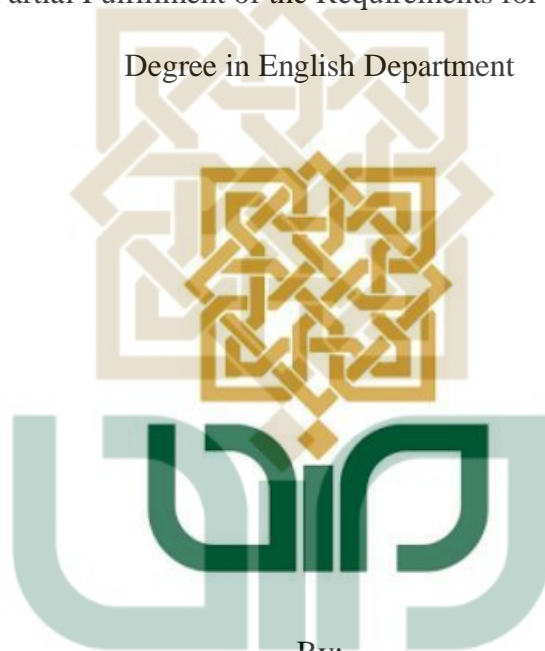


**PERSONAL AND SOCIAL IDENTITY CONFLICT: PSYCHOSOCIAL
DEVELOPMENT OF SAHAR IN *IF YOU COULD BE MINE* (2014)**

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor
Degree in English Department



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2024

A FINAL PROJECT STATEMENT

A FINAL PROJECT STATEMENT

I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researchers' opinions or findings included in this research are quoted or cited in accordance with ethical standards.

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Atas perhatiannya, kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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**PERSONAL AND SOCIAL IDENTITY CONFLICT: PSYCHOSOCIAL
DEVELOPMENT OF SAHAR IN *IF YOU COULD BE MINE* (2014)**

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ABSTRACT

Psychosocial development is an alteration process in individuals from the beginning of their life up until their senility. Individuals must encounter some obstacles or problems in terms of identity determination, especially those struggling to explore their identity while navigating societal expectations. This problem is depicted very well in *If You Could Be Mine*. The main character, Sahar, faces a conflict between her same-sex relationship and restrictive Iranian norms and laws. Her decision to undergo gender reassignment surgery to fit into societal expectations, however, led her to identity confusion. This research aims to analyze how Sahar's psychosocial development is explored within her social and cultural surroundings using Erikson's psychosocial theory and stages of human development. The researcher used a descriptive qualitative method. This research showed that Sahar's development started in the fourth of eight stages of human development by Erikson: industry vs inferiority, identity vs role confusion, intimacy vs isolation, and generativity vs stagnation. It showed that the main character's psychosocial exploration grew well to the stage of generativity, indicated by her self-acceptance. Her inner self influenced her process of self-acceptance based on her psychosocial exploration triggered by external factors that were not in line with her thoughts, as well as the number of dilemmas and obstacles encompassing her journey. It can be concluded that events in the main character's life were not merely a predicament that she had to resolve; they were more about a turning point that helped her retain the ability to determine her life journey.

Keywords: *Psychosocial Development, LGBTQ, Identity Confusion, Restrictive Society*

**PERSONAL AND SOCIAL IDENTITY CONFLICT: PSYCHOSOCIAL
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ABSTRAK

Perkembangan psikososial merupakan suatu proses perkembangan yang terjadi pada individu sejak awal kehidupan sampai masa tua. Individu akan menemui berbagai kendala atau permasalahan dalam penentuan jati diri. Apalagi bagi individu yang kesulitan dan dibatasi eksplorasi jati dirinya serta harus bersinggungan dengan identitas sosial dan budaya. Masalah ini tergambar dengan baik dalam *If You Could Be Mine*. Sahar, tokoh utama, yang menjalin hubungan sesama jenis menghadapi benturan antara keinginannya dan norma serta hukum dalam masyarakat Iran. Sahar mengambil keputusan untuk menjalani operasi penggantian kelamin sebagai upaya untuk memenuhi ekspektasi masyarakat yang akhirnya membuat ia terjebak dalam kebingungan identitas. Penelitian ini bertujuan untuk menganalisis bagaimana perkembangan psikososial Sahar dieksplorasi di tengah lingkungan sosial dan budaya Iran dengan menggunakan teori psikososial dan tahapan perkembangan manusia dari Erikson. Peneliti menggunakan metode deskriptif kualitatif. Penelitian ini menunjukkan bahwa eksplorasi Sahar dimulai pada tahap keempat dari delapan tahap perkembangan manusia yang dikemukakan Erikson, yaitu industri vs inferioritas, identitas vs kebingungan peran, keintiman vs isolasi, dan generativitas vs stagnasi. Hal ini menunjukkan bahwa eksplorasi psikososial tokoh utama tumbuh hingga tahap generativitas yang ditandai dengan penerimaan dirinya. Proses penerimaan dirinya lebih dipengaruhi oleh dirinya sendiri berdasarkan eksplorasi psikososial yang dipicu oleh faktor eksternal yang tidak sejalan dengan pemikirannya, serta banyaknya dilema dan hambatan yang melingkupi perjalanannya. Dapat disimpulkan bahwa peristiwa-peristiwa dalam kehidupan tokoh utama bukan sekedar kesulitan yang harus ia selesaikan, melainkan lebih merupakan titik balik yang membantunya mempertahankan kemampuan menentukan perjalanan hidupnya.

Kata Kunci: *Perkembangan Psikososial, Kebingungan Identitas, LGBTQ, Masyarakat Restriktif*

MOTTO

“Turn off your mind, relax, and float downstream...”

Sir Paul McCartney



DEDICATION

I dedicate this graduating paper to:

My parents



ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

First and foremost, I would like to thank The Almighty God, Allah SWT. The Most Gracious and The Most Merciful for the countless bounties He blessed us with. I can finally complete this graduating paper. However, this work would not have been completed without the love and support of these people. Therefore, I would like to deliver gratitude and appreciation to:

1. Prof. Dr. Phil. Al-Makin, S. Ag, M.A, as the Rector of Sunan Kalijaga Islamic State University.
2. Dr. Muhammad Wildan, M.A, as the Dean of the Faculty of Adab and Cultural Sciences at Sunan Kalijaga Islamic State University.
3. Dr. Ulyati Retno Sari, SS., M.Hum, as the Head of the English Department as well as my academic advisor.
4. Dr. Danial Hidayatullah, SS., M. Hum, as my graduating paper advisor.

Thank you for the amount of helpful feedback, advice, and guidance.

5. All of the lectures in the English Department who have provided me with precious lessons: Ulyati Retno Sari, S.S. M.Hum., Dr. Ubaidillah M. Hum., Febriyanti Dwiratna Lestari, S.S., M.A., Dr. Witriani, M. Hum, Arif Budiman, S.S., M.A., Harsiwi Fajarsari S.S., M.A., Danial Hidayatullah, S.S., M.A., Dr. Dwi Margo Yuwono M. Hum., Aninda Aji Siwi, S. Pd, M. Pd., Fuad Arif Fudiyartanto, S. Pd., M. Hum. M. Ed., Ph. D., and others.

6. My dear and beloved parents, Mamak Maryati and Bapak Rabuan. Thank you for the support, prayer, and love you both have given me all this time. Sorry for disappointing Mamak Bapak most of the time.
7. My dearest, Bunga. Your existence means a lot. Don't go anywhere.
8. Best homie of all time, Hoo. You're stupid.
9. Eky Ariandi, thank you for saving my life, boss.
10. Zhonia, thank you for the times you and I have been through.
11. Amir Syamsuddin, the greatest *mas-mas Klaten* of all time. Thank you for helping me with my academics.
12. Setia Ningsih, my *adek*, I envy you cause you're so cool.
13. Big family, Atok Pani's blood and Atok Sain's blood.
14. My reviewers who participated in reviewing this graduating paper: Amir Syamsuddin, Karina Rinai Pertiwi, Putri Embun Auliani, Risa Wahyu Fitriani, Zulfarida Setiti Wigati.
15. Last but not least, thank you to everyone involved in my life whose names I can't mention one by one.

To close this page, the researcher realizes that this paper is far from the word 'perfect'. Therefore, the researcher will humbly ask all the readers for any suggestions and critiques to improve further study.

Yogyakarta, May 27th 2024

Anugrah Ramadhan

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TABLE OF CONTENTS

A FINAL PROJECT STATEMENT	i
APPROVAL SHEET	ii
NOTA DINAS	iii
ABSTRACT	iv
ABSTRAK	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
CHAPTER I	1
INTRODUCTION	1
1.1. Background of Study	1
1.2. Research Question	4
1.3. Objective of Study	5
1.4. Significance of Study	5
1.5. Literature Review	5
1.6. Theoretical Approach	7
1.6.1. Erikson’s Theory of Psychosocial	7
1.6.2. Erikson’s 8 Stages of Psychosocial Development	8
1.6.2.1. Trust versus Mistrust	10
1.6.2.2. Autonomy versus Shame and Doubt.....	10
1.6.2.3. Initiative versus Guilt	11
1.6.2.4. Industry versus Inferiority	12
1.6.2.5. Identity versus Role Confusion	13
1.6.2.6. Intimacy versus Isolation	14
1.6.2.7. Generativity versus Stagnation.....	15
1.6.2.8. Integrity versus Despair	16
1.7. Methods of Research	17
1.7.1. Type of Research	17
1.7.2. Data sources	17
1.7.3. Data Collecting Technique	18

1.8. Paper Organization	18
CHAPTER II	19
INTRINSIC ELEMENTS	19
2.1. Summary	19
2.2. Themes	22
2.3. Plot	24
2.3.1. Exposition	25
2.3.2. Rising Action	25
2.3.3. Climax	25
2.3.4. Falling Action	25
2.3.5. Resolution	26
2.4. Characters and Characterization	26
2.4.1. Round Characters	27
2.4.1.1. Sahar Ghazvini.....	27
2.4.2. Flat Characters	28
2.4.2.1. Nasrin	28
2.4.2.2. Ali	30
2.4.2.3. Parveen.....	30
2.4.2.4. Reza.....	31
2.4.2.5. Baba	32
2.4.2.6. Mrs. Mehdi	32
2.5. Setting	33
2.5.1. Setting of Time	33
2.5.2. Setting of Place	34
2.5.2.1. Tehran	34
2.5.3. Setting of Social Condition	35
CHAPTER III	37
FINDINGS AND DISCUSSION	37
3.1. Industry vs Inferiority	37
3.2. Identity vs Role Confusion	40
3.2.1. Experimentation of Personality and Role	40
3.2.2. Need for Peer Group Recognition.....	44
3.2.3. Go through the Pubescence.....	47

3.2.4. Go through some Social and Behavioral Problems	49
3.3. Intimacy vs Isolation	50
3.4. Generativity vs Stagnation.....	56
CHAPTER IV.....	58
CONCLUSION AND SUGGESTION.....	58
4.1. Conclusion.....	58
4.2. Suggestion.....	59
REFERENCES.....	60
CURRICULUM VITAE.....	63



CHAPTER I

INTRODUCTION

1.1. Background of Study

Erikson stated that psychosocial development is an alteration process in some individuals, socially and psychologically, from the beginning of their life up until their senility. In the stage of psychosocial development, an individual must encounter some obstacles or problems in terms of identity determination. Identity determination is often seen during puberty or adolescence because, in this stage, a teenager must seek their integrity or identity of 'who they are' in their own life. In this case, the process of identity determination becomes crucial as identity is one of the vital points to assign their role in society. Since birth, a human being must be able to express their identity as an individual, as a member of a family, or as a member of society (nationality, race, or ethnicity). In other words, identity holds an important role in identifying someone as who they are individually and/or as part of a social and culture (Kathryn et al., 2009).

According to Erikson, culturally and historically, psychological and social alteration could undermine the consistency of a child's hierarchy of expectations. Therefore, it could be very traumatic for their identity development. Syed & Fish (2018) added that culture and tradition are two fundamental things for their life expectation and moral ground to help them maintain their identity. In other words, identity could define 'how we see ourselves' and 'how others see ourselves' (Malone et al., 2016).

Though important, questioning identity is also difficult for some people, let alone those living in between two worlds or possessing multiple identities. The same goes for people who do not have the freedom to explore or express their identity. It cannot be denied that every individual must struggle to find their true identity based on their position in social life., as a part of a community, such as ethnicity, nationality, social class, etc (Arnold, 2017). Therefore, as the way people think develops, individuals tend to experience identity confusion because they have to intersect with culture (Erikson, 1993).

It is depicted very well in Sara Farizan's novel *If You Could Be Mine*. This novel tells the story of a young girl named Sahar who falls in love with her childhood friend, Nasrin. However, as a teenager living in Iran, her love for Nasrin clashes with the fact that it is forbidden according to Iran's norms and laws—where same-sex relationships are considered taboo and sinful and can legally be executed to death. It forced them to hide their relationship from the public. One day, Sahar heard the news that Nasrin was arranged by her parents to some man named Reza. This news disconsolate Sahar, and she becomes angry because she cannot do anything to prevent it. However, to console her heart, Sahar tried to seek an outside life that united her with a bunch of new people. This news also brought Sahar to some decisions in order to be able to reunite with Nasrin, that is, to do a gender transition surgery.

In Iran, which is formed as the Islamic Republic, things related to LGBTQ are a breach of norms, culture, and laws. This matter, then, constructed many human rights violations that impinge the lives of people from the LGBTQ community, such

as discrimination, violence, and abuse, the prohibition of homosexuality itself has been regulated in the Constitution. Caning punishment or the death penalty are the consequences for any individual who is violating it. Moreover, discrimination that is experienced by the LGBTQ community frequently occurs in any domain, from the workplace to the environment in which one lives (equaldex.com, 2024).

In a country with a theocratic government system like Iran, where there is a lot of gender inequality and discrimination, issues regarding identity crises are often found. And questions of personal identity are becoming increasingly important. Meanwhile, identity is very important in clarifying and explaining an individual's role or position in establishing relationships in society (Erikson, 1994a).

Nevertheless, since 1986, the Iranian government has enforced a policy to legalize the surgery for gender reassignment. This policy is considered as a support to give full access to people in the community who need reassignment surgery and conversion therapy. In other words, the Iranian government considered that transgender is not categorized as a deviant act but a medical illness (gender identity disorder) that needs to be cured. Within this policy, the Iranian government also imparts the financial funds to perform the surgery as well as legal recognition of any transgender individuals (Iranhumanrights.org, 2021).

In *If You Could Be Mine*, Sahar is seen as someone who is always true to herself. Despite her decision to undergo a gender reassignment surgery, Sahar realized that she still had to adapt to what the norms and the law applied in society. However, her decision ends up making Sahar lose between her desire and what society “expects” of her. This pressure to adapt and comply with the norms and laws surrounding her environment became a heavy burden that she had to bear. Moreover, it made Sahar feel guilty, embarrassed, and confused about her decisions. In other words, the novel

tried to show the struggle that made Sahar fall into a dilemma about who she was and what she wanted. Her problem no longer lies beneath her love for Nasrin but also her whole identity.

In addition, Erikson stated that the social and cultural environment is one of the main foundations in shaping people's identity, be it their individual or social identity, which are always related. Therefore, if an individual happens to experience a clash between their individual and social identity, there must be a major impact on the exploration of their self-discovery as well as their psychological development. In this case, they must experience what is known as identity confusion (Malone et al., 2016).

Hence, based on the problem stated above, using the theory of Psychosocial Development from Erik H. Erikson, this study aimed to analyze how Sahar navigated her life in her self-identity journey as an Iranian woman with a different sexual orientation. It is also interesting to examine this theory because the researcher can analyze the relationship between society or social environment and an individual's psychological development. Meanwhile, the use of a psychological approach is the right method to analyze literary work when one wants to know how the main character resolves his or her conflict since psychology is one of the aspects of a human being. Thus, one can identify the closeness between literature and psychology. (Minderop, 2010)

1.2. Research Question

By the background of the study, this research is intended to find out how psychosocial exploration is based on Erikson's stages of human development on the main character seen in the novel *If You Could Be Mine?*

1.3. Objective of Study

This research aims to discover what processes of self-identity discovery and exploration are undergone by the main character in *If You Could Be Mine*.

1.4. Significance of Study

This research can be used to enhance the information regarding homosexual identity in Iran as well as the application of psychosocial development theory, which can be used as an appropriate reference in conducting further research, especially with similar topics and theory

1.5. Literature Review

The first research was from Stefhani Octavianney Putri from English Literature, Gadjah Mada University, conducted in 2023 with the title *Identity Crisis, Formation and Development in Rick Riordan's The Heroes of Olympus: The Lost Hero*. This research analyzes the problem of identity crisis and the character's search for self-identity in the book *The Heroes of Olympus: The Lost Hero*. This study tries to find out how the characters face their identity crisis and their struggle to regain their self-identity through analysis of the characters' experiences.

This research used Erikson's psychosocial development theory to examine character's challenges, development, and achievements in the search for self-identity. According to research, characters go through various stages of psychosocial development. Jason went through five stages, namely trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, and identity versus identity confusion. Piper went through three stages, namely trust versus mistrust, autonomy versus shame and doubt, and identity versus identity confusion. Leo went through two stages, namely trust versus mistrust and identity versus identity

confusion. These stages showed their challenges in the form of loss of memory and confidence in themselves, as well as doubts about themselves and their identity. Change and self-realization in each character are triggered by how they face and heal from anxiety and healing from trauma in their past.

The second research was from Chairun Nisa Nurhandayani from Japanese Literature, Gadjah Mada University, conducted in 2017 with the title *Pencarian Jati Diri Tokoh Masaya Dalam Novel Autobiografi Tookyoo Tawaa: Okan To Boku To, Tokidoki Oton karya Lily Franky: Analisis Psikososial Erikson*. The object of this research is the novel *Tookyoo Tawaa: Okan To Boku To, Tokidoki Oton* by Lily Franky. This research examines the search for identity and identity confusion caused by the family problems of the main character in the novel, Masaya. This research explains that the role of parents, living environmental conditions, and culture greatly influence the development of a child's identity as an adult.

In this research, the author used structuralism theory to analyze important elements by describing the themes, characterizations, and settings in the novel. Furthermore, Erikson's psychosocial theory is used by the author in the analysis of the main character in his search for identity and the factors that cause the main character to experience identity confusion. The research results found that Masaya, the main character in this novel, is a teenager who tries to find his identity by trying to live independently in the cities of Beppu and Tokyo. However, his efforts failed, and he experienced identity confusion. However, despite experiencing identity confusion, in early adulthood, Masaya did not isolate himself but continued to socialize normally. When he entered middle adulthood, Masaya was able to learn lessons from his life experiences and finally found his identity. Factors that influence identity confusion in Masaya are family, environmental, and cultural factors.

Both previous research studies have similarities with this study, namely, in the theory used to analyze the character's identity crisis: Erikson's Psychosocial Development theory. However, what makes it different is that the character that becomes the object in both analyses is a male character. Meanwhile, this character specifically aims to analyze how psychosocial development is undergone by a woman, especially a woman with a different sexual orientation who lives as a minority in her society. Furthermore, the process and results are different from those of Putri's research. Most of the characters in her research begin the process in the first stage; meanwhile, in this study, the character's identity development process is seen in the fourth stage.

1.6. Theoretical Approach

1.6.1. Erikson's Theory of Psychosocial

In his Theory of Personality, Erikson aimed to develop Freud's Psychoanalytic Theory rather than refute Freud's assumptions and offer "a new way of examining things" (Erikson, 1994a). Erikson acknowledged Freud's contributions but claimed that he had misjudged several important dimensions of human development. Erikson also added that humans develop in the psychosocial stage rather than in the psychosexual stage (Santrock, 2008). This statement came as a counter to Freudian theory, which assumed that the primary motivation for human behaviour is naturally sexual. Meanwhile, Erikson assumed that the primary motivation for human behaviour is naturally social and prone to build a relationship with others. Erikson emphasized the developmental changes that occur throughout human life, while Freud pointed out that a human's fundamental personality is formed in the first five years of their life (Santrock, 2008).

Erikson's psychosocial theory will be used in this study since it makes sense given the research object, which is about Sahar's development, as well as her social and personal identities. This theory emphasizes the connection between an individual's social environment and psychological processes, recognizing that both social interactions and internal psychological components impact an individual's development. It provides a lens through which to analyze Sahar's conflicted experiences regarding her personal identity and societal expectations. It acknowledges that both internal psychological processes and the external social environment have an impact on her personal development and identity as a self.

1.6.2. Erikson's 8 Stages of Psychosocial Development

Erikson stated that human beings undergo eight stages of development throughout their life. Every stage includes a unique role where an individual will experience a crisis or challenge. This crisis/challenge, Erikson added, is not a predicament but a turning point of human's increasing abilities or inabilities. The different components of every crisis do not solely need a solution but also refer to the gradual shift in social identity and psychic structure that occurs in each individual (Erikson, 1993). Therefore, it can be inferred that human beings must encounter crises related to their social relations, which can have a good or bad impact on their personality development, and every human being must undergo every stage with instinct and struggle. The outcomes from each stage, whether good or bad, have an impact on the following stage's outcomes (Erikson, 1994b).

In every stage of development, individuals will face a challenge or crisis characterized by two opposing elements, namely positive and negative elements. However, these two elements are needed to help the adaptations (Feist et al., 2017). Erikson believed that it is ideal for individuals to balance both sides of any crisis to

build a well-rounded personality and allow individuals to grow and adapt to the future challenges of life as they age. However, suppose individuals dominantly experience the positive side, though it can still be considered successful. In that case, the presence of the negative side is still necessary, as through experiencing and overcoming these challenges, individuals will grow. It is important to pass through these stages with generally a positive balance, even if there are negative aspects encountered.

The conflict between both elements will generate a quality and strength of the ego, which Erikson defines as a fundamental strength. The lack of fundamental strength to overcome the crises encountered in particular stages will inflict a serious pathology in that very stage. In addition, the identity of the ego is shaped by the conflicts from an individual's past, present, and expected life.

It is important to note that although each stage of psychosocial development is associated with certain age ranges/eras, Erikson underlined that it does not always have to be strictly related. The stages are levels of integration rather than age-based phases (Erikson, 1993). In further research by Laura E. Berk in her book entitled "Development Through the Lifespan" (2010), the challenges that occur in each stage do not simply have to be sequentially completed to move on to the next stage; she emphasized that these challenges can be relevant at various points in life depending on each individual's experiences and their social environment. Precisely, each stage is a potential development and growth area that can arise at any time, rather than sequential phases that have to be completed sequentially (Berk, 2010). Each stage is interconnected, and the challenges can reappear and have an impact on other stages along with new experiences encountered by individuals. Suggesting this framework's dynamism, flexibility, and lifelong applicability, along with the changing and ongoing nature of individuals' psychosocial development (Kroger, 2007).

The following are the 8 stages of psychosocial development according to Erik Erikson:

1.6.2.1. Trust versus Mistrust

Trust vs Mistrust is the first psychosocial stage that often occurs in the first year of life. Erikson identified this stage as a fundamental conflict in an infant's life. Trust is the main component required in the process of accomplishing this stage because every individual must be comfortable with their physique and free from any fear or anxiety over the future (Santrock, 2008).

Erikson believed that infants, until they reach adolescence, would develop a reliance if only their nurturing and needs were properly fulfilled, making them feel secure. This awareness is what makes trust so important; a newborn must gain trust in the aspects of the world that are beyond their control (Isabella & Belsky, 2016). Trust in infancy becomes the foundation of a lifelong hope that the world will be a good and pleasant place to live. Erikson believed that the ratio of trust and distrust was critical for humans to adapt (Erikson, 1994a). The inevitable clash between trust and distrust resulted in humanity's first psychosocial crisis. When human beings resolve this crisis successfully, they gain their first basic strength—hope (Feist et al., 2017).

When caregivers provide well affection, trust, and attention to their children, they will develop a sense of trust. On the other hand, distrust will arise because of a lack of this aspect. Additionally, Erikson argues that successful development depends on achieving a balance between two opposites (McLeod, 2024).

1.6.2.2. Autonomy versus Shame and Doubt

The second stage marks the beginning of self-control and self-confidence. After gaining a sense of trust in their caregivers, infants begin to discover that their

behaviour is at their will. They realize their will with their sense of independence and autonomy. If an infant tends to be restricted at this stage, they will tend to develop feelings of shame and doubt (Santrock, 2008). Children begin to understand the responsibility to take care of themselves. This independence is involved in an activity such as eating, toileting, and dressing. During this period, parents are required to be affirmative; they need to be protective, not overprotective. Overprotectiveness will produce self-doubt in children.

Erikson emphasized that the autonomy versus shame and doubt stages have important implications for individual development in the further stages of life (Santrock, 2011). Erikson believed that children who experience excessive self-doubt will be unable to control themselves throughout their lives. Parents or caregivers must encourage them to be independent and protect themselves from failures. In other words, parents and caregivers need to understand the balance between being a provider and a protector (Gross, 2020).

A successful result in this stage refers to avoiding the child's emerging self-doubt and embarrassment. Children who are successful in fulfilling this stage will manage to have a sense of comfort and confidence, and the opposite will develop a trait of doubtfulness and inability.

1.6.2.3. Initiative versus Guilt

The third stage often begins during preschool. When they enter school, they are more challenged than when they were babies. According to Bee, this period is a period full of life and rapid development where children are enthusiastic about acting in ways that parents or caregivers might consider aggressive (Bee & Boyd, 2012).

For Erikson, this stage “adds autonomy to qualities such as undergoing, planning, and solving a task in order to be active and keep moving” (Erikson, 1994a).

The challenge an individual must overcome in this stage is to maintain the enthusiasm to be active and, at the same time, understand that not every motivation can be deployed. This means that a child's initiative or desire to start a new activity and explore a new direction must continue to be sharpened. An active goal-oriented behaviour in children is needed to overcome this challenge. Children are expected to take responsibility for their bodies, behaviour, and even trivial things such as toys or pets. Because building responsible traits increases initiative behaviour (Santrock, 2008). If children do not acquire this autonomy (if it is not trusted), a sense of guilt will emerge, making them believe that doing what they love might be a mistake.

Parents or caregivers must provide a safe and supportive environment that allows children to have the freedom to explore. This fosters their initiative, helps them develop problem-solving skills, and builds self-confidence and resilience. A balance between initiative and guilt at this stage can help children understand that taking charge and making their own decisions is acceptable, but there are times when they must follow the rules or guidelines set by others.

1.6.2.4. Industry versus Inferiority

This stage often takes place in elementary school. Between the ages of six and eleven, when children start school, their cognitive skills develop rapidly. Children process more information more quickly, and their memory span increases. As children enter elementary school, they direct their energy toward mastering knowledge and intellectual skills. They must learn to trust new adults, act autonomously in more complex situations, and initiate actions in ways that comply with school rules.

What is dangerous at this stage is a feeling of inferiority—feelings of incompetence and unproductiveness (Santrock, 2008). This new psychosocial challenge for the academic years is what Erikson called perseverance versus feelings

of inferiority. Children begin to see the connection between persistence and feelings of joy when a job is completed. Difficulty in facing these challenges can result in feelings of inferiority. Children must master new skills and strive to achieve new goals. However, there is also a challenge where children are prone to being compared with others at risk of failure. Erikson believed that teachers have a special responsibility for the active development of children. Teachers should “gently but firmly invite children into the adventure of discovering that one can learn to achieve something previously unimaginable.” (Erikson, 1994a).

Children's initiatives that are encouraged and appreciated by parents and teachers will help build their competency and confidence to sharpen their skills. On the other hand, children who lack encouragement from their parents, teachers, or even their peers will doubt their abilities. Therefore, there must be a balance in this stage to help children develop confidence in their perseverance and competence strengths. The satisfaction in this stage is also signed by proper development of children's ability to handle tasks and challenges given to them.

1.6.2.5. Identity versus Role Confusion

Identity refers to any beliefs, ideals, or values that help shape a person's behaviour. During this period, individuals are faced with self-discovery about who they are and where they want to go. One important dimension is the exploration of alternative options for the role. Adolescents begin to explore who they are as individuals, seek to build self-awareness, and may experiment with different roles, activities, and behaviours (Malone et al., 2016).

Teenagers face many new adult roles and activities, such as work and love. In this stage, parents need to allow teens to explore these roles and the different paths within each role. If adolescents properly explore these roles and arrive at a positive

path to follow, a positive identity will be achieved. However, if an identity is imposed on adolescents by parents where adolescents do not get a chance to explore many roles enough, and if a future is not yet clear, then they will experience identity confusion (Santrock, 2008). Moreover, if adolescents are supported with the freedom to explore different roles, they will sense strong self-confidence and independence. This exploration involves exploring the interests, values, and goals that will enable them to develop their own unique identity. However, when they are not given a space to explore or are limited, they will experience role confusion. Children will have difficulty identifying their goals or paths in life, confusing their personal identity (McLeod, 2024).

An identity crisis is a turning point in a person's life that can strengthen or weaken the personality. Identity is described, in both positive and negative ways, as adolescents decide what they want to be and what they believe in while also discovering what they do not want to be and what they do not believe in (Feist et al., 2017). What must happen at the end of this stage is a feeling of returning to one's identity, about what one wants to do and who one wants to be (Bee & Boyd, 2012).

1.6.2.6. Intimacy versus Isolation

This stage is often experienced in early adulthood. During this period, individuals are faced with the developmental task of forming close relationships with other people. If young adults form healthy friendships and intimate relationships with others, intimacy will be achieved; if not, the result will be self-isolation (Santrock, 2008).

Intimacy, in this sense, refers to the willingness to connect deeply with someone and establish a relationship based on a feeling of more than just a mutual need. Young adult individuals will form close, comfortable and interdependent bonds

with other people. In this case, intimacy includes the ability to open up and share oneself, as well as the willingness to commit to a relationship. Also, make personal sacrifices for the sake of other relationships. Suppose they have difficulty forming these meaningful and intimate relationships, which may be due to an unresolved identity crisis or fear or rejection. In that case, they will experience feelings of loneliness or isolation. If an individual is not able to achieve a strong sense of identity, he will be isolated from others and experience loneliness. The inability to develop meaningful relationships with others can harm an individual's personality. This can cause individuals to reject, ignore, or attack people who frustrate them (Santrock, 2011).

Erikson believed that developing close relationships and commitment with other people was very important. When an individual is successful in overcoming this stage, the result is a happy relationship, a sense of security, and care in a relationship. Avoidance of intimacy and fear of commitment and relationships can result in isolation, loneliness, and even depression (Malone et al., 2016).

1.6.2.7. Generativity versus Stagnation

At this seventh stage, the main concern is to help the younger generation develop and direct their lives to be useful--this is what Erikson called generativity. Generativity expands the ability to care for others and involves empathy about guiding the next generation or leaving a legacy. In this stage, middle-aged adults need to contribute in a meaningful way to the next generation (Santrock, 2011). Generativity includes the desire of adults to leave a legacy of themselves for the next generation (Peterson, 2002).

Feelings of satisfaction and productivity characterize success in this stage because they have contributed to the world by being active in the environment and

community (Malone et al., 2016). When individuals feel they have not had a positive impact or failed to contribute, they will feel unproductive, useless, and empty. The feeling that one has not done anything to help future generations is called stagnation (Santrock, 2008).

1.6.2.8. Integrity versus Despair

This eighth stage often occurs in late adulthood and continues until death. In the last year of life, humans look back and evaluate what they have done during their life. Individuals will look back on events in their lives and determine whether they are happy or regretful for things they have done and things they have not done (Malone et al., 2016).

In this stage, individuals reflect on the past and conclude that they had lived a good life, or conversely conclude that their life had not been used well. Integrity means individuals can accept the reality of their lives. Individuals understand and accept that there is a cycle of life in which something must happen, and this will give them a feeling of satisfaction and wholeness (Erikson, 1994b). If they had done something good in the past, then integrity was achieved. On the other hand, negatively viewing his past life would give rise to feelings of guilt and, disappointment or despair (Santrock, 2011).

Erikson did not believe that a good solution to a stage crisis is always positive. Some contact or commitment with the negative side of the crisis is sometimes unavoidable--you cannot trust everyone under any circumstances and then survive, for example. On the other hand, in a healthy solution to the crisis stage, positive answers dominate (Santrock, 2008).

Success in this stage will allow individuals to gain wisdom. They will reflect on their own life with satisfaction and be able to accept death without any fear. On the other hand, failure in this stage will result in depression, despair, and fear.

1.7. Method of Research

This part presents the methods used by the researcher to analyze the object. The steps are determining the type of research, then the data source, data collection technique, and data analysis technique.

1.7.1. Type of Research

In this research, the method that is used is qualitative. In qualitative research, every subject matter that is brought into the analysis has potential (VanderStoep & Johnson, 2008). In qualitative research, researchers value the explicit presence in limited circumstances involving subjects with relatively few. Qualitative research typically involves the interaction with the reality studied. Because the data are in the words of utterances or words of the character and events sequence in the novel, the researcher uses a descriptive qualitative method to analyze it based on Erikson's Psychosocial Development Theory.

1.7.2. Data sources

This research takes the data or the subject of the research from the events in the novel *If You Could Be Mine* as the main data source. Part of the event sequences will help explain the analysis. Thus, the main data source will be interpreted and explored more deeply by secondary data sources, such as books, journals, and articles related to Erikson's psychosocial development theory.

1.7.3. Data Collecting Technique

The researcher takes data from the novel *If You Could Be Mine*. The researcher reads the novel and then writes down or gives marks on each sign of the issue. Then, the researcher collects the data that will be analyzed in the third chapter.

1.7.4. Data Analysis Technique

After the data are collected, the researcher will classify the data based on Erik H. Erikson's theory of psychosocial development. The identifying steps aim to understand the existing data following the theory. The steps of analysis are:

1. Classifying data that related to the sign and discourse to each stage of the psychosocial development
2. The data is analyzed based on how the theory is explained, as well as the character's action on each stage presented by the novel's sign and discourse.
3. Concluding the result of this research. The researcher concluded after analyzing the data.

1.8. Paper Organization

This research is divided into four chapters. The first chapter is the Introduction, which consists of the Background of the Study, Research Questions, Objectives of Study, Significance of Study, Literature Review, Theoretical Approach, Method of Research, and Paper Organization. The second chapter is a Review of the novel *If You Could Be Mine* and the intrinsic elements of the novel. The third chapter is the Analysis and Discussion of the data. The fourth chapter is the Conclusion and Suggestion of the Research.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

Based on the analysis and discussion in the previous chapter, this study showed that Sahar, the main character in *If You Could Be Mine*, went through 4 out of 8 stages in the human development proposed by Erikson. They are (1) industry versus inferiority, (2) identity versus confusion, (3) intimacy versus isolation, and (4) generativity versus stagnation. From the narrative in the novel, Sahar's psychosocial development started in the fourth stage, which occurred in her adolescence. Her identity development process grew well into the stage of generativity vs stagnation, which is indicated by her process of self-acceptance.

Sahar's identity crisis was caused by society and cultural pressure, as well as the heartbreak that she experienced throughout her adolescence life. However, her self-realization and acceptance were coming from within herself based on her psychosocial exploration triggered by external factors that were not in line with her thoughts, as well as the number of dilemmas and obstacles encompassing her life after she decided to perform a gender reassignment surgery.

Therefore, it can be concluded that the theory of psychosocial development proposed by Erik Erikson in this study showed how events in Sahar's life were not merely a predicament that she had to resolve. It is more about a turning point in which helping Sahar retain an ability to determine her life journey.

4.2. Suggestion

The researcher realizes that this research is imperfect and can still be developed. Thus, it would be very appreciated if readers could provide feedback and recommendations. Moreover, the researcher would advise the analysis of the novel *If You Could Be Mine* to be further analyzed from the perspective of psychoanalysis or queer perspective theory to investigate how the main character is finding her identity.



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