

**AN ANALYSIS THOMAS SHELBY'S  
CHARACTER IN DRAMA PEAKY BLINDER'S  
BY STEVEN KNIGHT'S PERSPECTIVE  
PSYCHOANALYTIC OF  
SIGMUND FREUD**

**A Thesis**

**Submitted as a Partial fulfillment of the Requirement for S-1  
Degre**

**By:**

**Fahmi Oriyuza**

**NPM: 1711040210**



**ENGLISH EDUCATION STUDY PROOGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY OF RADEN INTAN  
LAMPUNG**

**2024**

**AN ANALYSIS THOMAS SHELBY'S  
CHARACTER IN DRAMA PEAKY BLINDER'S  
BY STEVEN KNIGHT'S PERSPECTIVE  
PSYCHOANALYTIC OF  
SIGMUND FREUD**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements  
for S-1 Degree

**By:  
Fahmi Oriyuza  
NPM: 1711040210**

**Advisor: M. Ridho Kholid, M.Pd  
Co-advisor: Sri Suci Suryawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2024**

## ABSTRACT

This research discusses the other side of literature, especially drama that is rarely seen by the audience, psychology in drama is very important in building a story. In drama, the delivery of the message that the author wants to convey can be direct and indirect, indirect delivery can be seen from the conversations and behavior of the characters displayed in the drama. The focus of this research is to look at the main character in Peaky Blinder's series through psychoanalysis.

This research is a descriptive qualitative research, by taking the basis of Sigmund Freud's psychoanalysis theory, data collection is done by watching and seeing the behavior of the main character. Data analysis uses data reduction, data presentation and conclusion drawing.

The results of the research collected 8 sentence data containing psychological aspects of Thomas Shelby's character, all data have id aspects, while ego aspects amount to 5 data and superego aspects as much as 5 data. This shows that Thomas' ego can fulfill Thomas' big id. However, Thomas' superego has not worked perfectly to control Thomas' id. This shows that Thomas is a family head who has great ambitions to raise the dignity of his family by having legitimate power even though in the process Thomas uses illegitimate methods. The emergence of psychological symptoms in the character Thomas in the drama Peaky Blinder is influenced by many factors. Broadly speaking, the psychological turmoil experienced by Thomas is the experience of war, Ambition and Desire for Progress, personal relationships, Post-War Social and Economic Conditions as well as Family Pressure and Family Head Responsibilities.

Keyword: Drama, character and psychoanalysis

## DECLARATION

The researcher is a student with the following identity:

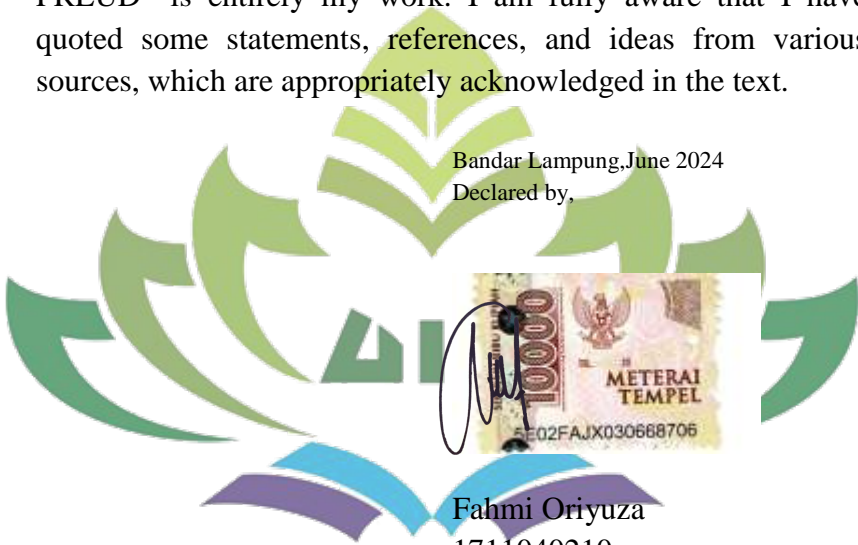
Name : Fahmi Oriyuza

Students's Number : 1711040210

I state this thesis entitled "AN ANALYSIS THOMAS SHELBY'S CHARACTER IN DRAMA PEAKY BLINDER'S BY STEVEN KNIGHT'S PERSPECTIVE PSYCHOANALYTIC OF SIGMUND FREUD" is entirely my work. I am fully aware that I have quoted some statements, references, and ideas from various sources, which are appropriately acknowledged in the text.

Bandar Lampung, June 2024

Declared by,



Fahmi Oriyuza

1711040210



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI  
RADEN INTAN LAMPUNG  
FAKULTAS TARBIIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 Telp.(0721)703260

**APPROVAL**

**Title** : An Analysis Thomas Shelby's Character in  
Drama Peacky Blinder's by Steven Knight's  
Perspective Psychoanalytic of Sigmund  
Freud  
**Student's Name** : Fahmi Oriyuza  
**Student's Number** : 1711040210  
**Study Program** : English Education  
**Faculty** : Tarbiyah and Teacher Training

**APPROVED**

To be tested and defended in the examination session at Tarbiyah  
and Teacher Training Faculty, the State Islamic University,  
Raden Intan Lampung

**Advisor,**

**M. Ridho Kholid, M.Pd**  
NIP. 198505122015031004

**Co-advisor,**

**Sri Suci Suryawati, M.Pd**  
NIP. 2018090119930306249

**The Chairperson of  
English Educational Program**

**M. Ridho Kholid, M.Pd**  
NIP. 198505122015031004



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI  
RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suraminj, Sukarame 1 Bandar Lampung 35131 Telp(0721)703260

**ADMISSION**

A thesis entitled: **An Analysis Thomas Shelby's Character in Drama Peacky Blinder's by Steven Knight's Perspective Psychoanalytic of Sigmund Freud**, by: **Fahmi Oriyuza, NPM: 1711040210**, Study Program: **English Education** was tested and defended in the examination session held on: **Wednesday, December 3<sup>th</sup> 2022.**

**Board of Examiners:**

**The Chairperson** : Prof. Dr. Idham Kholid, M.Ag

**The Secretary** : Zakiyah, M.Pd

**The Primary Examiner** : Agus Hidayat, M.Pd

**The First Co- Examiner** : M. Ridho Kholid, M.Pd

**The Second Co- Examiner** : Sri Suci Suryawati, M.Pd

**The Dean Of,  
Tarbiyah and Teacher Training Faculty**

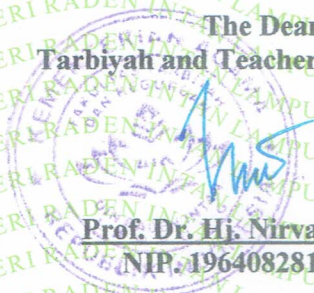
**Prof. Dr. Hj. Nirva Diana, M.Pd**

**NIP. 196408281988032002**

(.....)

(.....)

(.....)



## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ {١}

“Nun. By the pen and by the (record) which (men) write”  
(Q.S. Al-Qalam : 1)<sup>1</sup>



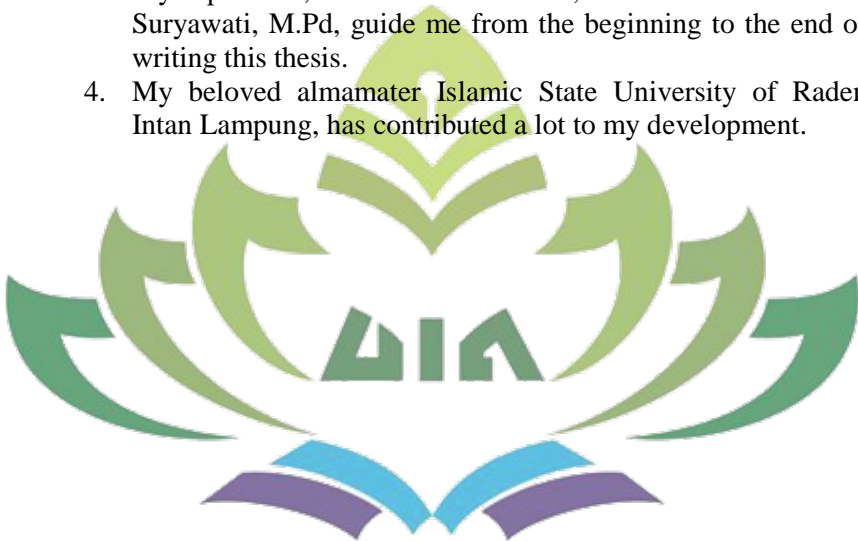
---

<sup>1</sup> Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris. (Depok: Al-Huda Kelompok Gema Insani), Al-Qalam :1, p. 1219

## DEDICATION

With gratitude and loves, this thesis is dedicated to everyone wholoves and cares me a lot. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Zainal and Mrs. Yulisa A.Ma.Pd. Thanks for your patient, sacrifice, love and support endlessly, pray for my success, and advice you have put me through all of my life.
2. My beloved brothers, Riogi Firda Yuza and Rioja Ajuan Metarium Y.Z S.Kep. Thanks you for your help and support.
3. My supervisor, Mr. M. Ridho Kholid, M.Pd and Mrs. Sri Suci Suryawati, M.Pd, guide me from the beginning to the end of writing this thesis.
4. My beloved almamater Islamic State University of Raden Intan Lampung, has contributed a lot to my development.





## CURRICULUM VITAE

The name of researcher is Fahmi Oriyuza, he called name is Fahmi. He was born on April 15<sup>th</sup> 1999 in Pagelaran lampung. he is the youngest son of 3 siblings, with an older sister named Riogi Firda Yuza and an older brother named Rioja Ajuan Metarium Y.Z S.Kep.

He accomplished his formal education Elementary School at SDN 03 Pagelaran in Pringsewu and finished in 2010. Then he continued his Junior High School at SMPN 1 Pringsewu and finished in 2013. After that, he continued his Senior High School at SMAN 1 Pagelaran, Pringsewu and finished in 2016. After he completed his study at Senior High School, he continued his study at Raden Intan State Islamic University Lampung. He was an active student in the organization at English Education Major named ESA (English Student Association) and Indonesian Moslem Student Movement.



## ACKNOWLEDGMENT

First of all, Praise be to Allah Subhanahu Wata'ala the Almighty, the most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during his study and completing this thesis. Then, the best best wishes and salutations be upon the great messenger prophet Muhammad peace be upon Him.

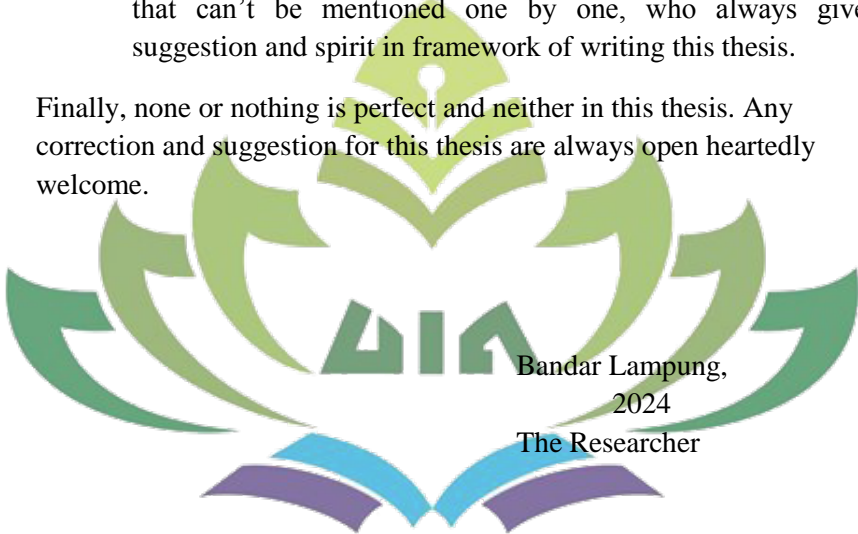
This thesis entitled “AN ANALYSIS THOMAS SHELBY’S CHARACTER IN DRAMA PEAKY BLINDER’S BY STEVEN KNIGHT’S PERSPECTIVE PSYCHOANALYTIC OF SIGMUND FREUD” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

This thesis could not be done well except with others’ support and guidance. Therefore, the researcher would like to give much thanks to the following people for their ideas, time, support, and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staff, who has given the researcher an opportunity to study until the end of this thesis composition.
2. M. Ridho Kholid, S.S, M.Pd as the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Fithrah Auliya Ansar, M. Hum as the academic advisor, for her guidance help and countless time given to the researcher to finish this final project.
4. M. Ridho Kholid, M.Pd as the first advisor, for her guidance help and countless time given to the researcher to finish this final project.
5. Sri Suci Suryawati, M.Pd as the second advisor who has spent countless hours correcting this final project to be better.

6. M. Ridho Kholid, S.S, M.Pd. as a Chairperson of English Study Program in Raden Intan State Islamic University Lampung, for his contribution as the validator in this thesis data analysis results.
7. All lecturers of English Department in Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of his study.
8. All My lovely friends, all my beloved friends who always ask when to graduate when they support me.
9. All friends of the English Department of Raden Intan State Islamic University Lampung, ESA, PMII, and also for F class that can't be mentioned one by one, who always give suggestion and spirit in framework of writing this thesis.

Finally, none or nothing is perfect and neither in this thesis. Any correction and suggestion for this thesis are always open heartedly welcome.



Bandar Lampung,  
2024

The Researcher

**Fahmi Oriyuza**

1711040210

## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>ABSTRAK</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>APPROVAL</b> .....	<b>iv</b>
<b>ADMISSION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
<b>A. Title Affirmation</b> .....	<b>1</b>
<b>B. Background of The Problem</b> .....	<b>3</b>
<b>C. Focus and sub-focus of the research</b> .....	<b>7</b>
<b>D. Formulation of the problem</b> .....	<b>7</b>
<b>E. The objective of the problem</b> .....	<b>7</b>
<b>F. Significance of the research</b> .....	<b>8</b>
<b>G. Relevant previous research studies</b> .....	<b>8</b>
<b>H. Research methods</b> .....	<b>11</b>
<b>I. Discussion systematics</b> .....	<b>13</b>
<b>CHAPTER II: THEORETICAL FRAMEWORK</b> .....	<b>15</b>
<b>A. Concept of Character</b> .....	<b>15</b>
a. <b>Definition of Character</b> .....	<b>15</b>
b. <b>Element of Character</b> .....	<b>15</b>
c. <b>Type of Character</b> .....	<b>17</b>
d. <b>Aspect Character Development</b> .....	<b>18</b>
<b>B. Figure</b> .....	<b>19</b>
<b>C. Psychology</b> .....	<b>21</b>
<b>D. The Relationship Between Literature and Psychology</b> .....	<b>26</b>
<b>E. Sigmund Freud’s Theory of Personality</b> .....	<b>27</b>
<b>F. Factor That Influenced Personality</b> .....	<b>31</b>
<b>G. Peaky Blinders Drama Series</b> .....	<b>39</b>
<b>CHAPTER III: DESCRIPTION OF RESEARCH OBJECT</b> .....	<b>41</b>
<b>A. General Description Object</b> .....	<b>41</b>
<b>B. Fact and Data Display</b> .....	<b>43</b>

<b>CHAPTER IV: DISCUSSION .....</b>	<b>45</b>
A. Psychological Aspect of Thomas Shelby’s based on Sigmund Freud’s personality Theory .....	45
B. Factors Behind the Emergence of Thomas Shelby’s Psychological Aspect in PeakyBlinder’s.....	58
1. Personal Factor.....	59
2. Situational Factor .....	61
 <b>CHAPTER V</b>	
<b>A. CONCLUSION .....</b>	<b>63</b>
<b>B. SUGGESTION .....</b>	<b>64</b>
 <b>REFERENCES .....</b>	<b>65</b>



## LIST OF TABLE

### TABLE

5.1 Data containing aspects of Psychoanalysis .....	45
---	----



# CHAPER I

## INTRODUCTION

### A. Title Affirmation

To start writing the thesis the researcher will explain the definition from Analysis of Thomas Shelby's Character in Drama Peaky Blinder by Steven Knight Perspective Psychoanalytic of Sigmund Freud. The definition of the related title, among others.

#### 1. An Analysis

An analysis is the activity of observing an object by describing and rearranging its components to be studied in detail.<sup>1</sup>

#### 2. Character

Character is one of the important elements in the story because the character can bring a story to life. Character is the object in the story which is an individual trait in the form of personality, nature, and behavior that is expressed in everyday life.

Characterization is a way to describe the character in the story. The character is described as the author of the characters in the written story clearly. So, characterization is made by the writer to give a clear picture of the character in the story and characterization refers to the method used by the writer to create or reveal the character in the story.

#### 3. Drama

Drama is a type of work of literature that is composed of poetry or process that is expected to describe life and character through behavior (role) or

---

<sup>1</sup> Irmanda Syafitri, *Pengertian Analisis, Fungsi dan tujuan, jenisnya beserta contoh analisis*, nesbamedia.com, 16 September 2020

dialogue that is staged.<sup>2</sup> The stories and stories in drama contain conflicts and emotions that are specifically intended for staging theatre. Drama scripts are made in such a way that later they can be staged for the audience to enjoy.<sup>3</sup>

Drama, which is a type of literary work, continues to grow. Starting from being able to be enjoyed only if there is a theater performance, nowadays, drama is recorded and disseminated through the media.

#### 4. Psychoanalytic of Sigmund Freud

Psychoanalysis is a branch of science developed by Sigmund Freud and his followers, as the study of human psychological functions and behavior. At first, the term psychoanalysis was only used in connection with Freud, so "psychoanalysis" and "Freud's psychoanalysis" meant the same thing. When some of Freud's followers later deviated from his teachings and went their separate ways, they too abandoned the term psychoanalysis and chose a new name to denote their teachings. Well-known examples are Carl Gustav Jung and Alfred Adler, who coined the names "analytical psychology" (English: analytical psychology) and "individual psychology" for their respective teachings. Psychoanalysis has three applications:

- a. Method of research of the mind.
- b. Systematic science of human behavior.
- c. Methods of treating psychological or emotional illness.

Psychoanalytic theory was developed by Sigmund Freud. Psychoanalysis can be viewed as a therapeutic technique and as a school of psychology. As a stream of psychology, psychoanalysis talks a lot about personality,

---

<sup>2</sup> Education national department, *kamus besar Bahasa Indonesia*, fourth edition (Jakarta:Gramedia Pustaka Utama, 2008), 342-343.

<sup>3</sup> Endraswara suwardi, *Metode pembelajaran drama (Apresiasi, Ekspresi dan Pembelajaran)*, first edition (Yogyakarta:CAPS,2011), 11-31.



especially in terms of its structure, dynamics, and development.

## B. Background of the problem

Literature is a written work that provides entertainment and is presented in a unique, beautiful, and artistic language and contains life values and moral teachings to readers so that they can evoke an experience, moral, spiritual, and emotional awareness. A literary work appears in the form of human personal expression, namely in the form of ideas, experiences, thoughts, and feelings that are expressed in written form.<sup>4</sup>

Literary works have three main genres there are poetry, prose, and drama. Of the three elements, drama is the most dominant in presenting the elements of life that occur in society. The most important part of drama that distinguishes between poetry and prose is dialogue. Dialogue is part of the drama in the form of a conversation between one character and another.<sup>5</sup>

In drama, there is also conflict. Conflict functions to bring up events in the story and as a cause for the emergence of dramatic situations that move the story in forming a plot and generally function as conveying the theme. These dramatic situations will makes bigger conflicts.<sup>6</sup>

Through fictional stories, the audience can indirectly learn, feel, and experience various life problems that are deliberately offered by the author. This is because the fictional story can encourage readers to participate in contemplating the problems of life and life. Therefore, stories, fiction, or literature, in general, are often considered to make humans wiser in living life. In other words, literary works can influence readers in solving life's problems. In this case, the reader can catch the message the author wants to

---

<sup>4</sup> Albertine Minedrop, *Psikologi Sastra: karya, metode, teori dan contoh kasus*, third editon (Jakarta: Yayasan Pustaka Obor Indonesia, 2016) 76

<sup>5</sup> Nyoman kutha ratna, *teori, metode, dan Teknik penelitian sastra* (Yogyakarta: Pustaka Pelajar, 2004), 335

<sup>6</sup> John E. Dietrich, *Play direction* (Indiana: Pretice-hall, 1953). 3

convey so that it can enrich the reader's inner life. Through psychology, we can understand human nature through the characters and characterizations contained in drama in depth.

In presenting story characters, one aspect is influenced by psychology. Characters are figures that are subjected to and at the same time regarding psychological actions. Literature in the psychological view of literature is a mirror of human attitudes and behavior.<sup>7</sup> Literary psychology is a literary study that views work as a psychological activity. A drama can be used to understand human characters in the real world because the stories and characters in the drama are presented both based on the experiences that have been gained by the author and from the imagination of the author. The experience itself is obtained either directly or indirectly in the reality of life that occurs in society.

Humans as the foundation of literature are always associated with the turmoil of his soul. Humans have a special degree, and have the wisdom, character, and mental fighting power of expression. Psychological symptoms that the author can catch from other human beings are then processed in his mind, combined with his psychology, and then compiled into a piece of new knowledge and deposited in the mind. If the precipitate of this experience is strong enough to give impetus to the mind of the author to carry out the creative process, then the precipitate of this experience is born in the vehicle of the symbolic language he chooses and expresses, becoming a literary work. Thus, the author's psychological experience which was originally buried in the soul, has shifted into the literary works he creates, which are projected through the psychological characteristics of his imaginary characters.

Literary works which are seen as psychological phenomena will display psychological aspects through their characters. Thus, literary works can be approached using a

---

<sup>7</sup> Suwardi endraswara, *Metodologi Penelitian Sastra: Epistimologi, Model, Teori, Dan Aplikasi*, Ed, fourth edition (Yogyakarta: Media Presindo, 2008), 179.

psychological approach. Literature and psychology are too closely related. Although writers rarely think psychologically, their works can still have psychological nuances. This is acceptable because literature and psychology have an indirect and functional cross-relationship. Indirect, meaning that the relationship is because both literature and psychology, happen to have the same object, namely the human soul. Authors and psychologists are both ordinary people. They can capture the human psyche in depth. The results of the arrest after experiencing processing and expressed in the form of a work. The only difference is that the author puts it in the form of a literary work, whereas in psychology, according to his expertise, he puts it in the form of the formulation of psychological theories.<sup>8</sup>

To examine the psychological aspects of the main character, the author uses psychoanalytic theory. Psychoanalysis is a special term in literary psychological research. There are some of the most prominent psychoanalytic figures in the world, including Jung, Adler, and Freud. However, it was Sigmund Freud who spoke directly about the process of creating art due to the pressure and accumulation of problems in the subconscious which are then sublimated in the form of creating works of art. The psychological approach draws heavily from psychoanalysis which was developed by Freud after he conducted research, according to which human beings are largely controlled by their inner nature. The existence of the id, ego, and superego in man makes man always in a state of war with himself, anxious, anxious, depressed, etc. However, if the three work in balance, they will show naturalness.<sup>9</sup>

This research examines one of Steven Knight's television series called *Peaky Blinders*. This drama premiered on BBC Two TV channel on September 12, 2013, and due to delays, Netflix, a streaming service, bought the broadcasting

---

<sup>8</sup> Ibid 88

<sup>9</sup> Ibid 196-197

rights to be able to broadcast *Peaky Blinders* worldwide. This drama tells the story of Thomas and his brother who return to Birmingham after serving in the British Army after World War I. Thomas and his brother form a gang that runs the city of Birmingham, but the Shelby sisters have ambitions to own a huge business. get worse at all costs.

Steven Knight CBE born 1 April 1959 is a British screenwriter, film and television producer and director. Knight wrote the screenplays for the films *Closed Circuit*, *Dirty Pretty Things*, and *Eastern Promises* awrote and directed the films *Locke* and *Hummingbird* (a.k.a. *Redemption*).

Knight is one of three creators of *Who Wants to Be a Millionaire?*, and game show that has been remade and aired in around 160 countries worldwide. He is also the creator for BBC's *Peaky Blinders* and has written for *Commercial Breakdown*, *The Detectives*, *See* and *Taboo*.

After carrying out structural analysis, the results of the analysis were used to analyze the development of the psychological condition of the character Thomas Shelby and the form of self-defense mechanisms carried out by the character, so this study also used a psychoanalytic approach by utilizing Sigmund Freud's psychoanalytic theory. This analysis needs to be done so that there are no misunderstandings about Thomas's abnormal behavior which has an impact on the people around him. A literary work can be viewed as a psychological aspect if the literary work displays the psychological aspects of the characters.<sup>10</sup> This study uses a psychoanalytic approach because Thomas Shelby has deviant or abnormal behavior.

---

<sup>10</sup> Minderop, *Psikologi Sastra: Karya, Metode, Teori, dan Contoh Kasus*. 54

### **C. Focus and Sub-Focus of the Research**

Based on the background of the problem above, the research determine that

#### 1. Research Focus

The researcher focuses on analysis Thomas Shelby character in drama peaky blinder's by Steven Knight's perspective psychoanalytic of Sigmund Freud

#### 2. Research Sub-Focus

To find out the psychology and reason of the character of Thomas Shelby the researcher used the theory of psychoanalysis with a focus on the id, ego, and superego in season one episode 1-5

### **D. Formulation of the problem**

Based on the background, the research identifies the problem as follows:

1. How is the psychological of the main character in Peaky Blinders based on Sigmund Freud's psychoanalytic theory?
2. What are the factors behind the emergence of the psychological aspect of the main character in Peaky Blinders Drama?

### **E. The Objective of the Research**

This research aims to:

1. Know the psychological aspects of the main character in the drama series Peaky Blinder based on Sigmund Freud's psychoanalytic theory.
2. Know the factors behind the emergence of aspects psychology of the main character in the drama series Peaky Blinder by Steven Knight.

## **F. Significance of the Research**

### **1) Theoretical Benefits**

The theoretical benefit of this research is that it will enrich knowledge in the study of literary works, especially literary works reviewed from a psychological point of view and also as reference material for analysis of similar literary works.

### **2) Practical Benefits**

#### **1. For readers and connoisseurs of literature**

This research on Sigmund Freud's psychoanalysis of the character Thomas Shelby in Steven Knight's *Peaky Blinders*'s Drama can be used as a comparison with other previous studies.

#### **2. For students of English language and literature.**

For students, this research can be used to motivate new ideas, so that more creative and innovative research is created in the future for the self-advancement of students and Indonesian language and literature study programs.

#### **3. For education**

This research is expected to contribute in the form of additional scientific insights, which can then be used as teaching materials for learning Indonesian, especially literary material.

## **G. Relevant Previous Research Studies**

Some researchers have relevance for this research, especially in analyzing the point the focus on inform design, and find the conclusion of the previous research as follows:

#### **1. Psychoanalytic study of the heroine character in the film Zack Snyder's Justice League**

Zack Snyder's *Justice League* is one of the films that achieved critical and financial success during the Covid-19 pandemic. This film is

considered a more original version than the big screen version of the Justice League film that aired in 2017, because it is a film that was originally developed to be directly related to the universe of films in the DC Extended Universe (DCEU). This research will focus on female superhero characters (heroines) that appear in the film Zack Snyder's Justice League using Sigmund Freud's psychoanalytic theory.

The heroines that will be studied are Wonder Woman/Diana Prince, Mera and Queen Hippolyta. Psychoanalysis was chosen because it is related to the study of the human subconscious, such as emotions, love and sex, which always appear in every representation of characters in films. The aim of this research is to comprehensively explain and interpret the conceptual formulations regarding representation women in the heroine characters in the film according to the context of psychoanalytic theory. It is hoped that the benefit of this research is to contribute to thinking about implementation theoretical operations of psychoanalysis on popular culture research objects such as heroines in films.

This research uses a method called content analysis, namely an in-depth analysis technique of the content of information from text or visuals. This research found a connection between the representation of women in heroine characters and psychoanalytic theory.

## 2. Study of literary psychology and character values in novel 9 of Nadira by Leila S. Chudori

The purposes of this research are to describe the internal conflict that was experienced by the characters, the value of character education, and the

relevance of novel 9 dari Nadira by Leila S. Chudori with the teaching of literature. Type of this research is qualitative descriptive and used contentanalysis method. The sources of datathat used are document and informant. The technique of sampling that used is purposive sampling. The technique of collecting data that used are analysis of document and interview. Based on the results, it can be concluded that: (1) the internal conflict that was experienced by the character in novel 9 dari Nadira by Leila S. Chudori that based on psychoanalytic theory of personality Sigmund Freud which is get illustration about figures personality structure is influenced the three personality system are id, ego, and superego; (2) the novel 9 dari Nadira by Leila S. Chudori contains 16 character; (3)the novel 9 by Nadira by Leila S. Chudori is relevant or can be used as material teaching in literature learning process.

### 3. Critical Discourse Analysis Of Film The Peaky Blinders

Film as a communication medium is audio-visual which is used to deliver messages to audiences. This article aims to explain the linguistic space for discourse on social phenomena in post-war I and II through the audio-visual medium The Peaky Blinders film in relation to the emergence of discriminatory discourse on social status among the lower class people, namely ex-soldiers workers. The critical paradigm is used as a perspective in this article. The results that have been analyzed by the author are that social inequality has an impact, namely the existence of social hegemony and power takes place when the grassroots including the proletariat have accepted and imitated the way of life, way of thinking, and views of the elite group that dominates and exploits them and causes some discrimination, namely such as



discrimination of a profession or position, discrimination of clothing, and discrimination of behavior or manners.

## **H. Research methods**

The research approach used in this research is psychological approach with Sigmund Freud's psychoanalytic theory. Study It describes the personality structure, personality dynamics and the personality development of the main character Thomas Shelby in the drama Peaky Blinders by Steven Knight

### **1. Data Source**

The data source for this research is the drama Peaky Blinders by Steven Knight. This drama series consists of 6 seasons and each season has 6 episodes that air on Netflix.

### **2. Data Collecting Technique**

The data collection technique used in this study is the look and record technique. In this case the researcher watched the drama Peaky Blinders by Steven Knight carefully and repeatedly. In this repeated viewing technique, the researcher gains an understanding of the data related to the problem under study. Data obtained from watching results were carefully recorded and the data was stated as research data.

### **3. Instrument of the Research**

The research instruments in this study were humans (Human Instrument), namely the researchers themselves who acted as planners, data collectors, data interpreters, analyzers, and reporters of research results. Klik atau ketuk di sini untuk memasukkan teks. The researcher planned to report the results of the research with his own ability and interpretation to analyze Thomas Shelby in drama series Peaky Blinders by Steven Knight. Furthermore, the

research results are recorded and then used to identify the elements to be analyzed.

#### 4. **The Technique of Data Analysis**

The data analysis technique used in analyzing Steven Knight's Drama *Peaky Blinders* is a qualitative descriptive technique. This is because the data to be analyzed are in the form of words, phrases, and sentences that contain the psychological problems of the characters that require descriptive explanation.

The steps taken in this study were (1) watching repeatedly and then carefully understanding the entire contents of Steven Knight's Drama *Peaky Blinders*, (2) recording the minutes when finding them, then the data was transferred to a table and given a number code. Recording of data on research objects includes words, phrases, and sentences that show the character's personality structure, character personality dynamics, and the personality development of Thomas Shelby's character in Steven Knight's Drama *Peaky Blinders*. Data recording and coding aims to facilitate data analysis, (3) categorize data according to type, namely the main character's personality structure, the main character's personality dynamics, and the personality development of Thomas Shelby in Steven Knight's Drama *Peaky Blinders*, (4) describe each the type of data about the theory used, namely the personality structure of the main character, the dynamics of the main character's personality, and the personality development of the character Thomas Shelby in Steven Knight's Drama *Peaky Blinders* using Sigmund Freud's psychoanalytic theory, (5) the final step is to conclude.

#### 5. **Trustworthiness of the Data**

Testing the validity of research data requires validity and reliability tests. This study uses semantic validity, namely by observing data in the form of words, phrases,

and sentences that have meaning according to the main character's personality. In addition, the data that has been obtained is consulted with experts (expert judgment) in this case, namely the supervising lecturer.

Data reliability can be obtained using interrater and interrater reliability. Intra-rater reliability is carried out by observing and reading repeatedly. Interrater reliability is carried out by discussing with the supervising lecturer as an expert (expert judgment), colleagues, or people who have watched the drama.

## **I. Discussion Systematics**

To make it easier to get a clear picture of the contents of this proposal, the author generally provides a systematic overview of the discussion as follows:

### **CHAPTER I**

Introduction, consists of Affirmation of Title, Background of the Problem, Research Focus and Sub Focus, Problem Formulation, Research Objectives, Research Benefits, Relevant Previous Research Studies, Research Methods, and Discussion Systematics.

### **CHAPTER II**

Theoretical Basis, consisting of Analysis of Thomas Shelby's Character in Drama *Peaky Blinder* by Steven Knight's Psychoanalytic perspective of Sigmund Freud.

### **CHAPTER III**

This chapter consists of a general description of the object in this research which in this case is "Thomas Shelby's in *Peaky Blinder* by Steven Knight's" movie and their data and fact presentation of the research shows how the result of data analysis will be.

CHAPTER IV

Presented a research analysis consisting of research data and findings

CHAPTER V

Presented the conclusion and recommendation of the research



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Concept of Character

##### 1. Definition of Character

Character is individual trait in the form of traits, personality, and behavior in daily life. Character in a person occurs through a learning process throughout his life. Fundamentally, in everyday life, there are two types of character classification, namely good character and bad character. So, it can be concluded that character or innate traits are closely related to personality in a person.

##### 2. Element of character

The character has several elements which are as follows

###### a. Emotion

Emotion is a feeling or mental turmoil that arises within as a result of stimuli, both from within oneself and from outside.<sup>11</sup> Many interpret the word "emotion" as a form of anger, but actually the word emotion represents various forms of human feelings such as sadness, happiness and anger.

Emotions in drama cannot be separated from literary psychology. In order to find out more about what "emotion" is, we will first discuss personality psychology. Personality psychology is the study of human personality with the object of research being the factors that influence human behavior.<sup>12</sup> Personality psychology studies the relationship between memory or observation and development, the relationship between observation and self-adjustment in individuals, and so on. The first goal of

---

<sup>11</sup> Miswari, *Mengelola Self Efficacy, Perasaan Dan Emosi Dalam Pembelajaran Melalui Manajemen Diri* (Semarang: UIN Walisongo, 2017). 75

<sup>12</sup> Papalia, Duskin Feldman, Martorel, *Menyelami perkembangan manusia* (Jakarta: Salemba empat 2015)

personality psychology is to obtain information about human behavior. Works of literature, history, and religion can provide valuable information about human behavior.<sup>13</sup> The second goal is to encourage individuals to live a full and satisfying life, and the third goal is for individuals to develop their full potential optimally through changes in the psychological environment.

#### b. Self-Conception

Self-concept is a person's perspective and attitude towards himself. Self-concept is closely related to the physical dimension, individual character, and self-motivation.<sup>14</sup> Self-concept formation can be influenced by the environment. Self-concept is divided into two, namely positive self-concept and negative self-concept. An environment that provides positive support will make it easier for individuals to form a positive self-concept. Conversely, an environment that provides negative support will form a negative self-concept. The environment will produce stigmas and perceptions that can influence a person in forming a self-concept.

Someone who is able to form a positive self-concept, he will easily accept and make peace with himself and his past. This certainly affects one's behavior. In addition, self-concept is also formed from experiences, self-behavior, and other people's assessments of individuals. Therefore, it is important for us to assess our experiences and environment so that the self-concept we form is correct and positive.

---

<sup>13</sup> Koswara, E. *Teori-teori Kepribadian: Psikoanalisis, Behaviorisme, Humanistik*. Bandung: Eresco. 1991

<sup>14</sup> Tim Pustaka Familia. *Konsep Diri Positif, Menentukan Prestasi Anak*. (Yogyakarta: Kanisius) 2006. hlm. 32

c. Habit and Will

Habits and a strong will in a person will greatly influence the formation of his character. A habit of behaving and acting is a reflection of one's character.

d. Faith

In this case, Faith is a component derived from socio-psychological factors which can also affect a person's character. One's belief can build one's character and character through the learning process.

### 3. Type of Character

In general, humans have four personality types, namely as follows:

a. Sanguine

This type of character basically describes the character that is characterized by certain individuals who like to hang out with other people in their surroundings. This type of character they always want to stand out, including by mastering the conversation. They are often called extroverts<sup>15</sup>.

b. Melancholy

This type of melancholy character basically explains the character that is characterized by individuals who do not like to associate with other individuals in the surrounding environment, or tend to close themselves off from outside their environment, are hard thinkers and tend to be pessimistic. This type of melancholic character is often termed as introvert.<sup>16</sup>

---

<sup>15</sup> Abdul Kadir, *Rahasia Tipe-Tipe Kepribadian Anak* (Yogyakarta: Ar-ruzz Media, 2015), 73.

<sup>16</sup> Ibid 83

c. Choleric

This type of choleric character basically describes a character characterized by having a firm personality in making decisions, likes to organize, likes adventure, likes things that are challenging, and is optimistic or doesn't give up easily.<sup>17</sup>

d. Phlegmatic

This type of phlegmatic character basically describes a character that is synonymous with traits that tend to be relaxed and indifferent. This type of character can more easily reconcile with life in various circumstances.<sup>18</sup>

#### 4. Aspects of Character Development

In the formation of various character formation, among others

a. Environment

In shaping one's character, the environment has a strong influence on the individual. Every behavior and suggestion given more or less will serve as an example and then be imitated.

b. Daily activities

Every activity that is carried out regularly will become a habit and can be a big influence in the development of one's character. This activity is a clear example that attitude and daily style can reflect a character.

c. Descendants

Basically heredity is the main factor forming the character of an individual. In addition to declining

---

<sup>17</sup> Ibid 79

<sup>18</sup> Ibid 92



personality, habits in acting are real examples to influence character.

d. Feeling

The role of feelings or emotions in character building is very strong because these factors come from oneself. The description of feelings will show emotions when in conditions and situations, then executed with an action.

## B. Figure

### 1. Definition of Figure in Drama

Figure are actors who carry events in fictional stories so that events can build a story.<sup>19</sup> Story characters according to Abrams “are people who are shown in a narrative work, or drama which is perceived by the reader as having certain moral qualities and tendencies as expressed in speech and what is done in action.”<sup>20</sup>

Based on the above understanding, it can be said that characters are fictional individuals in a story as actors who experience the events in the story.

### 2. Types of Drama Characters

The characters in fiction can be divided into several types of naming based on the angle at which the naming is done. Based on different points of view and reviews, a character can be categorized into several types of naming at once.<sup>21</sup>

---

<sup>19</sup> Burhan Nurgiantoro, *Teori pengkajian fiksi*, second edition (Yogyakarta: Gajah mada University press, 1998), 79.

<sup>20</sup> Ibid 165

<sup>21</sup> Ibid 176

According to Aminuddin “states that there are two kinds of Figure in a story”<sup>22</sup>, namely:

a. Main Character

The main character is a character who has an important role in a story. This character is the character most told, both as the perpetrator of the incident and who is subject to the incident. Even in certain novels, the main character is always present in every event and can be found on every page of the storybook concerned.

b. Supporting Character

Supporting characters are characters who have an insignificant role in the story and the presence of these characters only supports the main character.

Based on their character traits, the characters in the story can be divided into:

a. Simple Character

A simple character is a character who has a certain personal quality, only a certain character trait. The character and behavior of a simple character are flat, monotonous, reflecting only one particular character.

b. Complex Character

A complex character is a character who has and reveals various possible sides of his life, personality, and identity. He can have a certain character that can be formulated, but he can also display various characters and behaviors, perhaps even as contradictory and difficult to predict.<sup>23</sup>

---

<sup>22</sup> Ibid 80

<sup>23</sup> Ibid 181-183.

Based on their role in a story, characters are divided into 2, namely:

a. Protagonist

The protagonist is a character that we admire, one type of which is popularly called a hero, namely a character who embodies ideal norms and values for us.<sup>24</sup>

b. Antagonist

The antagonist is a character that causes conflict and tension experienced by the protagonist.

### C. Psychology

According to Plato, when it was still a philosophical psychology, psychology meant the science that studied the nature, essence, and life of the human soul. Psychology comes from psyche, which means soul, and logos, which means science.<sup>25</sup> So the word psychology is often interpreted as the science of the soul.<sup>26</sup>

So, psychology is a science that studies psychological symptoms (mental science). Psychology in its development later became a science that studies human behavior. A person's mental state can be studied when it is in the form of behavior. Behavior is a manifestation of a person's mental state which is the background to the emergence of almost all behavior.

Generally, psychology is divided into two groups, namely theoretical and implemented psychology.

Theoretical psychology is divided into two, That is:

---

<sup>24</sup> Ibid 178.

<sup>25</sup> Eunike Rustiana, *Pengantar Psikologi Umum* (Semarang:Unnes Press, 2003)

<sup>26</sup> Ibid

## 1. General psychology

General psychology is psychology which investigates and studies human psychic activities or activities which are reflected in behavior in general, mature, normal and civilized (cultured). General psychology tries to find general postulates from psychic activities or events.<sup>27</sup>

## 2. Special psychology

Special psychology is psychology that investigates and studies the specific aspects of human psychic activities. Special things that deviate from things generally discussed in special psychology. There are various types of special psychology, including:

### a. developmental psychology

Developmental psychology is psychology that discusses human psychological development from infancy to old age, which includes:

- 1) child psychology (including infancy)
- 2) psychology of puberty and adolescence (psychology of youth)
- 3) psychology of adults
- 4) psychology of parents (psychogerontology)

### b. Social psychology

Social psychology is the study of the relationships between people and social groups. Experts in this interdisciplinary field are generally experts in psychology or sociology, although all social psychologists use both individuals and groups as their unit of analysis.<sup>28</sup>

---

<sup>27</sup> Ibid 17.

<sup>28</sup> David G. Myers, *Social Psychology*, 10<sup>th</sup> edition, (New York: McGraw Hill, 2010), 2.

The definition of Social Psychology itself is a study that investigates how individual thoughts, feelings, and behaviors are influenced by the actual or imagined presence of others.<sup>29</sup>

Social psychology is the scientific study of people's behavior in a social context. Social psychology studies how we understand other people and social situations, how we respond to other people and how they respond to us, and how we are influenced by social situations. With this limitation, the scope of Social Psychology, among others, includes social perception (understanding of others and its impact on our behavior), social cognition (thinking about others and the social environment), attitudes (making judgments about others), social identity (establishing identity), prejudice and discrimination (understanding its causes and effects on certain groups), prosocial behavior (providing assistance to others), leadership (ability to influence others/subordinates), aggressive behavior (behavior aimed at hurting others), self-development (self-formation is the result of interactions with others), intergroup relations (intergroup conflict, competition, cooperation), group dynamics (changes in the attitude of group members caused by interactions between group members), and others.<sup>30</sup>

#### c. Educational psychology

Educational psychology is a branch of psychology that specializes in understanding

---

<sup>29</sup> Michael A. Hogg and Graham M. Vaughan. *Social Psychology* Eighth edition. (Singapore:Pearson.2018), 4.

<sup>30</sup> arkum, M. Enoch. *Psikologi Sosial*. (Tangerang Selatan: Universitas Terbuka,2014),1.10–1.11.

teaching and learning in educational settings.<sup>31</sup> The study of learning processes, from both cognitive and behavioral perspectives, allows scientists to understand individual differences in intelligence, cognitive development, affect, motivation, self-regulation, self-concept, and their role in learning. The field of educational psychology relies heavily on quantitative testing and measurement to improve educational activities such as instructional design, classroom management, and assessment, with the aim of facilitating learning in a variety of educational settings throughout life.<sup>32</sup>

Areas within educational psychology include the study of memory, conceptual processes, and individual differences (through cognitive psychology) in conceptualizing new strategies for human learning. Educational psychology has been built on the theories of operant conditioning, functionalism, structuralism, constructivism, humanistic psychology, Gestalt psychology, and information processing.<sup>33</sup>

Educational psychology is a science based on psychological research that provides a series of measures to help individuals carry out their duties as a teacher in the teaching-learning process more effectively. This definition is limited to the process of teacher-student interaction in the classroom. Educational psychology in the early days of its development and utilization was not widely known but along with the development of science and technology,

---

<sup>31</sup> Santrock, John W. *Psikologi Pendidikan*, (Jakarta: Kencana, 2010),4

<sup>32</sup> Snowman, Jack. *Educational Psychology: What Do We Teach, What Should We Teach?*. "Educational Psychology", Berlin:Springer 1991 Pg 9

<sup>33</sup> Ibid 151-169

it was finally born and developed officially as a special branch of psychology called educational psychology. In general, experts view that Johann Friedrich Herbart is the father of educational psychology. His name was immortalized as the name of a school of psychology called Herbartianism in the 1820s. The main concept of Herbartianism is apperceptive mass, a term specifically reserved for knowledge that individuals already possess. In Herbart's view, the process of learning or understanding something depends on the individual recognizing the connections between new ideas and existing knowledge.<sup>34</sup>

d. Personality psychology

Individual psychology is a concept that presents an optimistic view of human beings by focusing entirely on the concept of social concern, i.e., a feeling of oneness with all of humanity.<sup>35</sup> Individual psychology refers to the theory of personality created by Alfred Adler.<sup>36</sup>

e. Psychopathology

Psychology specifically describes abnormal psychological conditions.

f. Criminal psychology

Individual psychology is a concept that presents an optimistic view of human beings by focusing entirely on the concept of social concern, i.e., a feeling of oneness with all of

<sup>34</sup> Supriyanto, D. "Sejarah Singkat Psikologi Pendidikan". Jurnal Program Studi Pgmi 4 no 2 (2017): 229–238

<sup>35</sup> Feist, Jess. *Theories of Personality*. (Yogyakarta:Pustaka Pelajar, 2009) 59

<sup>36</sup> S. Reber, Arthur. *Kamus Psikologi*. (Yogyakarta:Pustaka Pelajar,2010), 462.

humanity. Individual psychology refers to the theory of personality created by Alfred Adler.<sup>37</sup>

g. Medical Psychology

Medical psychology is psychology applied in the field of medicine, to speed up the recovery of patients. With psychological insight, doctors try to understand the patient's psychological state, to make appropriate diagnoses, programs and therapy.

h. Pastoral psychology

Pastoral psychology is psychology applied to provide spiritual guidance, generally used by clergy who try to guide their followers. The term pastoral relates to matters of shepherding. The guidance process is based on a psychological view of the condition of the individual being guided.

Special psychology is still developing continuously according to the fields in which psychology plays a role. In general, special psychology is practical psychology, which is applied according to its field, while applied psychology is psychology which studies psychology for the sake of science itself, not related to practice.

#### **D. The relationship between literature and psychology**

Humans as living creatures are also the object of philosophy which, among other things, discusses the nature of humans, the purpose of human life and so on. Even though psychology ultimately separated itself from philosophy, because the methods used were one of the reasons, psychology still has a relationship with philosophy,

---

<sup>37</sup> Kocsis, Richard N. *Applied Criminal Psychology: A Guide to Forensic Behavioral Sciences*. (Springfield, Charles C Thomas Publisher, 2009)



especially regarding matters relating to the nature and objectives of science.

Literature is essentially the result of the author's creativity using language media that is immortalized for aesthetic purposes. Which means, it conveys the nuances of the author's mental state, both the state of mind and the mood captured from the psychological symptoms of other people. Literature and psychology can be symbiotic in their role in life, especially since both have the same function in life. Both deal with human issues as individual and social creatures. Both also utilize the same foundation, namely making human experience the main study material. That is why psychological approaches are considered important for use in research and literary criticism. In this context, psychology can be applied as an analytical tool, either in a general form, such as psychoanalysis introduced by Freud.<sup>38</sup>

#### **E. Sigmund Freud's Theory of Personality**

Sigmund Freud was the first founder of the theory of psychoanalysis. According to Freud, the most important factor in the human mind is the unconscious. Freud was interested in ever-widening psychoanalytic exploration to try and discover how the "normal" human mind operates.

In 1893 Freud and Breuer published "Studies on Hysteria" which is seen as the beginning of psychoanalysis. Initially, Freud argued that psychic life contains 2 parts, namely consciousness (the conscious) and the unconscious (unconscious). The unconscious part is likened to the part of an iceberg that appears on the surface of the sea. The unconscious part, which is much larger, below sea level, contains the instincts that drive all human behavior.<sup>39</sup>

Freud then revised consciousness and unconsciousness and introduced the id, ego, and superego.

---

<sup>38</sup> Ibid 15

<sup>39</sup> Ibid 170

According to Sigmund Freud, the personality structure is divided into three systems, namely:

### 1. Id

Id comes from Latin which means "it" (he for thing). The id is the primitive unconscious part of the mind, which is born with us. It is a dark, inaccessible realm, dwelling with instinctive desires, and the only reality is one's own selfish needs. The id is the most basic personality system, a system that resides in innate instincts. In carrying out its functions and operations, the id is based on the intention of maintaining consistency aimed at avoiding unpleasant situations and achieving pleasant conditions.<sup>40</sup>

The characteristics of the ID are:

- a. It is a biological aspect of personality because it contains biological elements including instincts.
- b. It is the most original system within a person because it is innate from birth and does not receive interference from the outside world (objective world).
- c. It is a true psychic reality because it is only the inner world/subjective world of humans and is completely unrelated to the objective world.
- d. It is a source of psychic energy that drives the Ego and Superego.
- e. The Id's working principle for reducing tension is the pleasure principle, namely reducing tension by eliminating discomfort and pursuing pleasure.

This principle of enjoyment is carried out through 2 processes, namely:

---



---

<sup>40</sup> Ibid 32-33.

- 1) Automatic reflections and reactions, for example breathing, sneezing and blinking.
- 2) Primary processes, for example hungry people imagine food.

## 2. Ego

Ego comes from Latin which means "I". The ego is the part of the mind that reacts to external reality and is considered by a person as "din". The ego is a personality system that acts as an individual's director towards objects of reality and carries out its functions based on reality. Freud explained that the ego is a part of the id that develops in order to face threats from the outside world. He likens the ego and id to a jockey and his horse. The horse provides the power, but the jockey decides where to go. The ego is constantly making plans to satisfy the id in a controlled way. For example, a child is hungry but knows that he has to wait for meal time before he can get food.<sup>41</sup>

The characteristics of Ego are:

- a. It is a psychological aspect of personality because it arises from the organism's need to relate well to the real world and acts as an intermediary between the organism's instinctive needs and environmental conditions.
- b. Working with the reality principle, namely eliminating tension by looking for the right object in the real world to reduce tension.
- c. The process involved in finding the right object is secondary, namely the process of realistic thinking through formulating a plan

---

<sup>41</sup> Jefri Nevid, *Psikologi Abnormal* (Jakarta:erlangga,2003), 40

to satisfy needs and testing it (technically called reality testing) to find out whether an action is successful or not.

- d. It is the executive aspect of personality because it is the aspect that organizes and controls the path taken and chooses the right objects to satisfy needs.

### 3. Superego

The superego is a personality system that contains evaluative values or rules (regarding good and bad). The way the superego works is the opposite of how the id works. The id wants to satisfy individual needs, regardless of what society wants.

The characteristics of the Superego are:

- a. It is a sociological aspect of personality because it represents the traditional values and ideals of society as interpreted by parents to their children through various commands and prohibitions.
- b. It is a moral aspect of personality because its main function is to determine whether something is right or wrong, appropriate or not so that a person can act according to the morals of society.
- c. Connected with the three aspects of personality, the main functions of the superego are:
  - 1) Inhibiting id impulses, especially sexual impulses and aggression which are strongly opposed by society.
  - 2) Encourages the ego to pursue moralistic things more than realistic ones.
  - 3) Pursue perfection.

## F. Factors that influence personality

The human psyche can be influenced by many things. There are several opinions from psychologists regarding the factors that influence the human psyche. According to McDougall in Rakhmat, mentions the importance of personal factors in determining social and community interactions. However, Edward Ross, a sociologist emphasized that situational and social factors are mainly in shaping individual behavior. In general, there are 2 factors that influence the human psyche<sup>42</sup>, that is:

### 1. Personal factors

These are factors that originate from the individual himself, including:

#### a. Biological factors

Biological factors influence all human activities. Man's biological heritage determines his psyche. The psyche is human innate, not the influence of the environment.<sup>43</sup>

Biological drives or factors are generally rooted in physical conditions. In general, these biological factors arise due to the absence of balance or what is called homeostasis. If this balance is disturbed, then there is an effort or urge to seek or maintain this balance. The physiological mechanism to maintain this balance is equipped with a regulator or motivated behavior.

#### b. Sociopsychological factors

Humans as social creatures experience social processes so that they acquire several

---

<sup>42</sup> Jalaluddin Rakhmat, *Psikologi Komunikasi*, 24<sup>th</sup> edition, (Bandung: Remaja Rosdakarya, 2007), 33

<sup>43</sup> Ibid 34

characteristics that influence behavior. Sociopsychological factors are classified into three, namely: affective component, cognitive component, and conative component.

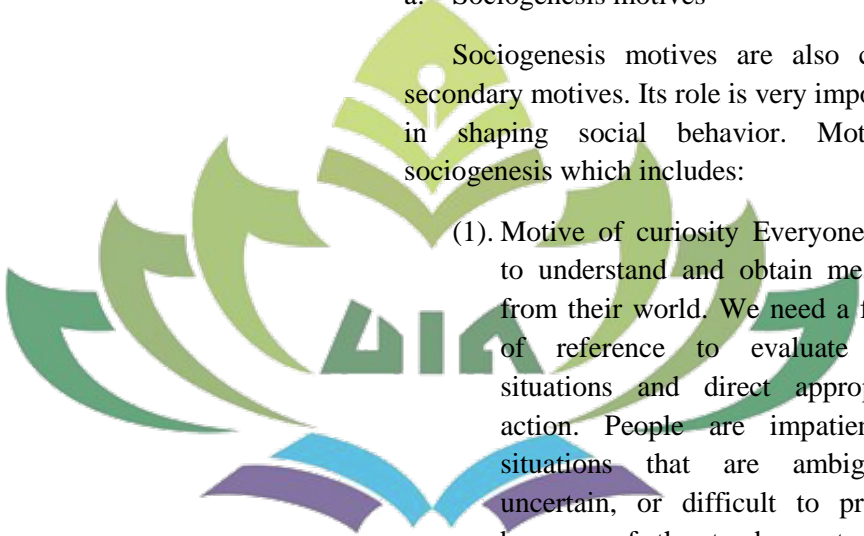
### 1) Affective component

The affective component is the emotional aspect of sociopsychological factors. Included in the affective component are as follows:

#### a. Sociogenesis motives

Sociogenesis motives are also called secondary motives. Its role is very important in shaping social behavior. Moti of sociogenesis which includes:

- (1). Motive of curiosity Everyone tries to understand and obtain meaning from their world. We need a frame of reference to evaluate new situations and direct appropriate action. People are impatient in situations that are ambiguous, uncertain, or difficult to predict, because of the tendency to give meaning to what is experienced, if the information obtained is limited, people will look for answers themselves, and people will draw conclusions without waiting until the information is complete first. If you think about it, a lot of time and energy is spent by individuals to explore the environment. One thing that drives this is the question "Is there anything new" around us?



This is related to the curiosity motive.<sup>44</sup>

- (2). Competence motive Everyone wants to prove that he can overcome any life problems. Feelings of competence depend heavily on secure intellectual, social, and emotional development. If a person can fulfill his biological needs and is confident that his future will be bright, he is considered to be able to fulfill his need for personal abilities (competence).
- (3). Motive of love Being able to love and be loved is essential for personality growth. People want to be accepted into their group as voluntary and not involuntary members. The warmth of friendship, sincerity of affection, and warm acceptance of other people are really needed by humans. Various studies have proven that the need for affection that is not fulfilled will lead to poor human behavior, people become aggressive, lonely, frustrated, and suicidal.<sup>45</sup>
- (4). Self-esteem motive and the need to seek identity. Closely related to the need to demonstrate abilities and gain affection is the need to demonstrate existence in the world.

---

<sup>44</sup> Ibid 38

<sup>45</sup> Ibid 38-39

We want our presence not only to be considered a number but also to be counted. Therefore, along with the need for self-esteem, people will look for their own identity. Loss of self-identity will give rise to pathological behavior (disease): impulsiveness, anxiety, easily influenced, and so on.

- (5). Motives for values in facing the turmoil of life, humans need values to guide them in making decisions or give meaning to their lives. Included in the motifs are religious motifs. If a person loses values and does not know what the true purpose of life is, he does not have the certainty to act. Thus, he will quickly give up and lose his grip.<sup>46</sup>
- (6). Self-fulfillment needs motive We not only want to maintain life, but we also want to improve the quality of our life and fulfill our potential.

#### b. Attitude

Attitude is the tendency to act, perceive, think, and feel in dealing with objects, ideas, situations, and values. Attitudes have a driving force or motivation, attitudes are not a record of the past, attitudes contain evaluative aspects and attitudes arise from experience.<sup>47</sup>

#### c. Emotions

---

<sup>46</sup> Ibid 39

<sup>47</sup> Ibid 33



Emotions show the disturbance of the organism accompanied by symptoms of awareness, behavior, and physiological processes. Emotions have four functions, namely:

- (1). As an energy generator
- (2). As a carrier of information
- (3). Messenger in interpersonal
- (4). Provide information about the sources of their success.

## 2) Cognitive component

Included in this component is trust. Belief is the belief that something is true or false based on evidence, suggestion, authority, experience, or intuition. Klik atau ketuk di sini untuk memasukkan teks.

## 3) Conative component

The conative component consists of habit and will. Habits are aspects of human behavior that occur automatically and are not planned. Habits are the result of habits that last for a long time or as typical reactions that are repeated many times. Meanwhile, will is closely related to action, some even define it as action which is a person's effort to achieve a goal.

## 2. Situational Factors.

Apart from personal factors, situational factors also greatly influence the human psyche. Situational factors are factors that come from outside the

individual. Situational factors include the following<sup>48</sup>:

a. Ecological factors

Natural conditions will greatly influence a person's lifestyle and psychology. Environmental determinists often state that natural conditions greatly influence lifestyle and behavior.

Example: Many people attribute the laziness of the Indonesian people to farming and the sun that always shines every day. This is due to the effect of temperature on acts of violence, interpersonal behavior, and emotional atmosphere.

b. Design and architectural factors

Nowadays there has been growing attention among architects on the influence of the human-made environment on the behavior of its occupants. An architectural design can influence communication patterns between people who live under an architectural design.

For example: For people who live in Islamic boarding schools, communication between their students will be more open because they live and have the same activities in the same place, so that spiritual relationships will be established.

c. Temporal factors

Time influences a person's soul. It has been widely studied that time influences human biorhythms.

Example: The human body from midnight to 4 o'clock, the human body's function is at its lowest

---

---

<sup>48</sup> Ibid 53-58

level, but hearing is very sharp, at 10 o'clock for introverted people, their concentration and memory reach their peak, while at 3 o'clock the afternoon for extroverted people reaching the peak in Panati's analytical abilities and creativity.

d. Behavioral atmosphere factors

The environment is several separate units called the behavioral atmosphere. In every situation, there are relationship patterns that regulate the behavior of the people in it.

Example: In a mosque, people will not shout, like at a birthday party people will not perform worship ceremonies. In a campaign in an open field, the communicator will compose and convey messages differently than when he speaks in front of a small group in his party's meeting room.

e. Technological factors

The technological environment, which includes energy systems, production, and distribution systems, forms a series of social behaviors that are by one's psychology. At the same time, patterns of information dissemination are growing that influence the mental state of every member of society. Changes in information dissemination patterns will affect the psychological atmosphere.

Example: Having a telephone makes people feel close to their loved ones. Even though we are far apart and cannot meet face to face, just by hearing his voice we can feel close.

f. Social factors

The system of roles established in a society, the structure of groups and organizations, and

population characteristics, are social factors that organize human behavior. In organizations, the relationship between members and the chairman is regulated by a system of roles and group norms. Population characteristics such as age, intelligence, and biological characteristics, influence the patterns of members of the population.

Example: The elderly group displays different behavior patterns from the younger group.

g. Psychosocial factors

Perceptions about the extent to which the environment satisfies or disappoints humans will influence the human psyche. Psychosocial climate indicates people's perceptions of individual freedom, appropriateness of supervision, possibility of advancement, and level of familiarity.

h. Factors that encourage and reinforce psychological behavior

Situational constraints influence the appropriateness of performing certain behaviors. Some situations provide a range of appropriate behavior, such as situations in the park. Permissive (open) situations allow people to do many things without shame. Restrictive (closed) situations prevent one from behaving as one pleases.

Example: Muslims who live in Islamic boarding school environments tend to behave and appear more polite.

i. Cultural factors.

Cultural factors also greatly influence a person's psychology. A person with a certain cultural

background will have a certain soul according to his cultural background.

Example: People with a Javanese cultural background tend to be more patient and easy to accept situations.

### **G. Serial Drama Peaky Blinder**

Peaky blinders is a drama series that aired on television from the BBC two channel. This serial is the work of Steven Knight and produced by Caryn Mandbach Production with Tiger Aspect Production.

Peaky Blinders was created based on the experience of Steven Knight parent childhood. Peaky Blinders did control area of Birmingham in 1919, and are known for their rough mannerisms and extravagant dress styles.

This gang was first recorded after a reader sent a letter to The Birmingham Daily Post regarding the first “Peaky Blinder” conspiracy related to brutal murder of George Eastwood on March 23, 1890.

The other notes about street fight who involve Peaky Blinder emerge to surface on October 30, 1895 when the police requested to disperse 20 until 30 gang member of Peaky Blinder who make a fuss.

Beside writes by Steven Knight, this serial written too by David Leland, Stefan Russel and Toby Finlay with produced by Katie Swinden in the field. This serial directed by Otto Bathurst and Tom Harper.

With an average of 2.4 million viewers for each episode, Peaky Blinder take score 8.8/10 from over 555k responden in IMDb and winner BAFTA TV Award for best drama series on 2018 before win the award this serial nominated in 2015 in same award.

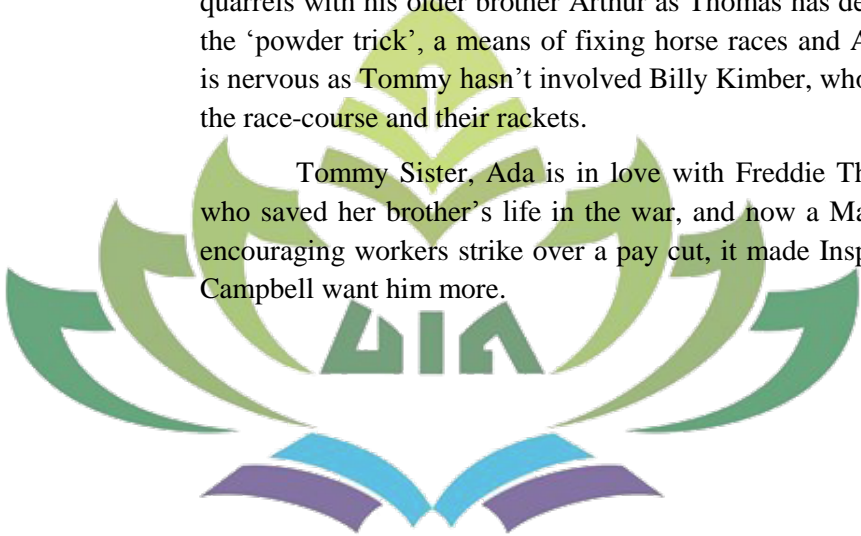
Peaky Blinder tell about a gangster family set in 1900s in Birmingham, England. Centering on a gang who

sew razor blades in the peaks of their caps, and their fierce boss Tommy Shelby or as often called Tommy who is also a war veteran.

The story begins with Tommy who makes money from illegal betting and the black market. Tommy, by mistake, appropriates a consignment of gun which have been stolen from the local arms factory and the minister Winston Churchill send Inspector Campbell from Ireland to recover it.

Tommy's aunt, Polly urges him to return it but he sees the opportunity to use it to his advantage. Tommy also quarrels with his older brother Arthur as Thomas has devised the 'powder trick', a means of fixing horse races and Arthur is nervous as Tommy hasn't involved Billy Kimber, who runs the race-course and their rackets.

Tommy Sister, Ada is in love with Freddie Thorne, who saved her brother's life in the war, and now a Marxist, encouraging workers strike over a pay cut, it made Inspector Campbell want him more.



## REFERENCES

Abdul,Kadir, (2015) *Rahasia Tipe-Tipe Kepribadian Anak*, Yogyakarta: KAKTUS

Antonius Suparyanta. (2020). *Getting to Know Drama*, Yogyakarta: PT Intan Pariwara Publisher

Calvin S. Hall, (2020).*Libido power*, Yogyakarta: Narration.

Dietrich, E. John. (1953). *Play Direction*. Amerika: Englewood Cliff NJ

Endraswara, Suwardi. (2011). *Drama Learning Method*. Yogyakarta: CAPS.

Endaswara, Suwardi.(2003).*Metodologi Penelitian Sastra*. Jakarta:Pustaka Widyatama.

Endaswara, Suwardi.(2008).*Metode Penelitian Psikologi Sastra*.Yogyakarta:Media Pressindo

Markum, Enoch M.(2014) "*Ruang Lingkup Psikologi Sosial*".

Michael A. Hogg, Graham M. Vaughan (2018) "*Social Psychology*", Eighth edition, New York: Pearson educational ltd.

Minderop, Albertine. (2010). *Psikologi Sastra*. Jakarta: Yayasan Pustaka Obor Indonesia.

Ministry of National Education (2008). *Indonesian Dictionary*. Jakarta: Gramedia.

Moleong Lexy, (2002), *Metode Penelitian Kualitatif*, Bandung : CV. Remaja.

Myrers, G. David (2010) "*Social Psychology*" 10<sup>th</sup> edition, New York: The McGraw-Hill.

Nevid, Jeffry S dkk. (2003). *Psikologi Abnormal*. Jakarta: Erlangga.

Nurgiyantoro, Burhan.(2002).*Teori Pengkajian Fiksi*. Yogyakarta:Gajah Mada University Press.

Rakhmat, Jalaluddin.(2007).*Psikologi Komunikasi*. Bandung:Remaja Rosdakarya.

Ratna, Nyoman Kutha. (2004). *Penelitian Sastra - Teori, Metode, dan Teknik*. Yogyakarta: Pustaka Pelajar.

Rustiana, Eunike.(2003).*Pengantar Psikologi Umum*. Semarang:Unnes press.

Tim Pustaka Familia.(2006) *Konsep Diri Positif, Menentukan Prestasi Anak*. Yogyakarta: Kanisius

