



THE PROTAGONIST'S STRUGGLES IN AHMAD FUADI'S NOVEL RANAH 3 WARNA

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Received: 18-05-2023

Accepted: 24-05-2023

Published: 30-05-2023

Abstract

This article is the result of a research work on the protagonist's struggle depicted from Ahmad Fuadi's novel Ranah 3 Warna. The aims of this research are to reveal the protagonist's struggles depicted in the novel and to analyze how the protagonist manage his struggles to achieve his goals. The theory applied in this research is adopted from several theories of struggle particularly Krisnananda (2005). The study applied qualitative research method in the process. The finding shows that the three motives of struggle namely struggle for existence, struggle for survival and struggle for power are found in the data. The struggle for existence covers the protagonist's struggle to get the Senior High School Certificate and to get admission to the State University. The struggle for survival is the protagonist's struggle to earn his living after the death of his father. The struggle for power covers two aspects namely his struggle for his career as an author and his struggle for the selection of student's exchange to the United States. Thus, the theory selected does match the data of the study.

Keywords: ahmad fuadi; protagonist's struggles; ranah 3 warna

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INTRODUCTION

Life is a struggle. It means that in this life there should be a hard effort in order to achieve an ideal which is difficult and very important. Struggle is the main theme of Ahmad Fuadi's novel Ranah 3 Warna, which is adopted as the subject matter of this paper. This novel has the important of moral value. This novel constitutes his second series novel after the first novel Five Towers which tells about life in the Islamic Boarding School. Ranah 3 Warna is one of the national bestseller Indonesian novels. This novel has also been produced in the form of movies, which indicates that is very interesting novel to read.

Ranah 3 Warna tells us about Alif's life as the protagonist of the novel. After his graduation from Pondok Pesantren Madani 'Madani Islamic Boarding School' in Ponorogo District, East Java, he wants to continue his study in engineering to be an engineer like his idol, B. J. Habibie. The story of this novel is supposed to happen in 1993/1994. At that time, the only way to be a student of the state university is by passing an entrance test as a requirement which is called UMPTN. One can register to take the entrance test if he has a Senior High School certificate whereas Alif just has a certificate majoring in Islamic Religion from the Islamic boarding school. In his boarding school Alif also studies chemistry, mathematics, and physics but not as much as in the regular Senior High School. Remembering that the opportunity to be an engineer seems to be impossible, he decides to go to the United States of America to achieve his other dream.

Moreover, his father's death has also made him face some difficulties in his life, especially concerning his financial matters. He also finds some obstacles when he wants to be a writer. He must figure out how to overcome those obstacles and he must struggle for his life and this is adopted as the main topic of this research. In achieving his ideals in the struggle, he adopts some hadiths 'sayings' of the prophet Muhammad: *Man jadda wajada* 'One who is persevering will be successful' and *Man shabara zhafira* 'One who has patience will gain a good luck'. These two hadiths 'sayings' are adopted as Alif's incantation in the struggle of his life.

One of the dominant themes in this novel is about the struggle of the main character. In life everyone must have some goals to be achieved, both material and immaterial. In achieving the goals, they always find some problems, obstacles and difficulty and so they need to exert his potential to struggle hard in order to achieve the goals. Thus, struggle can be defined as an effort and hard working to achieve something good usually by experiencing difficulty. These ideas are reflected in the theme of the novel under study.

Merriam Webster defines struggle in two ways: (1) to try very hard to do, achieve, or deal with something that is difficult or that causes problems, (2) to move with difficulty or with great effort, (3) to try to move yourself, an object, etc., by making a lot of effort.

Everyone must have some ideals to achieve in their life but not all of them are successful to achieve them easily. Sometimes they need to exert more energy with difficulty to achieve the ideals. Such hard efforts to achieve some goals are known as struggle.

Human life is regarded as a process of successive achievements, and every movement in this process is a step taken towards the actualisation of the ideal which beckons one to itself. Krisnananda (1989: 1) notes, Life is characterized by striving for survival. This urge is inherent in all humans and is an enduring trait seen throughout history. Striving and struggle are aimed at achieving goals that are realized as one's ideals and that most of the current reality remains as the future. Throughout history, the comprehensive struggle of mankind for different kinds of achievements in different fields of activity has been entangled in the restlessness of the human mind, in which life seeks to transcend the limits of action and reason. indicates that there is

Moreover, something which is achieved by struggle with hard effort must be relevant with its method. Gandhi (2005: 6) notes the methods used in the phase of struggle are inextricably linked to the goal to be achieved, and cannot be even partially separated from it. He believes that everything good will never be realized in a bad way. Every good ideal will never be achieved without a good method. Thus, both the purpose and the method must go hand in hand, inseparable from each other and function synergistically.

The theory of struggle applied in this study is mainly adopted from Krinananda (1989) in which she notes that struggle can be divided into some types, those are: struggle for facing the difficulties in the form of hunger and thirst, struggle for facing the difficulties in the form of heat and cold, and struggle for facing the difficulties in the form of fear of death. She further notes, "Life is a struggle and it has been, at least at its lowest level, for overcoming difficulties in the form of hunger and thirst, heat and cold and the fear of death, all which ever remain as the invariable concomitants of life in general", (Krisnanda, 1989: 1).

1. Struggle for Existence

Human existence is a personal beings and social beings. As individual human beings are required to develop themselves, so that they can be useful for themselves and for other people. Everyone has different abilities. There are many kinds of career to choose in one's life such as to be a teacher, a farmer, a business man, a merchant, and so forth. As mentioned in

Jackson (2003: 310) “the struggle between rich and poor, the forms of which vary according to the changes in relations to production, than as a history of social organism which ‘adapt’ to ecological conditions”.

The struggle for existence never gets easier. However well a species may adapt itself to its environment, it can never relax because its competitors and its enemies are also adapting their niches, (Ridley, 1994: 61-62).

Hirsch argues that once basic material needs are met, we are let to consume not on the basis of the functional value of material goods, but on the basis of their value in ‘positioning’ us with respect to our fellow human. A part of this attempt to position our selves is the need to identify ourselves with and consolidate ourselves within a particular social group or community (Jackson, 2003:300-301).

The ‘positional’ consumption plays a vital role in the evolutionary strategy of the selfish gene. We are driven to consume, according to this theory, because of a continuing need to position ourselves in relation to the opposite sex and with respect to our sexual competitors. This strategy offers us or rather it offers our genes – the best chance of successfully passing on genetic material to the next generation, (Jackson, 2003: 301).

Darwin states that struggle for existence is including dependence of one being on another, and including (which is more important) not only the life of the individual, but success in leaving progeny, (Darwin, 1858: 116).

It means, to be comfort in their environment, people need to struggle for their existence as the member of society.

2. Struggle for Survival

Human who have to fight usually deprived of the needs of their life. For example, people who came from lower-class economy will certainly have problems with their daily living life. The revenue certainly will not be enough to satisfy hunger and thirst and also the need for clothing and shelter. With minimal income they have to be satisfied with goods which are not in branded class. Place of residence should also considered to the minimalist type and with a small size. As a result of this shortage could have negative effects such as fights, theft, even murder. As proposed by Darwin “The extinction of species and of whole groups of species, which has played so conspicuous a part in the history of the organic world, almost inevitably follows from the principle of natural selection; for old forms are supplanted by new and improved forms.” (Foard, 1996: 2).

Security is affecting humans in order to survive. How would it be if they lived in the war condition. Surely this can interfere with human life. As a result of insecurity, a person would not be able to survive in his life. In other words, human beings will be suppressed by a weak or a strong man who has a weapon.

Furthermore, Darwin added Since natural selection aims only at preserving beneficial modifications, in a country with a large population, each new morphology may be replaced by its own less-improved parent morphology and other less-preferred morphologies associated with it. No form tends to be superseded, and these eventually race to extinction. Thus, extinction and natural selection are closely related. "

The theory of natural selection made four important contributions of his. The theory of natural selection made four important contributions. Buss (2009:140) mentions:

The first contribution is, it explained change over time in organic design. Second, it furnished the causal process by which different species originate. Third, it explained the

seemingly purposive quality of the component parts-their adaptive functions, or the particular ways in which these characteristics and survival. Fourth, natural selection unified all species past and present, including humans, into one grand tree of descent. We knew for the first time in history our true place in nature.

Supposedly, the struggle is not necessarily if it is accompanied with damage. But for people who do not have good emotional condition, it can give bad consequences for himself and his environment. Good attitude of life understanding can give positive influence on human struggle. Patience is also thing that should be considered in the struggle for human life. By which man will be able to survive well.

Darwin identified three classes of survival struggles that from the core of important research in evolutionary psychology today is as more individuals are produced that can possibly survive, there must in every case be a struggle for existence, either one individual with another of the same species, or with individuals of different species, or with the physical conditions of life (Darwin, 1859:63).

In this kind of struggle, human must survive of their existence as a part of society, who has to adapt with their environment which various kinds of people and also to their environment.

3. Struggle for Power

Certainly, all individuals play a role in making, re-making and circulating meaning. But some individuals or groups have more power than others within the communicative process. People are positioned differently by the power relationships into which are embedded, and those positions impact on the access individuals have to media production and circulation systems. The positioning of people is contextual issue. Hence, the human relationship and the way some individuals gain more powers than others through their positioning to others.

Power is a slippery phenomenon with numerous definition. Power will be seen as the capacity to get one's own way when interacting with other human beings. Weber expressed this best when saying that those with power are able "to realize their own will even against the resistance of others" (1998: 53). Lukes added an interesting rider to the Weberian notion "Having power not only grants one the ability to have one's interests prevail over others, but is also the ability to stop conflicts from emerging by preventing oppositional agendas from even being raised".

4. Review of Related Literature

Earlier studies related to the protagonist's struggles of a literary work are quite numerous as presented below. Human life is regarded as a process of successive achievements, and every movement in this process is a step taken towards the actualisation of the ideal which beckons one to itself. Krisnananda (1989: 1) notes, "Life is characterized by effort at existence. This inherent urge within every human being is a permanent feature observable through history. Effort and struggle are directed towards the achieving of an end which is realized as one's ideal and which mostly remains as a future to the reality of the present state of affairs. The all-round struggle of humanity through the passage of history for achievements of different kinds in the various fields of activity is an indication that life is involved in a restlessness of the human spirit which is eager to overcome its barriers of action and limitations of understanding".

METHODS

The study applied qualitative research method in the process. The qualitative research is a research in which no numerical instrument is used in processing the data, for exploring and understanding the meaning of individuals or groups ascribed to a social or human problems. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure (Sugiono, 2011: 12; Creswell, 2011). Thus, descriptive research design is applied to give a detail description of a certain case accurately. This study also applied library research method as Proposed by Herbert (1990: 18) as the main data were obtained from various reading materials in the library. To conclude, this study applied descriptive qualitative design through which the description of the data is presented.

The researcher uses qualitative method to analysed the data from the novel concerning the protagonist's struggles in the novel *Ranah 3 Warna* by Ahmad Fuadi

FINDING AND DISCUSSIONS

The analyses of the protagonist's struggles are oriented at five aspects: (1) struggle for accredited certificates of the Senior High School (struggle for existence), (2) struggle for admission to the state university (struggle for existence), (3) struggle for his career as an author (struggle for power), (4) struggle for the selection of student's exchange to the United States (struggle for power). And (5) struggle for his life after his father's death (struggle for survival).

The analysis is based on the theory of struggle proposed by Khrisnananda (2005) as discussed in Chapter II, covering what the struggle is for, how the struggle is conducted and how the result of the struggle is.

After being graduated from the Islamic boarding school Pondok Pesantren Madani Ponorogo, East Java, Alif wants to continue his study in the state university, but he finds some difficulties to pass the examination. In the boarding school Alif studies chemistry, mathematics, and physics but with minimum learning material. Unlike in the regular Senior High School, the portion of those subjects in the boarding school is quite limited. Moreover, most of his friends including Randai, one of his close friends from their childhood doubt his ability to get admission in the state university.

Alif and Randai have been close friends since their childhood; they are always together and very close with each other. In the fasting month, they always work together to cut down a bamboo tree to make a bamboo cannon. They make a bamboo cannon competition in which the bamboo cannon which can give the loudest sound will become the winner.

Although they are close friends, they always quarrel because of some trivial things. They always quarrel when they play football in the muddy paddy field and swim in the lake. Sometimes, they play by tying sarongs in their necks and stretching their arms while running so that the sleeve flaps behind them. They feel as if they flew like a superman. The one who is the earliest to reach a certain place will become the winner. The loser has to find worms for fishing.

Today Randai seems to be eager to compete against him again. But this time the competition is not on a trivial issue as it was once. This is the competition for studying in the state university.

Alif's father who lives at a village in Maninjau District, West Sumatra always gives freedom to him to decide about his future. But, once his father came to his Boarding School Pondok Madani in Ponorogo District, East Java to advice him not to leave the boarding school.

He comes to an idea to leave the boarding school, because he wants to study general sciences in the Public Senior High School, and also the boarding school does not issue certificates on completion of the study. He listens to his father's advice to remain in the boarding school after his father promises to take care of all his needs to obtain a certificate of the Senior High School diploma through the equivalence test. He does not know that only a few alumni of the Pondok Madani boarding school can be successful to get admission in the state university.

Finally, his father fulfills his promise. His father gives him the forms that must be filled in to follow the final examination of the high school equivalence.

It is a tough challenge for him because as a student of an Islamic boarding school who does not study the high school curriculum is difficult to pass the admission test to the state university. Heard that he was desperate to try the UMPTN, the family and his friends sympathize with each other's way. Some of his elementary school friends who are now learn in college entrance D3.

The people who he knows have sympathy, pity, and some have underestimated him. As if they did not believe with determination and his ability. He did not need all their comments. He is not a loser. A revenge and resolve simmering in his heart. He wants to prove to all of them, not them who decide his fate, but himself, and God. He has his own dream. He wants to pass UMPTN, to be able to realize his dream for America.

That morning, he rounded determination, he rounded prayer: he would pass the high school equivalency test and fought to conquer UMPTN. He wants to prove that a strong intention had been drawn, any obstacles will be chopped down. So that night he established a strategy of war. First, he should have all the weapons. The main weapon to conquer the senior high school's lessons is mastered all of the senior high school's textbooks from grade 1 to the grade 3. There is a great shortage: he did not have any senior high school's textbooks and never studied it.

He would have to borrow it from his friend. Now his room is like thrift stores. Books scattered everywhere. He stacks all of the books on the floor according to the class. As a result, a hill book for the first grade lessons, one hill books for the second grade lessons, and one hill books for third grade lessons. There are three hills books! He realized this is the three hills books which he will climb if he wants to conquer the senior high school equivalency test and UMPTN.

He opened a book and began to read. Only a few pieces, he scratched his own head frowning. Despite repeated he read chemistry, physics, and biology, still frowning.

He posted his bedroom wall with some papers summarizing the various subjects and important formula. He wrote it in large with a marker that make it easy to remember. Above all kinds of patch it, he outboard a red cardboard, inscribed with Arabic script thick: *Man Jadda wajada!* This mantra became his motivation when he was demoralized. Sometime he shout to himself, whenever he felt his spirits is down. He forced himself stronger again. He exaggerated effort. He continued the course of a few more pages, some questions again, in a few minutes. Going to the extra miles. Seeks above average others.

If he saw in a mirror, he looked his body rather pale now, and his eyes were red. But he did not care. This is an important fight of his life. May be a determinant of the fate of his future. His mother and his father seemed anxious to see him learning like a man possessed. "Son, do not study too hard, and please keep your health," said his mother when she comes to his room to bring some snack or a glass of tea.

Sometimes his father also visit him when he was studying in the room. But his comments are usually not related with the lesson, but talking about football and give him some magazines. He wanted to read it all, but learning should not be interrupted. In order not to be tempted, all the

newspapers and tabloids which given by his father throwing up high wardrobe. He continued the struggle of learning until the test arrived.

After Alif passes the examination to get the certificate of Senior High School, then he has to pass the next struggle in following the admission test to the state university.

He flips the sheets again and guide books UMPTN form that he had just bought. He was amazed but also confused. His forehead wrinkled. Many lists of universities, faculties, and departments there, and she could not imagine actually what will be learned in each departments. He read one by one the names of the fields of study in the guide book. Arabic literature, English, Japanese, State Administration, Development Economics, Accounting, Law, Suddenly his fingers stopped. " Department of International Relations".

When he was a child, his grandmother joined tarikat Naqsabandiyah. Together teacher and his jama'ah, she several times into exile in Surau High near our house. For days, they only remembrance activities and worship in the mosque except for ablution, bathing, and toileting. Even their food delivered by family members surau. Maybe he should try this style. Certainly not for remembrance, but to focus the preparation participate UMPTN.

He would shut himself in his room. My study hard in this time should be more successful than yesterday equivalency test.

In a few days he did "tarikat" with success. For the umpteenth time, one hill of books first degree lesson in senior high school can he learned quickly. He became more confident, because one class lesson he understand easily. But, after a long time his brain was stretched, his eyes stung, and his concentration shattered. He drinks coffee as his father drunk. Successful, sleepiness disappeared, but the taste learning remains deflated. Each he saw textbooks piles, he nausea.

Drill learning style of Madani turned out to have no effect. He was very ashamed of himself, and even more embarrassed to admit spirit of learning to his father and his mother. He does not want they are disappointment. He had already promised to study it hardly. Concerns crept slowly into his consciousness. How can he pass UMPTN if he is lazily like this? How he will win seats against 400 thousand high school students who participated UMPTN this year? he really did not know. With sluggish he put his head on the table, pillowed book. Bored, lazy, and sleepy mixed swirling in his head. He was close his eyes and slowly he drifted.

Tock ... tock quick knock on his door . He was half-asleep recoils from the chair. Hurriedly he wiped the face with his hands and straighten his hair. He wink her eyes many times so that he do not looked wistful because overslept. Hurriedly he opened the door. Her father stood in the doorway with his eyes run down everywhere searchingly and his hands in the back. Maybe he want to do theinspection.

CONCLUSIONS

This novel give us the moral value, how to struggle everything in our life, such as : struggle for accredited certificates of the Senior High School (struggle for existence), struggle for admission to the state university (struggle for existence), struggle for his career as an author (struggle for power), struggle for the selection of student's exchange to the United States (struggle for power) and struggle for his life after his father's death (struggle for survival).

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