transformation, Digital Learning, Intelligent chatbots, etc.

9. The points above will give birth to the MBKM ecosystem that indeed implements higher education as long-life learning, where current technological developments require every human being to continue learning in the face of artificial intelligence capabilities currently developing. These humans must learn to make, utilize and even be responsible for the possible risks faced by the existence of this technology. Even though they have completed formal education in higher education, humans must still be required to learn in order to survive in an all-technology era. Learning is meant not only in the classroom but



lifelong learning. Lifelong learning is a person's effort to continue learning voluntarily and continuously for personal reasons aimed at personal development, increasing competitiveness, and employability. Lifelong learning is a business that must be done consciously, and we enjoy every learning process because it is done voluntarily.

### **Conclusion**

The MBKM policy is a very appropriate strategy for facing current and future challenges, and it can be realized when Higher Education transforms itself with ambidextrous Education Management governance. Ambidextrous higher education will give birth to digital and social transformation, which in the end, the university can survive a world of volatility, uncertainty, complexity, and ambiguity.

In order to realize the Ambidexterity of Higher Education on this auspicious occasion. It is suggested to a) reconstruct the curriculum in total, b) give students the freedom, c) choose their choice of courses, study activities, evaluation models, choices of industries they are obsessed with, and their competencies, d) implement individual recognition programs and mechanisms as a new MBKM ecosystem in tertiary institutions, e) implement

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higher education as an industrial replica, f) interpret and implement campus resources as human capital, and g) realize a paradigm shift in thinking and culture internally in higher education through ICT capability. Higher Education does not stand alone but positions itself as a Recognition Knowledge-Based system and cultivates work sharing and various collaborations with Workflow Management Software, realizing educational data science management. These steps will eventually birth the MBKM ecosystem that implements higher education as long-life learning in Indonesia. Through the transformation of higher education management, it is hoped that it will prepare a superior generation of Indonesia. The generation is the generation that has a solid national vision. They have a character that can adapt to the times and technology due to changes in the order in all sectors (physical and spiritual health). Besides, they have reliable competence, are creative and innovative, and can access digital and humanist literacy so that it becomes supports the development of the nation and state.

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## **Chapter-4**

## **PSYCHOLOGICAL ANALYSIS ON THE MAIN CHARACTER OF “GREEN EYED LAMA” NOVEL**

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### **Abstract**

This research was aimed to analyze Baasan's psychological stability, the main character of the novel "Green Eyed Lama" by Oyungerel Tsedevdamba as depicted in the true story of repression during 1937-1947 in Mongolia. In conducting this research, the researchers apply mixed-methods including qualitative descriptive and quantitative data analysis. The researchers use documentation to collect 49 examples which expressed the main character's conscious and subconscious actions from the novel. Then a questionnaire for 42 informants and personal interview with the author of the novel were used as the technique of verifying the validity and reliability of the research. Research results were analyzed through classification and triangulation methods in the sense of contextual validity data and focusing on what psychological changes the main character

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has based on the Theory of Individual Psychology by Alfred Adler. The research result was concluded focusing on the following three main points. Firstly, the main character's psychological balance was portrayed in relation to social phenomena. Secondly, the main character's subconscious feelings such as enjoyments, dreams, loves, frustrations and fears were described by metaphoric languages including idioms, comparisons in various scenes to help achieve the in-depth thinking and nature to make the novel more artistic. Finally, psychological implications of the main character, any positive and negative, were attracted to the public which made the novel to be awarded as the Best Seller.

**Keywords:** Psychological stability, conscious and subconscious actions, external and internal feelings, Green Eyed Lama, main character, Baasan Lama

## **Introduction**

"The Green Eyed Lama" is the best novel, a decade-long bestseller and the first Mongolian novel published in the western (Jack Weatherford). Its French version was published in November, 2017 with the title of *Le Moine Aux Yeux Verts* by the French publishing house Grasset Editions. Almost all characters of the book were called by their real names as it narrates a true story in the year of 1938 which is the cause of murdering in Mongolia derived from communist regime establishment. A young nomadic herds-woman Sendmaa falls in love with Baasan who is a talented and handsome lama, before his brother Bold asks her hand in marriage first. Their love triangle faded away with tragedy due to Stalin's action against Buddhist belief. Cattles of other northern herders including Sendmaa and Bold are confiscated because of their brand for



counter-revolutionaries, while Baasan is being arrested and sentenced to death due to war of nation against a class enemy.

It is a novel based on the true story in Mongolia in terms of genre of the literature (Ts.Oyungerel, 2015). It was written originally in English, and Mongolian first publication of the novel (2008) consists of 17 chapters and 166 scenes which were classified as pre-repression, during repression and post-repression due to research aimed to analyze the documentation.

According to the theory of literature, literary psychology definition covers psychology of the author and literature psychology since literature is a creative work combined with applied psychology that influences on the readers. Psychology of the author plays a main role in revealing both passion and emotion in literary works, whereas psychology of literature releases the final process of the entire work. The character of literary works derives from principles of psychology applied to literary works. Finally, psychology of literature studies the influence of literary works on the reader.

Feelings of readers are classified in four levels of interaction and the first one includes enjoyment, pleasure, or satisfaction. During sustained reading these feelings are not important for the literary aspects of the interpretation. Empathy or sympathy are the second feelings of an author and narration which includes interpretation of the development and engagement of fictional representation. These feelings play an important mimetic role in comprehension of the text rather than distinctive literary aspects of reading. The formal components of literary texts such as narrative, stylistics, or generic are the formal components of literary texts which is an initial moment in readers' response including the third feelings of fascination, interest, or intrigue. Aesthetic reactions releases the fourth feeling that focuses on changing powers of feeling including readers' attention. Aesthetic and narrative feelings

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influence on self-understanding which is interaction of metaphors and individual identification. Researchers' first impression after the reading lead us to study the novel in deep through the below questions:

1. How was the character's feeling described by the author?
2. Do the authors and readers have the same feeling about the main character?

The reason for finding out the answer for the questions enabled us to work on this research. According to our research objectives, we focused on affirming the final results of the research based on the individual psychological theory by Alfred Adler.

### **Research methods**

The research identified and classified entire data analysis through the mixed methodology including questionnaire for readers, speech of author, and documentation analysis to interpret the findings of the research due to the cohesiveness and the relationship between data and theory. Quantitative data analysis was made by the pivot table of excel sheet. Data accumulation was interpreted based on the theory of Individual Psychology by Alfred Adler by descriptive explanation of the writers.

### **Research limitation**

Documentation research analysis including a total 48 examples rooted in psychological classification of Adler theory while there are no exact examples for some certain classification of the theory. It is not worthy to believe that the English translation of the examples are perfect as it was impossible to find an English version of the novel which is only available for foreign readers

out of Mongolia. Researchers are unavailable to take an interview with an author of the book due to unexpected silence of the author which is out of control because of the reason researchers focused on working on the author' speech on the Opening Ceremony of the Green Eyed Lama 9 Mar, 2008. The total 70 informants submitted the questionnaire and the result was analyzed samples of 42 who have already read the first publication of the novel which is the cause of bestseller.

### **Literature Review**

Literature and psychology focus on studying the soul of humans as literature outlines human behavior rooted in fiction while psychology discovers causes of human behavior because the successful presentation of characters, expression of moods, and psychological dimension of reality builds a literary work based on psychology. Psychology and the study of literature meet in their focus on phantasies, emotions, and the human soul. (Yimer, 2019)

Three types of psychological concepts consist of personality function, emotion and spirit, and self-center that is based on Caral Gustav Jung's findings of the research. Psyche is the composite or amount of totality from mental content, and self is the total personality of awareness and unconsciousness as he saw humans as something unique (Tambunsaribu).

Murasaki Shikibu's "The Tale of Genji" is the first literary work focused on psychological content including emotion and it is the masterpiece of Japanese literature. There are many English writers such as Samuel Richardson and Laurence Sterne and their novels: Pamela [or Virtue Rewarded, 1740] by S.Richardson and the introspective novel The Life and Opinions of Tristram Shandy, Gentleman by L. Sterne (Writing a Psychology Literature Review, 2014) who played a key role in pioneering

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literature psychology. Sigmund Freud's (1856-1939) discoveries in the area of psychoanalysis allowed scholars and researchers to study in depth the connection between literature and psychology in the 20th century. According to the results of research, human thinking could be revealed in novels instead of a wide range of literary works including poetry, story, and drama. (Emir, *Literature and Psychology in the Context of the*, 2016)

It is worth noting that many other literary critics, authors, and psychologists contributed to the study of literature and literary works. Among them, there can be mentioned: Alfred Adler (1870- 1937), C. Gustav Jung (1875-1961), Jacques Lacan (1901-1981), Erich Fromm (1900-1980), Wilhelm Reich (1897-1957), Otto Rank (1884-1939), Rollo May (1909-1994), and Melanie Klein (1882-1960). With his psychoanalytic literary criticism, Freud opened the way which was followed by Jung's archetypal criticism, Lacan's structuralist psychoanalytic analysis, and other psychology theorists who continued to use various approaches to literary works thus making their input to the analysis of literary works (Emir, 2016). Lacan's definition of psychological theory points to the work of Ernest Hemingway in the novel *The Old Man and the Sea*. Jacques Lacan argues that Ernest Hemingway's *Voyage (with the Sea)* reflects an attitude, desire, and hope to embrace certain aspects of nature and ultimately return to the beginning of life. (Meiliana, *Modul Kuliah Psychology of Literature*, 2020)

Thus, Lacan used his primary psychological theories/phases to explore Hemingway's conscious and unconscious views in *The Old Man and the Sea*. According to Jungman & Tabor's (2003) work on the literary analytic perspective, the use of the term "subconscious" metaphorically evokes the notion of the subconscious and helps to understand the author's primary goal in a literary work. In his analysis of *The Old Man and the Sea*, Lacan interpreted the different styles used to convey his message.

In addition, Hemingway employed the use of metaphor and symbolism to further the goals of cultural and spiritual beliefs. In other words, Lacan considers the idea of the unconscious to be temporary, not permanent. (Meiliana, Modul Kuliah Psychology of Literature, 2020)

American writer Henry James, known for works such as *The Turn of the Screw* (1898) and *Daisy Miller* (1878), penetrates the minds of his characters in complicated situations. In his work, the writer focused on the theme of human consciousness. He was the brother of William James, one of the founders of functional psychology. American writer Arthur Miller, known for his play *Death of a Salesman* (1949), describes the character in terms of personal weaknesses, struggles, and the inner world at various stages of his life. British feminist author Virginia Woolf wrote *A Voyage* (1915), *Night and Day* (1919), *Mrs. Dalloway* [1925] also penetrates the inner world of the characters and uses stream-of-consciousness techniques to emphasize the psychological qualities of the characters. Many other authors have devoted their literary studies to psychology. (Emir, *Literature and Psychology in the Context of the Interaction of Social Sciences*, 2016)

As mentioned earlier, researchers focused on analyzing the novel based on the theory of Individual Psychology since Adler studied different kinds of people and concluded that there are four main types of people, 3 out of 4 are negative and powerful types of people who try to control, while the passive types tend to follow the ideas of others, and are rarely creative. In contrast, avoidant people try to isolate themselves to keep away from defeat since they are usually very cold. Finally, socially useful types of people value control of one's life and strive to do good for society (Universitas Nasional Pionir Perubaham, 2020).

According to Alfred Adler, there are six main concepts in personality theory:

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1.           Inferiority Feeling: People are driven by the desire to overcome their inferiority complex and are attracted to the desire to be because someone can replace the place to compensate for his/her low self-esteem when he/she feels isolated in the area. According to Adler, an inferiority complex is formed from early childhood.
  2.           Fictional finalism: People are more motivated by future expectations rather than past experiences since purpose determines one's thoughts, feelings, desires, and actions.
  3.           Striving for superiority: The quest for better adaptation is never-ending because everything humans do aims to overcome inferiority feelings and build a sense of superiority.
  4.           Creative Self: It is the mediator between the stimulus presented to a person and the response to that stimulus and the creative self-doctrine asserts that humans have their individuality.
  5.           Style of life: Adler believed that personality is formed in her first five to six years of life and that in many cases a child's personality is formed in direct response to domestic circumstances. Certain behavior patterns "work" in certain social and family contexts, while others do not.
  6.           Social Interest: Adler feels that social concern is not only born, not just studied, but a combination of both: It is based on an innate disposition, but has fertilized to survive (Zivit, 2020).

## **Research result: Novel review**

Research results were analyzed through classification and triangulation methods in the sense of contextual validity data and focusing on what psychological changes the main character has based on the Theory of Individual Psychology by Alfred Adler.

Sample examples expressing psychological feelings of the main character were translated into English by the researchers not by the authors therefore the translation could be different in structures and word choice such as idioms.

Table 1 Categorization of selected examples

Concepts of Individual Psychological Theory by Alfred Adler		Examples of the main character's psychological feelings			Total	
		/*List of examples are shown in the appendix/				
		Before the repression	During the repression	At the end ofthe repression		
Inferiority	Physical feeling					
	Psychological feeling	8, 9, 10, 11, 12, 13, 14, 15	17, 24, 27	39, 41, 44, 45, 46	16	32.7%
	Intellectual feeling					
	Social feeling			29, 30, 38, 48	4	8.1%
	Economical feeling					
Fictional Finalism		16	21, 26	31, 41	5	10.2%
Striving for Superiority		1, 2, 3, 4, 5, 6, 7	21	28, 32, 33, 34, 35, 36, 37, 47	16	32.7%
Creative Self				47, 49	2	4.1%
Style of life			22, 25	40, 41,	4	8.1%
Social interest			23	42	2	4.1%
Total		16	9	24	49	100%

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The examples, which express psychological inferiority feelings of the main character, Baasan Lama, were explained in the below discourse.

### **Physical inferiority**

Example 1.

- My son!
- Namsrai called Baasan and said to him ‘We will ask a bride for your younger brother-Bold.
- Really! What nice news!’- said to his brother and asked “Who is the lucky woman?
- “Sendmaa who is Davaa’s daughter from Arkhan Valley” Sumiya, a mother, answered him.
- Baasan is starting to cough suddenly and pour his soup on his coat. ...Baasan went out quickly. He could not believe that news. He beat out his coat needlessly. “...No, stop what you're doing. Sendmaa loves me. She doesn’t love my brother...” - Baasan felt like shouting loudly (Oyungerel Tsedevdamba, 2008, p. 84)

In accordance with Adler's theory, the examples, which expressed Baasan’s reaction to sudden news, showed that he has psychological inferiority through his crazy actions by gesture. He felt blocked in the situation and was in low self-esteem mode as well. This reaction showed he suffered from the psychological feeling as he was not being able to control his consciousness.

### **Psychological inferiority**

Example 2. Baasan has a sensation of fainting that why my brother is such rude, non-educated and so aggressive among our family. I don’t have any right to see Sendmaa since this time. I try



to finish The God image of Dayan Deerkh and dwelling for Bold and Sendmaa as quickly as possible. Then I will leave the Dayan Deerkh Khuree forever on their wedding night. No space for me here (Oyungerel Tsedevdamba, 2008, p. 86).

The man character is feeling guilty in front of his loved woman because of losing her to his brother that provoked psychological inferiority feelings.

Baasan's psychological inferiority feelings were derived from the human beings that were relevant to his love story.

Example 3.

- "...Baasan told himself strongly that he will never look at Sendmaa like falling in love" (Oyungerel Tsedevdamba, 2008, p. 242). This psychological feeling was explained by the character having negative characteristics of feeling guilty for being not able to fight against their true love in the context of psychological inferiority.

- "...They are liars! They put my brother to death- Baasan thought. And he felt trembling with anger. He also felt that his heart is like stopping and body seems to be cold because of looking his brother to be murdered (Oyungerel Tsedevdamba, 2008, p. 137).

- Baasan's face turns into pale mood without any emotional expressions. He covered his face by hands. "I would be murdered next"- he speaks weakly. ...Baasan puts his hands behind his head and lies under the sky. He is languishing a lot (Oyungerel Tsedevdamba, 2008, p. 376).

The feelings of the main character through the examples were explored by his facial expression and body language that he is acting and feeling crazy about the hard situations. These

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psychological negative behaviors of the main character are theoretically supported by the concept of the individual personality as he is an educated person in terms of religious philosophy. The psychological feelings of the main character were in negative ways.

Example 4. "...Baasan suddenly sees a big red pencil at the table in the room of Choibalsan. "...Murder! He is a person who gives an order to kill men"- Baasan executes him and quickly comes to Choimbol (Oyungerel Tsedevdamba, 2008, p. 475).

This example expresses that Baasan feels hatred that provokes his internal psychological feeling which is derived from his past dark experience.

### **Social inferiority**

Example 5. "...Baasan worried that if somebody reads this letter my mother will have some trouble (Oyungerel Tsedevdamba, 2008, p. 394).

"...Baasan, still holding his paint-brush, meets people from outside with fear (Oyungerel Tsedevdamba, 2008, p. 399).

The main character has experienced being isolated from social life such as family for a longer time so he feels being socially awkward to communicate with others both in written and spoken ways.

### **Fictional Finalism**

Example 6. "...People, I help at childbirth- says Baasan loudly and starts singing the National Mongolian long song (Oyungerel Tsedevdamba, 2008, p. 285).

His motivational feeling by the national song as it is a national identity to encourage himself and others to be tolerant and desired psychologically in terms of fictional finalism.

Example 7. "...Baasan thought that he would be shot in a war after eating enough food at least once (Oyungerel Tsedevdamba, 2008, p. 407).

The example shows that the main character's thought is explored through unconscious expectation which is effected through his thoughts based on his past experience.

### **Striving for superiority**

Examples 8. "...Baasan always believes that Sendmaa still loves him. He makes himself calm by thinking that Sendmaa is waiting for him. Even he talks about Sendmaa to his friends and makes them believe that a nice woman loves him and waits for him. He draws Sendmaa's image on the wall of the prison when he found a pen, stone and chalk from somewhere" (Oyungerel Tsedevdamba, 2008, p. 408).

His encouragement by thinking of Sendmaa is a psychological phenomenon which indicates psychological compensation. Firstly this is explained by striving for superiority which states that the stronger the feeling of inferiority, the higher the goal for personal power. Secondly, his psychological control by himself stimulates him to overcome adversity and gives in terms of creative self.

Example 9. "...No, I don't need to escape any time. Need to wait for my freedom. If I can't be patient, I'll never have any chance to have freedom" – Baasan promised himself strongly (Oyungerel Tsedevdamba, 2008, p. 408).

This feeling of the main character is supported by the concept of striving to overcome superiority.

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## **Creative Self**

Example 10. Baasan feels that he has much energy when he is on the back of a horse. It seems the air flows throughout the lung free for him. It may be felt that he hasn't ridden a horse for many years. He has a special feeling that he wants to shout "Please catch up with me" Baasan's heart is beating quickly as he sees Sendmaa for the first time. He has deep breathing by putting his hand on the heart (Oyungerel Tsedevdamba, 2008, p. 506).

From this example we can see the intervention between the acts that he has psychological energy to overcome hard times and gets motivated by thinking of Sendmaa to the response of his stimuli.

### **Style of life**

Example 11. "...You have a grandson – " says Baasan to Davaa. " Oh my God Gonchigsum- Davaa smiles quietly and his tears are out. Baasan is crushing tears on his cheeks (Oyungerel Tsedevdamba, 2008, p. 344).

Baasan's feelings show that he reacts to Davaa's situation by feeling as like him by his heart. According to Adler, Baasan's habit of dedicating his heart to other people is explained as social orientated acts. Baasan's personality is formed in the context of the local community and family to help the friendly and gentle as well.

## **Social Interest**

### **Example 12.**

"...Is it Ok to stand that way, Ok?" asked Choibalsan and he is putting legs apart and holding spilled paper in his right hand. This paper has a symbolic expression that Mongolian independence is recognized in the world- Choibalsan says with a smile (Oyungerel Tsedevdamba, 2008, p. 476). Just at the moment Baasan feels

Choibalsan whose heart is for Mongolian Independence. Then Baasan wants to draw Choibalsan's image in a very nice position with a smile. It is explained by the social interest of the theory of individual psychology as both Baasan and Choibalsan have the same goals in terms of the Mongolian Independence in a social context.

At the end of the documentary review on the novel, it may be important to mention two things in brief. Firstly, the main character's psychological implications were different because of the social circumstances which were divided before repression, during and after repression. In other words Baasan's feeling was full of enjoyment, pleasure and love before repression. During the repression his psychological changes were interpreted in sorrow and negatives. Secondly, it was observed that the metaphorical languages such as idioms and comparative phrases, for instance, Baasan's face turns into pale mood without any emotional expressions; Baasan has a sensation of fainting that why my brother is such rude and so aggressive among our family; Baasan feels as his heart is beaten by hammer, were used a great deal to describe the character's deepest feelings. It is summarized that such figurative languages were used to give artistic description in literature.

### **Interview with the author**

In order to provide the research reliability and validity, an interview with the author of the novel was planned however there was not any right schedule for us to take a face-to-face interview because of our busy time and other urgent excuses. That's why we selected the author's interview with Mass TV (Ts.Oyungerel J. L., 2015), and speech on the opening ceremony of the Green Eyed Lama (Ts.Oyungerel, 2008) about the novel in the relation between author and text in terms of providing research reliability. The interview questions with the author were designed in 3

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following context and tried to be summarized in terms of feeling to literary reading.

1. The reasons to write the novel

In the speech at the opening ceremony of the novel the author stated the reason to write the novel as follows.

“... On September 10, 1996, I attended a meeting to honor repressed people. At that meeting, on the Sukhbaatar Square, my boss, chairman of the State Rehabilitation Commission of that time, Mr. Elbegdorj Tsakhia, gave a memorable speech. He mentioned one message again just a few minutes ago at this gathering. It is that “Repressed people were fighters”. He also said that he was officially conveying the apology of the Mongolian government sought by its people.

This short message about apology gave me strength and courage to start digging into the hidden part of our history where my great-grandparents and their children’s repression stories could be found. If my mother had heard such a message, I believe she could have written an even more interesting book. She was that brilliant minded and educated woman...” (Ts.Oyungerel, 2008)

The main reason to write the novel was desired from the author’s heart which gave much motivation and encouragement to write the novel.

2. The feeling of Baasan’s psychological expressions and use of description tools in literature

The author talked about the main character- Baasan- of the novel in her speech at the opening ceremony as bellowed.

“...The main protagonist in our novel, The Green Eyed Lama, would have been portrayed as a class enemy in our communist-era literature. But thank god, the dark times are over. We can now describe a person by his personal character, rather than by his class or political affiliation. The green eyed lama emerges from

that darkness into our world revealing his personal character and his very human face. From our book you will understand that our ancestors, branded as counter-revolutionists and punished by being themselves, were ordinary people just like us. Their joys and sorrows, dreams and loves are ours..." (Ts.Oyungerel, 2008)

The author also shared her deepest gratitude to all contributors to the novel such as Dr.Renchin who shared his research about mass graves of repressed people and writers of Mongolian history. This action of the author showed that she could find the true data with psychological feelings about Baasan and his situation by seeing many informants who keep authentic knowledge about the repressed people. In other words the author could feel how the repressed people survive in that hard time through visiting the informants.

Then the author mentioned that many locals expressed their memories about Baasan as he was living among them to the author during her field trip in Erdenebulgan soum of Huvsgul Province. For example, many families say that they have different items that were made by Baasan for their living. A lot of locals say that Baasan could sing songs very well. He sang songs when he was arrested and came back.

In view of this, the author got an idea to express Baasan's internal feeling through the singing- she mentioned in her interview.

### 3. Value of readers to the main character's psychological sense

A question about the readers' response to how they feel Baasan's situation was prepared to ask from the author. Unfortunately, an answer for that question was not included in the TV Interview because the novel had not distributed yet to the readers at that time. However, we focused on author's -Ts.Oyungerel- sayings that the authors got good advice on how to write the novel dedicated for the 21st century readers when they attended the

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conference in Hawaii among writers (Ts.Oyungerel J. L., 2015). This revealed that the readers' response would be positive.

Then the researchers found out the reader's impressions about the novel which all were satisfied with the novel as well. Unfortunately there were not any comments about Baasan's psychological issues.

In order to release the research gap, we conducted a questionnaire among the readers via Google Form in the total population of 70 readers. Only 42 samples out of them were summarized as below.

Most of the participants were young women aged 23-33 years, a small number of participants aged 45-55 years, and only two male participants. There are only two participants with high school diplomas, as the majorities have college degrees.

Table 2. General information of informants

Age	High school certificates	University diplomas	Grand Total	Age	Female	Male	Grand Total
23-33	1	18	19	23-33	18	1	19
34-44		14	14	34-44	14		14
45-55		8	8	45-55	6	1	7
Student	1		1	Student	2		2
<b>Grand Total</b>	<b>2</b>	<b>40</b>	<b>42</b>	<b>Grand Total</b>	<b>40</b>	<b>2</b>	<b>42</b>



The pivot table shows that the majority of informants read novels for three main reasons: curiosity, bestsellers, and true stories. On the other hand, only a few informants explained why they read novels published in English, indicating that almost all read and related to their professions.

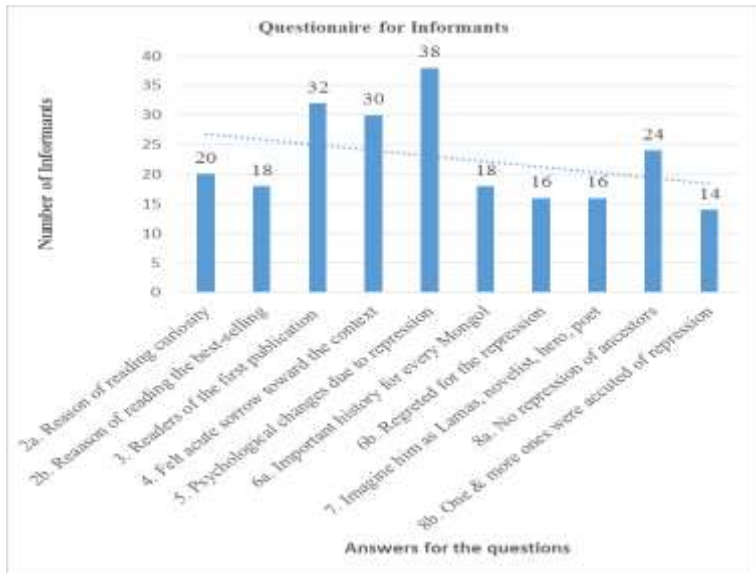


Figure 1. Questionnaire result

Three major age groups of informants (23–33, 34–44, and 45–55) read the novel when it has just been published, and a minority of informants read the book recently.

The responses of most informants including age groups 23 to 33 and 45 to 55 year-olds felt acute sorrow toward the psychological interpretation of the novel. Finally, the age group from 34 to 44 was greatly shocked while they were reading a certain part of the novel with psychological inferiority in Adler's theory. As

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mentioned earlier, the emotion of the main character expressed in the questionnaire shows his action is out of control which made him unbalanced in the unexpected sudden circumstance. His negative manners due to the accident decision were underpinned by his personality even though he is an enlightened lama of Buddhist philosophy.

The three main age groups' reactions to the author's psychological representations of the main character related to political persecution were indicated as well as 'historical events were well represented in the literature.

Dominant young informants aged 23 to 33 felt about the main character's psychological changes 'before, during, and after repression', caused by tragic and historical repressions in the novel as it indicates a tendency to feel deep sadness among all Mongols. A minority of age groups, including 23-33, 34-44, and 45-55, considered the Baasan's psychological changes in Mongolia as a historical note. Moreover, his physical inferiority regarding theory of individual psychology reveals main character's reaction is out of his mind that making readers feel deep sadness for the repression in Mongolian history.

A young informant between the ages of 23 and 33 equated the main character, Baasan, with a Mongolian celebrity. Some of them introduced him as the famous poet, hero, handsome man and the Dalai Lama. Some of the 34 to 44-year-old middle-aged group thought of him as today's famous lamas, while the 45 to the 55-year-old group considered him as a famous lama and novelist Renchin. Other informants think it is impossible to compare him to someone they know.

The younger age group said no one in their family had been sentenced to political repression, while the remaining 20% and 50% said that in Mongolia, one or more people had been accused of political repression. The 45-55 year-old group (75%)

represents one of their ancestors accused of political repression, which they still have trouble remembering. According to Federal Intelligence Service statistics, between 1939 and 2015, 10,183 cases of political persecution were indicted and 31,548 people were exonerated.

The author focused on narrating the true story in a descriptive approach instead of cultural tradition in details to meet 21st century readers. The findings of the questionnaire reveals that the evaluation toward the novel as historical events was described well in literature. Author's combination of historical narration and literal interpretation touched to the readers which enabled the novel to lead in emotional feeling and best seller.

## **Discussion**

Psychological expressions in literature can be characterized by 3 subjects' feelings: character, author feelings and readers' responses. According to the literature theory, the character's feelings such as joys, sorrows, dreams and loves are all reactions to interpreted text. More detail, the character's reactions to any social circumstances was interpreted in narrative ways to be attracted by the general public (Warren, 1949). In our case, Baasan's feelings were interpreted pleasantly before the repression; and sorrows during the dark time as he was punished by being himself; and confidence losing after the time which was caused by the social distortion. The narratives of the character's feelings were interpreted in the above periods.

The authors' feelings of being empathy were involved in the interpretive processes in terms of the literature theory (Kuiken, 2002). The empathy feelings of the authors to realize the psychological implications of the main character were engaged and developed with the combination of the true information in the Mongolian history. The authors used descriptive and artistic

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methods to describe the feelings of the character literally and the metaphoric languages linguistically.

The reader's responses to the character of the novel are characterized through their feelings of fascination and interest. The reader's attention to Baasan's feelings was implied by their acute sorrow in the result of our questionnaire from the readers and it could make the novel a bestseller. That's why the aesthetic value of the novel was supported by the reader's response.

## **Conclusion**

The final result of the research came to the following conclusions:

First, the connection between the psychology of the main character and social phenomena was kept well in balance. The majority of readers experienced acute sorrow through the psychological expression of the main character and they felt shocked while they were reading psychological changes of the Baasan including the period of pre-repression, during the repression, and post-repression. Regarding the final analysis of the questionnaire, a dominant number of readers appreciated the author's representation of the main character concerned with political persecution as they believe narration of historical events was pretty well represented in the literature.

Second, idioms and comparisons played an important role in the narration of subconscious feelings including enjoyment, dreams, loves, frustrations, and fears as metaphoric languages allow readers to achieve in-depth thinking and nature which makes the novel more artistic.

Ultimately, the character's psychological impact, whether positive or negative, gravitated to the masses and the novel was voted a bestseller.

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