

Integration of Literature and Psychological Theory in the Analysis of the *Film Ranah 3 Warna*

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Abstract

This study analyses the integration of literature reviews and psychological theory as a conceptual foundation for understanding the dynamics of Alif Fikri's character in the film *Ranah 3 Warna*. Using a descriptive qualitative approach, this study explores how motivation, resilience, and self-actualization play a role in a college student's life journey when facing structural barriers and personal crises. The analysis was conducted in three main phases: precollege adolescence, the early college years, and the period as an exchange student in Canada. The results indicate that in the first phase, Alif demonstrated strong self-autonomy and intrinsic motivation to overcome administrative challenges regarding his diploma through organised and meaningful efforts. In the second phase, it was found that psychological resilience and realistic ego mechanisms enabled Alif to withstand the heavy pressure resulting from his father's death through problem-focused coping. In the final phase, self-concept maturity and a positive "internal working model" allowed him to achieve global academic success despite facing failures in the interpersonal realm. Overall, this study concludes that educational success is determined by a balance between cognitive abilities, motivational factors, and mental resilience. The integration of various psychological theories into literary works provides a holistic understanding of life values and the importance of character education, which encompasses the dimensions of moral knowledge, moral feelings, and moral actions in the learning process.

Keywords: Character education, resilience, self-actualisation

Introduction

Literature or a literature review is an essential component of scientific research that serves as a theoretical foundation and reinforces the researcher's ideas. According to Ridwan (2021), a literature review is a series of concepts, definitions, and propositions used to systematically examine a phenomenon and explain the relationships between variables in a study. This indicates that a literature review does not merely consist of a summary of theories but also involves the analysis and synthesis of various relevant sources to clarify the direction, objectives, and originality of the research being conducted.

Literature assessment is the process of deeply understanding and examining the literature to identify scientific contributions, recent developments, and elements of originality within a study. Jeka et al., (2023) explain that a literature review serves to examine the latest developments in a field of study and helps researchers identify research gaps as a basis for the originality of the research. Therefore, a literature review is not limited to reading references but also involves assessing relevance, theoretical developments, and the research's position within a broader scientific context.

Psychological theories serve as conceptual frameworks used to understand human behavior and mental processes, including in the context of learning. Fithriyah (2024) states that learning theories in psychology help explain how individuals acquire knowledge and how these theories can be applied in learning activities. Therefore, psychological theories play a crucial

role in designing effective learning strategies, as they provide a scientific foundation for understanding how learners think, respond to stimuli, and develop understanding.

This scholarly paper discusses the importance of literature review, literary appreciation, and psychological theory as a conceptual foundation for analyzing literary works and films, particularly *Ranah 3 Warna*. This paper begins by explaining the function of a literature review in establishing a systematic framework, identifying research gaps, and strengthening academic arguments. Additionally, this paper outlines the concept of literary appreciation as a process of deep understanding and interpretation of a work to uncover its aesthetic, moral, and social values.

In addition, this discussion focuses on psychological theories as a framework for understanding human behavior and individual development, particularly in the context of education and character development. Psychological approaches such as behaviorism, cognitivism, and humanism are used to analyze the dynamics of personality and motivation reflected in the work. Specifically, this study connects psychological theories with Alif Fikri's life journey in the film *Ranah 3 Warna*, which depicts perseverance, motivation, and the process of self-actualization in the face of life's challenges. Thus, this paper demonstrates that the integration of literature and psychological theory provides a more comprehensive understanding of the life values conveyed through literary works and films.

Theory and Method

In the context of research and academia, literature is defined as a source or reference used to obtain specific information in various activities, particularly in the field of education. Literature is not limited to books but also encompasses a wide variety of other written works. Based on the depth of analysis, literature is categorized into three types: primary literature, which contains new ideas or theories resulting from original research; secondary literature, which refers to primary literature and typically does not present new findings; and tertiary literature, which provides guidance for locating secondary literature (Jeka et al., 2024).

A literature review is a vital component of research because it serves as a theoretical foundation, defines the scope of the work, and acts as a tool to prevent research duplication. Through literature review, researchers can identify what related studies have been conducted previously and uncover the main ideas and objectives of the topic under investigation. To produce a good literature review, the literature used must be relevant, up-to-date, and capable of serving as a basis for solving the problem under investigation, thereby ultimately helping researchers produce high-quality research (Ridwan, 2021).

Learning theories in psychology are concepts or ideas that can be tested through the collection of evidence to understand and classify human behavior, including how people think, make decisions, and interact with their environment. In educational practice, there are four learning theories that are frequently used: the behaviorist learning theory, which emphasizes behavioral change resulting from stimulus-response interactions; the cognitive learning theory, which focuses on thinking processes and understanding; the humanistic learning theory, which emphasizes humanization and self-development; and the constructivist learning theory, which views learning as a process of constructing one's own meaning through interaction with problems or concepts (Fithriyah, 2024).

The approach used in this study is descriptive qualitative. This method was chosen because it aims to holistically understand the phenomena experienced by the research subjects such as behavior, perceptions, or actions through descriptions in the form of words and language (Moleong, 2017). In the context of film research, qualitative methods allow researchers to explore the deeper meanings behind visual narratives and dialogue, rather than merely measuring their statistical aspects (Stake, 2010). This approach is suitable for analyzing

the character of Alif Fikri because this study seeks to interpret the dynamics of his motivation and self-actualization in a contextual manner.

The focus of this study is on the main character, Alif Fikri, in the film *Ranah 3 Warna*. The unit of analysis is focused on specific scenes that represent Alif's life journey, which has been previously categorized into three phases: (1) Alif's childhood, (2) the period when Alif began college, and (3) Alif's time as an exchange student. The data consists of dialogue excerpts, character expressions, and cinematography that support the psychological portrayal of the character.

Data collection was conducted through non-participant observation and documentation. The researcher watched the film repeatedly (close viewing) to identify scenes relevant to the themes of perseverance and motivation. Data analysis techniques utilized the interactive model by (Miles et al., 2014) which includes:

1. Data Condensation: Selecting and focusing data on scenes that demonstrate conflict or shifts in Alif's attitude.
2. Data Display: Organizing the data in the form of brief descriptions or matrices to facilitate understanding of Alif's psychological context.
3. Conclusion Drawing: Verifying the findings to answer how Alif's life journey reflects the concept of self-actualization.

Findings

Based on the findings of this analysis of the film *Ranah 3 Warna*, the author identified three key points or phases that serve as lessons on how a student should approach the pursuit of knowledge, as seen through the lens of life's journey, personal background, the failures experienced, and the path discovered when facing failure and despair in the quest for knowledge. These three phases include: (1) Alif's childhood, (2) the period when Alif began college, and (3) Alif's time as an exchange student. In the first phase of Alif's childhood, the formation of a strong foundation of intrinsic.

Alif is a pesantren graduate who, administratively speaking, does not hold a high school diploma. He faces significant structural barriers: he does not meet the eligibility requirements for the UMPTN. His friend, Randai, explicitly doubts his abilities. The expectations of his social environment (and the author's initial expectations) were that pesantren graduates would struggle to compete at public universities. However, the findings show results that contradict these expectations: Alif demonstrated a very high level of initiative (a large effect size in qualitative terms). He independently sought information about equivalency exams, took them, successfully obtained a high school diploma, and ultimately passed the entrance exam for Padjadjaran University (UNPAD). Here is the transcript:

"That morning, with my fist clenched, I made up my mind and offered a prayer: I would pass the high school equivalency exam and conquer the UMPTN. I wanted to prove that with a strong determination, I would overcome any obstacle." (00:24:16 – 00:27:41)

The second phase, when Alif began college, revealed internal conflicts, failures, and the process of adapting to a new reality. In this phase, cognitive aspects were highly dominant, as Alif began to transform his experiences of failure into meaningful learning. This aligns with cognitive theory, which emphasises that learning is an active process of understanding, organising, and interpreting information. The failures Alif experiences are not merely obstacles but also serve as stimuli for developing a more mature and realistic mindset. Recent studies in educational psychology indicate that the ability to reflect on failure can enhance self-regulated learning and academic resilience (Putri & Suryani, 2021). Here is the transcript: *"Patience isn't passive it's active. It means actively seeking solutions and never giving up."* *"Being patient without doing anything isn't something to be proud of."* (01:05:00 – 01:08:00)

In the third phase Alif's time as an exchange student a more mature process of self-actualisation became evident. Alif demonstrated independence, self-confidence, and the ability to adapt to an international environment. This phase aligns closely with humanistic theory, particularly the concept of self-actualisation, which emphasises the development of an individual's full potential. Alif focused not only on academic achievement but also on holistic personal development. Recent research indicates that cross-cultural learning experiences can enhance students' self-efficacy, self-identity, and global competencies (Hidayat & Lestari, 2023). Here is the transcript: *"At the top of the hill in that city, he watched the sun rise... he reflected on the hard struggles he had gone through to become as successful as he is today, thanks to two mottos from Pondok Madani: 'man jadda wajada' and 'man shabara dhafira'"* (02:08:00 – 02:11:00)

Overall, these three phases demonstrate that Alif's educational journey is not linear but rather dynamic, reflecting a complex psychological process. These findings support the hypothesis that educational success is determined not only by cognitive abilities but also by motivational factors, the environment, and mental resilience. Although there is a phase of failure that theoretically could hinder development, in Alif's case, that failure actually served as a turning point that strengthened his motivation and life goals. This suggests that the negative effects of failure are not always permanently significant but can become a driving factor when an individual possesses an adaptive mindset.

Thus, the results of this study confirm that the integration of behaviourist, cognitivist, and humanist theories can comprehensively explain the individual learning journey as depicted in the film *Ranah 3 Warna*. The implications of these findings highlight the importance of a holistic approach in education, in which cognitive, affective, and environmental aspects must be considered in a balanced manner to foster resilient and competitive learners.

Discussion

1. Alif's Adolescence (Pre-College)

Phase 1 indicates that Alif was able to overcome structural barriers (the lack of a formal diploma) because he was driven by motivation stemming from within himself, rather than external pressure. This finding aligns with Gordon Willard Allport's personality theory, which distinguishes between intrinsic motivation (arising from within, based on personal expectations and interests) and extrinsic motivation (arising from external sources). Research conducted by Lalu et al., (2024) on the novel *Ranah 3 Warna* using Allport's psychological framework concluded that the character Alif's motivation stems entirely from intrinsic motivation, grounded in personal hopes and interests to achieve his dreams. Alif does not wait for encouragement from parents or teachers; he independently seeks solutions to the administrative problems he faces. Within Allport's framework, this action demonstrates appropriate striving, an organised and personally meaningful effort that lies at the core of a healthy personality.

This phase also reflects the most fundamental values of character education: independence and curiosity. A study by Raenon (2020) from Padang State University, which analyzed character education values in the novel *Ranah 3 Warna*, found that out of 18 character values, independence and curiosity were among those that emerged significantly in the characters' behavior whether through speech, actions, or attitudes. In the context of Alif, who took the initiative to seek information about the equivalency exam despite being a pesantren graduate, he demonstrated that he did not rely on others to solve his problems. This has important implications for the world of education, particularly in the study of novels in schools. Raenon (2020) findings confirm that the novel *Ranah 3 Warna* can be utilised in Indonesian language instruction and other subjects both in and out of the classroom as a medium to foster

the value of independence in students. Thus, Alif's Phase 1 teaches that autonomy and personal initiative are the primary foundations for overcoming structural barriers in education.

2. The Start of College – Resilience Amid a Quarter-Life Crisis

Phase 2 depicts Alif's greatest crisis: the death of his father, which was accompanied by the loss of financial support for his college tuition. Psychologically, Alif experienced immense emotional distress. However, he chose not to drop out of college. This finding can be explained in depth through Sigmund Freud's psychoanalytic theory, which divides the personality structure into three elements: the id (primitive and impulsive drives), the ego (reality, functioning as a mediator), and the superego (internalized morality and values). Recent research by Sadsema (2025) from UIN Sultan Syarif Kasim Riau, which specifically analysed the personality of the character Alif in the film *Ranah 3 Warna* (not the novel) using a Freudian psychoanalytic framework, found that out of a total of 24 personality data points for Alif, there were 11 id data points, 7 ego data points, and 6 superego data points. In phase 2, when Alif is faced with a choice between giving up (id: the desire to avoid pain and return home) and persevering (superego: the duty to fulfill his late father's expectations), Alif's ego acts as a realistic mediator. The results of Sadsema (2025) analysis indicate that these three structures (id, ego, superego) influence Alif's attitudes or actions in making decisions as he strives to achieve his dreams.

In addition to the psychoanalytic framework, Alif's Phase 2 also demonstrates very strong character traits: patience (*sabr*), hard work, and perseverance. A study by Zulkhi et al., (2023) on morality in the novel *Ranah 3 Warna* found that the main character, Alif, possesses moral values such as strong determination, perseverance, sincerity, patience, selflessness, gratitude, a work ethic, a sense of responsibility, and independence. In the context of Phase 2, when Alif lost his father, he did not succumb to prolonged grief because he had internalised the value of active (not passive) patience. This value aligns with the principle that patience in Islam does not mean passivity, but rather continuing to strive while placing one's trust in Allah. Research by Prayogo (2023) from IAIN Ponorogo on the relevance of the film *Ranah 3 Warna* to Akidah Akhlak curriculum also confirms that the character values of patience, hard work, and responsibility in this film are relevant to the concept of **ikhtiar** (striving) in Islamic religious education. The implication of this finding is that Alif's resilience in Phase 2 did not emerge from a vacuum, but rather from a system of values deeply ingrained within him, which then enabled him to turn a crisis into an opportunity (becoming a freelance writer to fund his college education).

3. Life as an Exchange Student – Past Connections as Global Capital

Phase 3 marks the pinnacle of Alif's journey: he was selected as an exchange student to Canada. However, what is interesting is that he also experienced a romantic setback (Raisa became engaged to Randai). Nevertheless, his academic achievements remained unaffected. Within the framework of Gordon Allport's theory, Alif's Phase 3 represents what the proprium is of a mature and integrated self-concept. Allport argued that psychologically healthy individuals possess a "unity of personality" in which various aspects of life (education, love, career) do not conflict destructively with one another. Research by Lalu et al., (2024) indicates that, in addition to intrinsic motivation, Alif also possesses a self-identity characterised by positive traits such as self-confidence. These four traits form a coherent pattern that keeps Alif focused on his goals despite personal setbacks. In other words, Alif's self-identity as a student striving for knowledge is stronger than his identity as a lover, so that romantic failure does not shake the foundation of his academic pursuits.

From the perspective of contemporary character education, Phase 3 of Alif can be analysed using Thomas Lickona's framework, which divides character education into three components: moral knowing, moral feeling, and moral action. Research by Ati (2024) from Muhammadiyah University of Ponorogo, which specifically analyzed the novel *Ranah 3 Warna* from Thomas Lickona's perspective, found that the character values in this novel encompass all three components. In Phase 3, Alif demonstrates moral knowing when he understands that education is the top priority; moral feeling when he feels disappointment over a failed romance but does not let those emotions derail his goals; and moral action when he still departs for Canada as an exchange student despite his broken heart. Ati's (2024) findings indicate that this novel is suitable as a learning resource for instilling character education because it fully embodies all three of Lickona's components. The implication for the world of education is that character development is not sufficient merely by imparting knowledge about good values, but also requires cultivating moral feelings and fostering moral actions exactly as demonstrated by Alif in the final phase of his journey.

Conclusion

An analysis of Alif Fikri's life journey in *Ranah 3 Warna* demonstrates that the integration of literature and psychological theory provides a comprehensive framework for understanding character development. By applying Allport's personality theory and Freud's psychoanalysis, this study reveals that Alif's success is a manifestation of a personally organised effort to achieve his dreams despite facing formal limitations. This interdisciplinary approach allows for a deeper interpretation of the aesthetic and moral values embedded in both film and novel narratives.

This research also highlights that resilience is the primary driver in overcoming severe life crises, such as the loss of a family member and financial instability. Alif's ability to employ problem-centred coping strategies and internalise the value of active patience (*sabr*) demonstrates that failure can serve as a catalyst for growth rather than a permanent obstacle. This resilience is supported by a strong connection to the past, which functions as mental capital in navigating a new global environment.

Finally, this film serves as a significant resource for character education because it encompasses the components of moral knowledge, moral feelings, and moral actions. These findings emphasise that a holistic educational approach must balance cognitive abilities with affective factors and the environment to produce competitive and resilient learners. Therefore, literary works such as this are highly relevant as a medium for instilling the values of independence and perseverance in students across various educational contexts.

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