Gender Studies and Character Education Values in the Novel "A Cup of Tea": A Critical Discourse Analysis

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Abstract

This study aims to clarify that the novel "A Cup of Tea" by Gita Savitri Devi (GSD) can utilize a multidisciplinary approach to literary analysis using critical discourse analysis (CDA). This study poses three research questions: 1). Did the authors (GSD) link cyberbullying and the gender gap? 2). In the perspective of efforts to raise awareness about gender equality, how does GSD see the dangers of cyberbullying? 3). How can GSD's direct knowledge of the dangers of cyberbullying improve the struggle for gender equality? The CDA Qualitative Method was used to study "A Cup of Tea." Dijk's model uses a concept map to investigate literary works' structural and interactional paradigms. This study concludes that the writer's active and passive sentences have been examined. The structural paradigm includes the superstructure, macrostructure, and microstructure. This is complemented by some aesthetics that set the backdrop for the whole story. GSD's work is filled with anti-gender rhetoric and cyberbullying. Gita Savitri Devi is an outspoken advocate for women's rights. Women's emotional control must be exaggerated to show their work as skilled artists. GSD seems to be captivated by the future of Indonesia's young generation. The results of this study are very important to teach Indonesian youth about the dangers of cyberbullying and its relation to the issue of gender inequality. According to research, anti-cyberbullying strategies emphasize national character in online social interactions. The novel is useful as a media campaign against cyberbullying and the struggle for gender equality. Opportunities for further research on other types of literary works are urgently needed.

Keywords: Novel A Cup of Tea, Gender Studies, Character Education, Critical Discourse Analysis

Abstrak

Penelitian ini bertujuan untuk mengklarifikasi bahwa novel "A Cup of Tea" karya Gita Savitri Devi (GSD) dapat memanfaatkan pendekatan multidisiplin untuk analisis sastra menggunakan analisis wacana kritis (CDA). Penelitian ini mengajukan tiga pertanyaan penelitian: 1). Apakah penulis (GSD) menghubungkan cyberbullying dan kesenjangan gender? 2). Dalam perspektif upaya untuk meningkatkan kesadaran tentang kesetaraan gender, bagaimana GSD melihat bahaya cyberbullying? 3). Bagaimana pengetahuan langsung GSD tentang bahaya cyberbullying dapat meningkatkan perjuangan keseteraan gender?. Metode Kualitatif CDA digunakan untuk mempelajari "A Cup of Tea". Model Dijk menyelidiki paradigma struktural dan interaksional karya sastra dengan menggunakan peta konsep. Penelitian ini menyimpulkan bahwa kalimat aktif dan pasif penulis telah diperiksa. Paradigma struktural meliputi suprastruktur, makrostruktur, dan mikrostruktur. Ini dilengkapi dengan beberapa estetika yang menjadi latar belakang keseluruhan cerita. Karya GSD diisi dengan retorika anti-gender dan cyberbullying. Gita Savitri Devi adalah advokat vokal untuk hak-hak perempuan. Kontrol emosional perempuan harus dilebih-lebihkan untuk menunjukkan karyanya sebagai seniman yang piawai. GSD tampaknya terpikat dengan masa depan generasi muda Indonesia. Hasil penelitian ini sangat penting untuk mengajarkan remaja Indonesia tentang bahaya cyberbullying dan relasinya dengan isu kesenjangan gender. Menurut penelitian, strategi anti-cyberbullying menekankan karakter bangsa dalam interaksi sosial online. Novel bermanfaat sebagai media kampanye perang melawan cyberbullying dan perjuangan memperoleh kesetaraan gender. Peluang penelitian lebih lanjut terhadap jenis karya sastra lainnya sangat mendesak dilakukan.

Kata Kunci: Novel A Cup of Tea, Kajian Gender, Pendidikan Karakter, Analisis Wacana Kritis

Introduction

Critical discourse analysis from a multidisciplinary perspective has grown in popularity over the last decade, indicating an increased reaction.[1] The structural paradigm interprets the novel's contents from literary language, whereas the interactional paradigm interprets the novelist's meaning or important messages to his audience. The study examined two significant areas: gender and character education and their link in advocating for cyberbullying concerns.

In the future, this will be an important area to explore in order to employ literary works as a vehicle better to promote innovative ideas. Novelists'

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[1] Anna De Fina and Barbara Johnstone, "Discourse Analysis and Narrative," in *The Handbook of Discourse Analysis* (John Wiley & Sons, Ltd, 2015), 152–67, doi:10.1002/9781118584194.ch7.

thoughts have been analyzed for ages as a medium for communicating their views. On the other hand, a literary work creates a yawning void in investigating gender equality[2] and cyberbullying campaigns. "A Cup of Tea" is a map of the author's paradigm concerning its social and cultural surroundings. According to the author, the novel's authors have a strong sense of purpose, vision, and mission.

The impact of cyberbullying on women has been studied extensively in recent years. Its digital revolution has been effective, with Indonesia now ranked third among the world's most significant internet users. In 2021, Indonesian internet users will account for 78.6 percent of the total, up 4.9 percent from 73.7 percent in 2019.[3] However, the rise of cyberbullying coincides with this digital shift. Cyberbullying will still affect many families, communities, schools, and other youth groups in 2021. The COVID-19 outbreak boosted cyberbullying instances by 40% in the US.[4]

The impact of cyberbullying on women is a hot topic for research.[5] Cyberbullying is a worldwide issue that requires community involvement.[6] According to BroadbandSearch, 25% of youngsters have experienced online bullying escalating into fights. Cyberbullying causes 13% of teens terrified to go to school the next day. 8% of students have had a violent argument over a social networking site. 6% of students said peers sent nasty text messages or

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2   United Nations Development Programme, "Gender Inequality Index (GII) | Human Development Reports," *Human Development Reports*, 2019, http://hdr.undp.org/en/content/gender-inequality-index-gii.

3   Internet World Stats, "Asia Internet Usage Stats Facebook and 2021 Population Statistics," 2021, https://www.internetworldstats.com/stats3.htm.

4   Sameer Hinduja, "Cyberbullying in 2021 by Age, Gender, Sexual Orientation, and Race," *Cyberbullying Research Center*, October 21, 2021, https://cyberbullying.org/cyberbullying-statistics-age-gender-sexual-orientation-race.

5   Jennifer Loh and Robyn Snyman, "The Tangled Web: Consequences of Workplace Cyberbullying in Adult Male and Female Employees," *Gender in Management: An International Journal* 35, no. 6 (January 1, 2020): 567–84, doi:10.1108/GM-12-2019-0242.

6   Bronwyn Carlson and Ryan Frazer, "Attending to Difference in Indigenous People's Experiences of Cyberbullying: Toward a Research Agenda," in *The Emerald International Handbook of Technology-Facilitated Violence and Abuse*, ed. Jane Bailey, Asher Flynn, and Nicola Henry, Emerald Studies In Digital Crime, Technology and Social Harms (Emerald Publishing Limited, 2021), 145–63, doi:10.1108/978-1-83982-848-520211008.

discussions. 4% had anything placed on their profile page to hurt their feelings. 3% got threatening emails from fellow students.[7]

According to a 2017 Statista poll, a high percentage of female victims of cyberbullying suffer from a variety of detrimental repercussions on their mental health and overall well-being.[8] Sixty-six percent of cyberbullied women feel helpless to respond to harassment, and 63 percent do not get a decent night's sleep. Another notable detrimental consequence of cyberbullying is a loss of self-confidence, discovered in 61% of women. According to the 2017 Pediatric Academic Societies Meeting, the number of youth who attempted suicide or had suicidal thoughts more than quadrupled between 2008 and 2015. Cyberbullying was a factor in several cases.[9] Surprisingly, 40 percent of young people in Indonesia commit suicide due to not being strong enough to deal with bullying.[10] During the COVID-19 epidemic, there were a 40 percent rise in online gender-based violence (OGBV) incidents against women. Komnas Perempuan gives information on the growing number of incidents of cyber gender-based assault (CGBA). Komnas Perempuan got 241 OGBV reports in 2019. Meanwhile, the report grew to 940 CGBA in 2019.[11]

Women's cyberbullying prevention tactics include modifying digital attitudes and behaviors and cultivating good individual and social qualities.[12] Supporting this argument, the research results by Murfi (2014) on gender bias in the Religion curriculum in Indonesian schools found relevance.[13] Recent

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7   BroadbandSearch, "All the Latest Cyber Bullying Statistics and What They Mean In 2022 - BroadbandSearch," 2021, https://www.broadbandsearch.net/blog/cyber-bullying-statistics.

8   Applied Psychology Opus, "The Effects of Cyberbullying on the Well-Being of Female Adolescents," 2021, https://wp.nyu.edu/steinhardt-appsych_opus/the-effects-of-cyberbullying-on-the-well-being-of-female-adolescents/.

9   FirstSiteGuide.com, "Cyberbullying Statistics 2021 (with Charts): 36 'Key' Facts," *FirstSiteGuide*, October 28, 2019, https://firstsiteguide.com/cyberbullying-stats/.

10 JS de Britto, "40 Persen Anak Di Indonesia Bunuh Diri Akibat Tidak Kuat Terhadap Bullying," *Http://Www.Kalderanews.Com*, November 23, 2021, https://www.kalderanews.com/2021/11/40-persen-anak-di-indonesia-bunuh-diri-akibat-tidak-kuat-terhadap-bullying/.

11 Leski Rizkinaswara, "Literasi Digital Dapat Cegah Kekerasan Berbasis Gender," *Ditjen Aptika*, June 2, 2021, https://aptika.kominfo.go.id/2021/06/literasi-digital-cegah-kekerasan-berbasis-gender/.

12 Farah Khan et al., "Traits, Trends, and Trajectory of Tween and Teen Cyberbullies," *Cureus* 12, no. 8 (n.d.): e9738, doi:10.7759/cureus.9738.

13 Ali Murfi, "Bias Gender Dalam Buku Teks Pendidikan Agama Islam Dan Kristen," *Jurnal Pendidikan Islam* 3, no. 2 (December 5, 2014): 267–88, doi:10.14421/jpi.2014.32.267-288.

research on the gender issues of adolescent boys and girls found that the coexistence of various gender worldviews appears and applies according to adolescent experience and social context. Accounting for such complexities is essential for gender-transformative programs, as shifting gender attitudes in one area does not necessarily translate into more gender-equitable views across other spheres of life. [14] The review at least contributed to answering the question: "*Why now for the Series on gender equality, norms, and health?*".[15]

Determining the author's aims and ambitions and the rationale for writing the discourse requires other methods such as Critical Discourse Analysis. Literary creations that reveal human and humanitarian issues and the meaning of human life are named works of literature. Even starch literary works consist of three core domains, writers, literary works, and readers. The author chooses the title as First. A book is a medium of amusement, but it also contains multiple values or messages, such as religion or religious ideals. Therefore, the assumption must be changed and make the novel a medium of enlightenment or educational media by taking wisdom from its messages. Gita Savitri Devi's *Novel A Cup of Tea* [16] describes some character values or messages related to religious values and aims to influence the reader in general.

Thus, efforts to induce novel work from a gender point of view and character education values are significant for reason 1). Character education is one of the educational goals based on the 1945 Constitution and Law No. 20 of 2003 on the National Education System.[17] 2). Character education becomes the determinant or characterization of the nation's identity[18], and 3). Character

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[14] Caroline Moreau et al., "Assessing the Spectrum of Gender Norms Perceptions in Early Adolescence: A Cross-Cultural Analysis of the Global Early Adolescent Study," *Journal of Adolescent Health*, Perceptions of Gender Norms and Adolescent Health: findings from the Global Early Adolescent Study, 69, no. 1, Supplement (July 1, 2021): S16–22, doi:10.1016/j.jadohealth.2021.03.010.

[15] Gary L Darmstadt et al., "Why Now for a Series on Gender Equality, Norms, and Health?," *The Lancet* 393, no. 10189 (June 15, 2019): 2374–77, doi:10.1016/S0140-6736(19)30985-7.

[16] Gita Savitri Devi, *A Cup of Tea (Mencari Untuk Menemukan)*, 1st ed. (Jakarta: Gagas Media, 2020), http://opac.depok.go.id:8123/inlislite3/opac/detail-opac?id=22247.

[17] Fatmawati and Fitri Yani, "Nilai-Nilai Dalam Pendidikan Karakter Bangsa Yang Berdasarkan Pancasila dan UUD 1945" (Seminar Nasional Tahunan Pendidikan Ilmu-Ilmu Sosial, Medan, 2017), 306–9, http://semnastafis.unimed.ac.id/wp-content/uploads/2017/11/17.-Fatmawati-dan-Fitri-Yani.pdf.

[18] Saepudin Saepudin et al., "A Nation-Building Perspective for Character Education in Indonesia," *Journal of Critical Reviews* 7, no. 15 (2020): 911–19.

education becomes the holistic strength of the nation's next generation in the future.[19] 4). Gender issues are still relevant for women indifferent to fighting for parts of the world.[20] 5). How important the struggle against anti-feminism hegemony and the inculcation of the nation's character values for generation Z.

Education must capture the spirit of the nation. Indonesia has designed curriculum 2013 to create a creative, innovative, productive, and good moral and character to the future generation that can bring the Indonesian nation forward and guided in the future.[21] Students must have an understanding and strengthening of national commitment. They must be aware that Indonesia is still in the process of becoming. The condition is still fragile, not solid. Parents and teachers must educate their children to be proud to be Indonesian children.[22]

Furthermore, a nation can compete globally by having an excellent educational institution. To grow a sense of pride in students, it must start from pride in its teachers. A great and noble challenge for teachers and the Government considering the future fate of the nation will depend heavily on the pillars of education.[23]

The past decade has seen an increase in Critical Discourse Analysis (CDA) on literary research. Critical analyses of literary works are crucial for displaying the author's point of view to the community. The issue of gender inequality that affects women, such as cyberbullying, has had a severe and hazardous impact on its victims during the previous few decades. Megan Taylor Meier, Phoebe Prince, Amanda Todd, Katie Webb, Jade Stringer, and Sheniz

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[19] Balraj Singh, "Character Education in the 21st Century," *Journal of Social Studies (JSS)* 15, no. 1 (May 29, 2019): 1–12, doi:10.21831/jss.v15i1.25226.

[20] Muhammad Syukri, "Gender Equality in Indonesian New Developmental State: The Case of the New Participatory Village Governance | The SMERU Research Institute" (Publikasi, Jakarta, 2019), https://smeru.or.id/en/content/gender-equality-indonesian-new-developmental-state-case-new-participatory-village-governance.

[21] Imam Machali, "Kebijakan Perubahan Kurikulum 2013 Dalam Menyongsong Indonesia Emas Tahun 2045," *Jurnal Pendidikan Islam* 3, no. 1 (2014): 71–94, doi:10.14421/jpi.2014.31.71-94.

[22] Bastari Bastari, *Education Development in Indonesia 2013/2014*, ed. Siti Sofiah (Jakarta: Pusat Data Statistik, Pendidikan dan Kebudayaan, Kementerian Pendidikan dan Kebudayaan, 2015), http://repositori.kemdikbud.go.id/22923/.

[23] Komarudin Hidayat, *Reinventing Indonesia: Menemukan Kembali Masa Depan Bangsa*, 1st ed. (Jakarta: Penerbit Mizan, 2008).

are among the female victims of cyberbullying who committed suicide.[24] UNICEF asks for coordinated efforts to prevent bullying and harassment of more than 70% of young people online worldwide.[25] Since the start of the Covid-19 pandemic, cyberbullying incidents in the United States have increased by 40%.[26] While in Indonesia, from 2011 to 2020, cases of bullying increased sharply, the Indonesian Child Protection Commission (KPAI) recorded 2,473 reports of bullying.[27]

This research is a critical endeavor by the author to understand literary works in novels. The interpretation here aims to critically uncover what does not arise from the narrative of the novel text, to be revealed to the surface, to obtain the implied meaning using the analysis of Van Dijk's discourse. In this type of discourse analysis, the elements used in the critical discourse analysis of Van Dijk's model can reveal the intentions and objectives of the author as well as the reason for the author in the making of the discourse. The Novel *A Cup of Tea* by Gita Savitri Devi is interesting to criticize for several reasons, namely 1). Although it does not expressly relate to the educational genre, it strives to display educational values.[28] 2). Literary works that aim to provide education are considered relatively polite and do not seem condescending to the target.[29] 3). Character education is becoming a grand design of education by the Indonesian Government since 2009.

Cyberbullying has lately become fashionable since all governments and UNICEF battle against cyberbullying both in-person and online. This study was conducted by a) determining the object of research, the Novel *a Cup of Tea* by

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[24] Liputan6.com, "6 Korban Cyberbullying yang Berakhir Bunuh Diri," *liputan6.com*, May 27, 2013, 6, https://www.liputan6.com/citizen6/read/597254/6-korban-cyberbullying-yang-berakhir-bunuh-diri.

[25] Kurtis Cooper, "Safer Internet Day: UNICEF Calls for Concerted Action to Prevent Bullying and Harassment for the over 70 per Cent of Young People Online Worldwide," Press release, *UNICEF for Child*, (February 4, 2019), https://www.unicef.org/press-releases/safer-internet-day-unicef-calls-concerted-action-prevent-bullying-and-harassment.

[26] Hinduja, "Cyberbullying in 2021 by Age, Gender, Sexual Orientation, and Race."

[27] KPAI, "Sejumlah Kasus Bullying Sudah Warnai Catatan Masalah Anak di Awal 2020, Begini Kata Komisioner KPAI," *Komisi Perlindungan Anak Indonesia (KPAI)*, February 10, 2020, https://www.kpai.go.id/publikasi/sejumlah-kasus-bullying-sudah-warnai-catatan-masalah-anak-di-awal-2020-begini-kata-komisioner-kpai.

[28] Elih Sudiapermana, "Pendidikan Informal," *Jurnal Pendidikan Luar Sekolah UPI Bandung* 4, no. 2 (2009), https://ejournal.upi.edu/index.php/pls/article/view/1220.

[29] Ajat Sudrajat, "Mengapa Pendidikan Karakter," *Jurnal Pendidikan Karakter UNY* 1, no. 1 (2011), doi:https://doi.org/10.21831/jpk.v1i1.1316.

Gita Savitri Devi; b) Determining the research method that is using qualitative approach with the method of analysis of discourse Dijk to review the content through documentation data; c) Determine the type and source of data, namely the primary data source obtained from the Novel *a Cup of Tea* by Gita Savitri Devi and secondary data source as a supporting source; d) Determine data collection techniques through observation and documentation, as well as exploration e) Analyze data.

The consensus today is that cyberbullying is very harmful to the mental health of its victims, whether they are male or female, teenagers or adults. Therefore, this study intends to explore the Novel *a Cup of Tea* by Gita Savitri Devi, published around 2020. The paradigm used by the author in reviewing the novel is from a socio-educational point of view. The other point of view from the author will attempt to interpret the novel that is most likely in the context that surrounds (socio-historical) writing of the novel. This research explores the data through three key questions: a) How did the Dijk model discourse analysis become a critical discourse analysis instrument to analyze the national Gender Struggle and Character Values Inculcation Campaign in Novel a Cup of Tea? b) How did Gita Savitri Devi campaign on Gender issues in the Novel *a Cup of Tea*? Moreover, what gender issues dominate the novel the most? c) How Gita Savitri Devi campaigned for the nation's character and the values of the nation's character what is campaigned Gita Savitri Devi in the Novel *a Cup of Tea*?

Cyberbullying is all too frequent and hurts the lives of children and teenagers. Females are more likely to engage in cyberbullying than males. The author of "A Cup of Tea," Gita Savitri Devi's point of view, focuses on this study. This study employs a combination of qualitative and critical content analysis methods. A Cup of Tea, by Gita Savitri Devi, was used as a starting point for the Critical Discourse Analysis approach developed by Dijk. This method compares macrostructure, superstructure, and microstructure. Using the findings of the text structure meta-analysis, we hope to learn more about the author's content paradigm, vision, intention, and purpose. The macrostructure may be found in the novel's subtitle, "A Cup of Tea."

This study is critical to understand the impact of cyberbullying using a rigorous qualitative critical content analysis technique named the Dijk Approach. The book "A Cup of Tea" is the original data source. The researcher

chose Dijk's critical discourse analysis approach to compare the text structure. The researchers chose an approach based on the opinion of Dijk that a writer can express their thoughts and fundamental ideas through their macro and microstructures.[30]

This section summarizes and discusses the main findings of the work. This section presents two critical points: Character Education Values related to Gender Issues and Novels.

Character Education Values Related Gender Issues

One of the key findings of this task was a debate since 1902 regarding the urgency of gender curricula in schools. An understanding of gender issues and giving a proportionate portion is inevitable. The Qur'an is the only scripture that seeks to respect women in a position that is in line with men. There is negative labeling that women are weak, rational, and emotional. Malhotra (2021) discovered close socio-emotional relationships targeted by the curriculum for girls. The study's findings have implications for the role of school curricula in giving female students the recognition of gender issues.[31] Character education means value education, ethical education, and moral education, which develops students' ability to make good decisions, nurture goodness, and realize and spread goodness in daily life wholeheartedly. Denys Lombard (2000) stated that Indonesia is at the crossroads of world culture.[32] Life and death depend on the values of character attached to the nation itself. Novels are present in the infinite community; anyone can read them. They can mask existing weaknesses or destruction with outside advances, and those outside forces have no more "vein" in that nation's soul.

These results are exciting and help justify integrating gender studies into the Indonesian school curriculum, and inculcating character education into

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[30] Teun A. van Dijk, "Principles of Critical Discourse Analysis," *Discourse & Society* 4, no. 2 (April 1993): 249–83, doi:10.1177/0957926593004002006.

[31] Niyati Malhotra et al., "Improving Social and Emotional Learning for Schoolgirls: An Impact Study of Curriculum-Based Socio-Emotional Education in Rural Uganda," *International Journal of Educational Research* 108 (January 1, 2021): 101778, doi:10.1016/j.ijer.2021.101778.

[32] Denys Lombard, "K. A. Steenbrink, Pesantrèn, Madrasah, Sekolah. Recente Ontwikkelingen in Indonesisch Islamonderricht, Meppel, 1974, 366 p.," *Annales. Histoire, Sciences Sociales* 35, no. 3–4 (August 1980): 852–53, doi:10.1017/S0395264900145573.

the school curriculum help to reduce gender inequality, cyberbullying on women and find positive character culture among school.

Novel Description

The Novel *A Cup of Tea* by Gita Savitri Devi is the second work after her novel under the theme *Rentang Kisah,* published in 2018 successfully. The Novel *A Cup of Tea* describes many things about the life of Gita Savitri Devi after being chastened by Cyber Bullying due to Gita's behavior that once took off her hijab in a video on her Youtube account.

The booings from the fans made Gita Savitri feel cornered. However, he tries to rise from the nakedness of his soul. However, Gita Savitri Devi describes through the Novel *A Cup of Tea*, and readers are invited to surf in the life of Gita Savitri Devi during her stay in Germany to study Pure Chemistry. His determination to deal with the chastening roar of social life and cyberspace makes him stronger to gain the strength to keep going and looking to find. The principle is that we are fighters. Do not let other people say otherwise.

The Novel, *A Cup of Tea*, contains 13 themes: Personal Mission, Balance, Questions, Separation, Differences, Married, Listening, Words cut deeper than knives, Pursuit of Happiness, Green, Let there be spaces, To Discover oneself, Reflections of the End of decades. Novel *A Cup of Tea* was published in 2020, printed, and published by Gagas Media Jakarta Publisher.

Researchers have identified each theme based on the perspective of Gender and Character Values that Gita Savitri Devi wants to convey in each Novel, *A Cup of Tea* theme, with an analytical approach to Van Dijk's critical discourse model. Dijk's discourse analysis model analyzes thematic, schematic, semantic, syntactic, stylistic, and rhetorical structures of the novel's content from two points of view of the research question. The first research question focuses on gender issues, while the second focuses on novel authors' character values. These findings could also apply to other research about the novel.

The Discourse Analysis of The Dijk Model Tools on Gender Struggle Campaign and The Character Values Inculcation Campaign of the Nation in the Novel *"A Cup Of Tea"*

Based on the data, the authors found the Macro Structure of Novel *a Cup of Tea*. According to thematic studies, the macrostructure carries a big theme on the novel's cover with the narrative "*A Cup of Tea,*" accompanied by a sub-theme with the narrative "Looking to conquer." The sixty-three-page novel consists of thirteen chapters.

As seen from the superstructure, the novel a Cup of Tea has thirteen chapters with varying names that form a complete edifice of meaning to depict the entire contents of the novel writer's thoughts. The thirteen chapters build the collective structure of a significant story context.

The following images help understand the relationship between structure, superstructure, and the author's mission as a whole unity in building the novel's narrative.
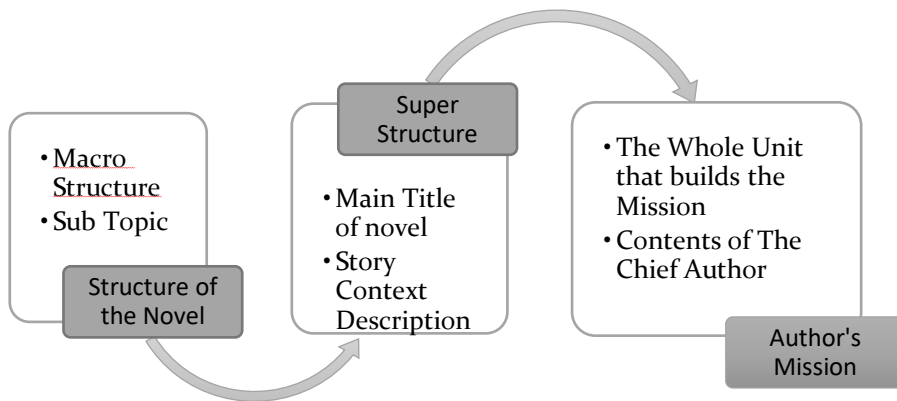

Figure 1. Relationship between Structure, Superstructure, and the Author's Mission

The researchers are familiar with the Van Dijk model because of the novel's construct with a macrostructure consisting of semantics, syntax, coherence, and stylistic. The researchers have used these four models to explore the contents of novels in depth. The researchers have identified five local narrative schemes in the novel's writing: time, viewpoint, events, characters, and settings. Each scheme is studied and has its structure, and it is

the interaction of this scheme makes up the novel as a whole and where the narrative macrostructure works. This argument is very reasonable because, according to Mieke Bal's narrative theory, narratology theory is a systematic record of narrative techniques, transmission methods, and acceptance of ideas by the reader.[33]

In the semantic aspect, the author finds the novel's background in the form of descriptive stories that describe the outpouring of the novel's heart shortly before leaving for Germany to study undergraduate studies and all the dynamics during their stay in Germany plus life shortly before marriage and after marriage. In a semantic perspective, the novel's setting by displaying brief details and long details in each chapter leads to the novel's author's brightest intent. The purpose novel's author, "searching to find," is semantically very reasonable.

The syntax that the novel writer constructs are in the form of active sentences and passive sentences. The use of active and passive sentences aims to maintain the author's flexibility in expressing the outpouring of the author's heart naturally and linearly. The use of active and passive sentences also ensures that the reader is eager to enter the author's ideal place. The reader and the author connect in a dynamic social environment and enumerate empirically.

The coherence of the novel narrative, such as the use of the word: More than anything, Okay, Then and at the same time, is intended to build logical, systematic, and complete relationships to create an unbroken or truncated narrative building between paragraphs with other paragraphs. The use of the pronouns "you," "me," "we" is to combine the coherence of narrative context with emotions between readers and writers who are very familiar, warm, and unimpressed patronizing.

Terminology enhances the visual appeal of the novel's narrative. There are denotative, connotative, disparaging, ameliorate, generative, homograph, homonymous, and homonymous. The researchers uncovered a denotative meaning in the remark, "it turns out that the languid attitude of movement is not just mine," which attempts to attract readers to accept the author's soul's

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[33] Mieke Bal and Christine van Boheemen, *Narratology: Introduction to the Theory of Narrative* (University of Toronto Press, 2009).

sentiments as an average human being who deserves and merits imperfections. In terms of character values, this example shows how the author is self-aware of his problematic conduct, creating a narrative in which the author teaches the reader to have open-minded character values, willing to be challenged, open, honest, and objective. Stylistics is not yet considered a full-fledged branch of linguistics. However, there have been some critical developments in developing the conceptual framework of style science in recent years.[34]

In this novel, the researchers found the use of sentences or phrases meaning connotative, as, in the phrase "looking to find, words cut deeper than knives, and others. Searching does not always find; a finding also does not always begin with searching because it could be a sudden and accidental finding. The word "search" in this novel indicates the efforts of the search, although the author is aware of many obstacles and obstacles. The phrase "words cut deeper than knives" can also be understood as a connotative use of meaning that the tongue or mouth is essentially not an iris, cut, and prick tool. However, the phrase "deeper than knives" displays an articulation of the meaning that the sharpness of the tongue is much sharper than the knife's sharpness.

The researchers found several pejorative in this novel, such as "your mouth does not match your hijab, Learning in Germany but the morals are zero, wrong influencer! Where is the manner? Do not talk a lot. Parents do not correctly educate. Aim to awaken the reader's soul to a conclusion that the creator of the pejorative narrative attacks the author. This form of pejoration adds to the novel's important content that anyone has the potential to attack or attack.

Rhetorically the title novel *A Cup Of Tea* is written in an enormous Rage Italic-like font; there is a child title: looking to find, written usually (not significant and not small, but smaller than the main title, with a white base color on the cover; The title child written in regular font, but with a contrasting background creates an impression of an uncomplicated bottom line to get the reader to take a moral message about how complicated the dynamics of the author in reaching for hope, which may be in the view of people of negative

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[34] Walter Alfred Koch, "On the Principles of Stylistics," *Lingua* 12, no. 4 (January 1, 1963): 411–22, doi:10.1016/0024-3841(63)90016-0.

value, but is essentially aimed at the sublime. Author's Name: Gita Savitri Devi, bolded; Cover design: Agungnurnugroho; graphic: Cover color similar to tea color (brown), Stylist: PutraJulianto; Editor: Ry Azzura; Script Alignment: Tesara Rafiantika; GagasMedia printed the company logo only in the top right corner; The Back Cover features footage of some of Netizen's comments on Gita, which Gita considers a lousy example of hate speech or *Cyber Bullying*, followed by Gita's point of thought on how a perspective by Netizen should be straightened out, at the end of her message written on the back cover mentioning that one of its goals is a massive campaign over the dangers of Cyber Bullying, Although Gita adds some of her main points about the experience of parting with her extended family, the journey of life to change (develop) herself, life after marriage, to the happiness she seeks.

Gender Issues in Gita Savitri Devi's Novel "*A Cup of Tea*"

Gita Savitri Devi is known as an inspiring Youtube Writer and Creator. At the same time, people view Gita as a fighter for gender equality.[35] She often expressed her ideas and views on Islamic values and current phenomena at home and abroad. Followers and digital society should be able to absorb the values of religious teachings, moreover the values of noble character.[36]

Gita Savitri Devi was once a victim of bullying by netizens. Gita Savitri's vlog (video blog) is involved in the research object in this article due to the diversity of vlog content, not only about culinary, makeup, and fashion as most female vloggers do discuss life in Germany. This opinion segment discusses the current phenomenon. In addition, to ensure that this study is more intact and comprehensive in analyzing the Figure of Gita Savitri Devi. Gita displays at least three types of identities, including cultural identity, social identity, and personal identity attached to young people's culture.

Unlike Stasya Bwarlele, that transgender issue never happened to Gita Savitri Devi. Data from the National Commission on Women cited from CNN

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[35] Lailatul Maulida, "Pesan Dakwah Dalam Vlog Youtube Gita Savitri Devi Masjid Liberal Di Berlin (Analisis Wacana Teun A. Van Dijk)" (diploma, IAIN Ponorogo, 2021), http://etheses.iainponorogo.ac.id/13849/.

[36] Ratu Abelia Achiva, "Pesan Dakwah dalam Video Segmen Beropini: Analisis Wacana Terhadap Akun Youtube Gita Savitri Devi" (diploma, UIN Sunan Gunung Djati Bandung, 2020), doi:10/8_daftarpustaka.pdf.

Indonesia issue of November 26, 2018, shows that the rate of sexual violence that afflicts women is still high. In 2014, there were 4,475 cases recorded. In 2015, there were 6,499 cases, and in 2016 there were 5,785 cases. In the video "essential *to discuss, "*Gita Savitri Devi thinks that cases of sexual harassment in Indonesia tend to be still considered taboo. Many mass media in Indonesia have not implemented the concept of gender equality, especially news about sexual harassment.

Gita responded to the cyberbullying case that hit Gita Savitri Devi with a sweet talk titled "*Words cut deeper than knives*." Gita reveals a reality that cyberbullying has pushed her victims to death, as Sulli experienced. Nevertheless, Gita Savitri Devi has successfully played a Muslim woman who marries secular and fundamental thinking through social media in carrying out her da'wah mission.

With all its advantages and disadvantages, the Internet has at least made room for women to participate in many portions of human life in this world, including gender equality. How strategic the role of literary works such as novels and social media such as Youtube in influencing the lifestyle of Indonesian people.

What Gita Savitri did was a form of independence to let go of the shackles of patriarchy in a long-entrenched Indonesia. Women's struggle in this part of the world has gained positive appreciation because the discourse of Feminism in the present era leads more to women's role in art, culture, and literature.

The novel Cup of Tea manages to illustrate that misogynistic societies must fight anti-gender hegemony with the power of women themselves to be resilient. That is very reasonable because misogynistic societies tend not to gain excessive portions for women to access things considered crucial for feminism fighters. In a Misogyny society, although women's experience under misogyny is not universal, the social and institutional systems of patriarchy facilitate gender-based hostility worldwide. The contributors show how systemic misogyny and injustice of power are at the root of women's suffering at the hands of misogyny, with consequences ranging from sexual harassment to rape and even murder.[37]

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37 Maria B. Marron, *Misogyny Across Global Media* (Rowman & Littlefield, 2021).

Gita Savitri Devi's criticism through the novel *a Cup of Tea* is relatively sharp to open the eyes of anyone who still views women as second-class human beings who cannot find "noble" entities and recognition in the eyes of the world's humans. Although she is a student in Germany, she has set many examples, especially the women of generation Z, to continue working hard to achieve her noble ideals. Not only is it the expectation to fight for itself against her emotional hegemony, but it still strives to have dreams of becoming a fighter for women's rights around the world through literary work.

Character Education Values in Gita Savitri Devi's Novel "*A Cup of Tea*"

Research conducted by Nurus Safitri Farikha Cita (2019) found the invitation message of hooded da'wah in vlog Gita Savitri Devi. "*Kok Malah Pake Kerudung*?" After carefully examining the six elements of van Dijk's model, the researchers obtained a preposition that suggested the importance of assertiveness in holding Islamic principles. Gita believes in preaching towards a straight, religious belief in thematic structure, the message of sharia da'wah in the scheme structure, Islamic consistency in semantic structure and interaction, and morally charged preaching a message on the style and rhetorical structure. Vlogs proved to be very helpful for preachers to achieve their goals. Nowadays, preaching through print media, moreover, digital media has become a certainty. So that da'wah can be done anywhere, anytime in real-time. Even a content of da'wah looks relaxed but favored by many parties. The delivery of vlogs makes a more familiar impression with the audience because of its lightweight content, such as containing everyday stories. However, it can still make people interested in discussing.[38]

There are times when novels can provide a beautiful and rewarding moral message for entertainment. The choice of this way of da'wah is essential to avoid the impression of dictating the target of da'wah. Thus, it is ultimately up to the reader to choose a novel relevant to their self-needs. Readers of the Novel, *A Cup Of Tea*, are at least able to capture the moral message conveyed by Gita. The author can insert the character through various behaviors or

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[38] Nurus Safitri Farikha Cita, "Dakwah Melalui Vlog: Analisis Pesan Dakwah Ajakan Berkerudung Pada Vlog Gita Savitri Devi 'Kok Malah Pake Kerudung?!' - Digilib UIN Sunan Ampel Surabaya" (Thesis, UIN Sunan Ampel, 2019), http://digilib.uinsby.ac.id/35034/.

conversations in the novel. The value of strengthening education is essential, and using novels as a medium of character values is creative. Although the novel has several advantages in conveying a moral message that targets aspects of human attitudes, the novel has the potential to have some weaknesses. In achieving the value of character strengthening, education needs to be emphasized instead of focusing on education that prioritizes cognitive aspects. However, it is worth showing a tendency to proportion to psychomotor aspects, such as sports and other physical education.[39]

Table 2. List of Character Values in Each Theme

Number of Chapters	Character Values
1.	Love for Learning, strong confidence, and hard work.
2.	Focus on Learning, hardworking, priority on Learning, high Discipline, frugality, freedom to make the best decisions.
3.	High curiosity, positive thinking, never giving up, high confidence in God's provision.
4.	Determination of the soul, High Confidence in God's Taqdir, Positive thinking, wise
5.	independent character, high curiosity, responsibility, leadership spirit, problem-solving, empathy, pluralism.
6.	Love to learn, love to sacrifice, fighting spirit, priorities collaboration.
7.	Empathy, unselfishness, tolerance
8.	Empathy, Hard work, positive thinking, confidence, knowing ourselves
9.	encourage to have a sense of care with others, good at making the right decisions, generous, honest, healthy living, Discipline, high awareness of human rights, social spirit.
10.	Not discriminatory, honest, fair, human rights
11.	Good at choosing friends, critical, objective, honest, assertive
12.	Independent, hardworking, visionary, self-introspection, grow and develop into a positive person.
13.	Dare to try (learn new things), religious, objective, critical, honest, self-reflection, independent, hard work—belief in God's and God's provision, Discipline.

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[39] 1617402140 Annisa Kartika Sari, "NILAI-NILAI PENGUATAN PENDIDIKAN KARAKTER DALAM NOVEL BUMI MANUSIA KARYA PRAMOEDYA ANANTA TOER Annisa Kartika Sari" (skripsi, IAIN, 2020), http://repository.iainpurwokerto.ac.id/7379/.

Conclusion

In defining cyberbullying, it must at least meet the intention (intentional) criteria and the frequency of aggression of cyberbullying perpetrators. The role of schools (teachers) is very urgent in preventing, overcoming, and solving cyberbullying problems that afflict students. When schools (teachers) do not participate in the fight to prevent and advocate for victims of cyberbullying, literary works like novels can be influential in anti-cyberbullying campaigns, as Gita does: The novel is divided into thirteen chapters and has a total length of 183 pages.

Researchers found denotative meaning in the phrase "it turns out that the lazy mentality of moving is not just mine" to attract readers to accept the author's emotions as an ordinary human being who deserves and deserves to have weaknesses. Gita Savitri Devi clearly shows the example of a human being who has a good character and robust thanks to his interactions with various people with geographical and ethnic backgrounds in a balanced manner. Nevertheless, her emotional dominance as a woman in a weak position is a bit too excessive. The Back Cover features footage of Netizen's comments on Gita, which Gita considers a lousy example of hate speech or cyberbullying. However, no matter how much cyberbullying happens to someone, it all comes back to how the victim responds to cyberbullying, and emotionality was the most common predictor for responses by victims of cyberbullying.

Limitation and Recommendations for Future Research

The research was limited to one novel title and one author. The results of this study are objective to one context of the research objectives set by the researcher. Researchers may develop research into more than one novel title and more than one author in the future.

The advice for future research is the existence of research on several novels written by women who have a mission to fight gender justice and inculcation of the character values of the nation of origin of writers from various countries. Research suggested gaining more perspectives on the struggle for gender justice in some countries and more perspectives about character values building in several nations in the world.

Acknowledgment

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