

ABSTRACT

Gading Sekar Wangi. 210511100031. English Study Program. Characters' Personality Development In *The School For Good And Evil* By Soman Chainani. Advisor: Dr. Dra. Siti Hanifa, M.Pd.

The study, entitled "Characters' Personality Development In *The School For Good And Evil* By Soman Chainani", aims to discover the development of the main characters in *the School for Good and Evil* by Soman Chainani, focusing on the changes in their personalities, behaviors, and motivations throughout the story.

The study uses a descriptive qualitative method, with data consisting of the character's utterances and the author's narration. The data were analyzed using five phases outlined by Yin (2011), with the theory personality development by Elizabeth Hurlock (1974) as the theoretical framework.

The findings show that Sophie and Agatha change significantly throughout the story, and their personalities develop due to different influences. Sophie's growth is influenced by her ambition, obsession, emotional instability, and thirst for validation, and how her nature changes as she faces new experiences at the School of Evil. Her physical changes, along with the social pressure to fit into her new environment and role, also shape the way she thinks and behaves. Meanwhile, Agatha develops through her struggles with feelings of insecurity, her identity, and the challenges she faces in her new social environment: the school of goodness. Her experiences gradually help her understand her own worth and what "goodness" truly means. Their journey demonstrates how appearance, environment, ambition, and relationships can greatly influence a person's personality and motivation.

Keywords: Character Analysis, Fantasy, Hurlock's theory, Personality development, *The School for Good and Evil*.

ABSTRAK

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Penelitian berjudul "Characters' Personality Development In *The School For Good And Evil* By Soman Chainani." ini bertujuan untuk mengidentifikasi perkembangan karakter utama dalam novel *The School For Good And Evil* By Soman Chainani, dengan fokus pada perubahan kepribadian, perilaku, dan motivasi mereka sepanjang cerita.

Studi ini menggunakan metode kualitatif deskriptif, dengan data berupa tuturan karakter dan narasi penulis. Data dianalisis menggunakan lima fase yang diuraikan oleh Yin (2011), dengan teori perkembangan kepribadian oleh Elizabeth Hurlock (1974) sebagai kerangka teoritis.

Hasil penelitian menunjukkan bahwa Sophie dan Agatha mengalami perubahan signifikan sepanjang cerita, dan kepribadian mereka berkembang akibat pengaruh yang berbeda. Pertumbuhan Sophie dipengaruhi oleh ambisi, obsesi, ketidakstabilan emosional, dan kehausan akan pengakuan, serta bagaimana sifatnya berubah saat menghadapi pengalaman baru di Sekolah Kejahatan. Perubahan fisik, bersama dengan tekanan sosial untuk menyesuaikan diri dengan lingkungan dan perannya yang baru, juga membentuk cara berpikir dan perilakunya. Sementara itu, Agatha berkembang melalui perjuangannya dengan perasaan tidak percaya diri, identitasnya, dan tantangan yang dihadapinya di lingkungan sosial barunya: Sekolah Kebaikan. Pengalamannya secara bertahap membantunya memahami nilai dirinya sendiri dan apa arti sebenarnya dari "kebaikan". Perjalanan mereka menunjukkan bagaimana penampilan, lingkungan, ambisi, dan hubungan dapat sangat mempengaruhi kepribadian dan motivasi seseorang.

Keywords: Analisis Tokoh, Fantasi, Perkembangan Kepribadian, Teori Hurlock, *The School for Good and Evil*.