

Educational Management Strategy for Literary Reading Materials through the Novel Nadira by Leila S. Chudori for Eleventh Grade Students

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Abstract: The problem of literature learning in Grade XI senior high schools is related to students' low interest in reading and the difficulty of understanding novels with complex language and narrative structures. This study examines the simplification of the novel Nadira by Leila S. Chudori as an alternative literary reading material using Seymour Chatman's narrative structuralism theory. The results indicate that simplification can be carried out by simplifying the language and textual structure without eliminating the theme, plot, characters, conflicts, and aesthetic values. Consequently, the resulting teaching material is easier to understand and more suitable for Grade XI students.

Keywords: *Simplification, Leila S. Chudori's Novel, Literary Text, Chatman's Narrative Theory, Alternative Literary Teaching Material*

A. INTRODUCTIONS

Literature plays a strategic role in education because it not only develops students' language competence but also contributes to

the formation of character, critical thinking, empathy, and cultural awareness. Through literary works, students are exposed to various human experiences, social realities, and moral values that can broaden their perspectives and enhance their understanding of themselves and society. In the context of secondary education, literature learning is expected to encourage students to appreciate aesthetic values, interpret meanings critically, and develop reflective attitudes toward contemporary social issues. Therefore, the selection and management of literary reading materials become important aspects of educational practice, particularly in supporting meaningful and effective literature learning for senior high school students.

The implementation of literature learning in Indonesian schools often faces challenges related to the suitability of literary texts for students' cognitive and linguistic development. Although literary works provide rich educational value, many texts present complex language structures, symbolic expressions, cultural references, and narrative techniques that are difficult for students to comprehend independently (Fitriadi et al., 2024; Surmana et al., 2022). As a result, students may experience difficulties in understanding the messages conveyed by the author, identifying character motivations, interpreting figurative language, and connecting literary experiences to their own lives. These challenges can reduce students' engagement with literature and limit the achievement of learning objectives. Consequently, educational institutions and teachers need appropriate strategies to manage literary reading materials so that they remain authentic while becoming more accessible to learners.

One approach that has gained attention in literature education is literary simplification. Literary simplification refers to the process of adapting literary works by modifying language level, reducing textual complexity, and adjusting content presentation without eliminating the essential meaning, narrative structure, and

aesthetic qualities of the original text. Simplification is not intended to diminish the literary value of a work but rather to facilitate comprehension among target readers who may have limited literary experience or reading proficiency. In educational settings, simplification serves as a bridge between students and complex literary texts, enabling learners to engage with important literary works while gradually developing higher-order reading skills.

The concept of literary simplification is closely related to educational management strategies because it involves planning, organizing, implementing, and evaluating learning resources in accordance with students' needs and curriculum objectives (Durand & Jiménez-García, 2018; Janson, 2017). Educational management emphasizes the effective utilization of educational resources to achieve learning outcomes. Within literature education, this includes selecting appropriate literary texts, adapting materials when necessary, and designing instructional approaches that support students' comprehension and appreciation of literary works. Therefore, literary simplification can be viewed not only as a linguistic process but also as a management strategy aimed at optimizing the educational value of literary reading materials.

One literary work that presents both educational potential and comprehension challenges is *Nadira* by Leila S. Chudori. The novel is widely recognized for its rich narrative construction, psychological depth, and exploration of contemporary social issues. Through the experiences of its protagonist, the novel portrays themes such as personal freedom, identity formation, family relationships, gender perspectives, social criticism, and the role of literacy in shaping individual consciousness (Bahtiar, 2021; Majid, 2025). These themes are highly relevant to senior high school students, particularly those in Grade XI, who are undergoing significant intellectual, emotional, and social development. Exposure to such themes can encourage students to reflect on their

own experiences, understand diverse perspectives, and cultivate critical awareness of social realities.

Despite its educational significance, *Nadira* presents considerable challenges for high school readers. The narrative employs sophisticated language, symbolic representations, metaphorical expressions, and non-linear storytelling techniques that require advanced interpretive skills. Many students struggle to identify implicit meanings embedded within the text, interpret social criticism expressed through indirect narration, and understand the psychological complexities of the characters. Furthermore, the novel's narrative structure often requires readers to actively reconstruct relationships among events, settings, and character experiences. Without adequate guidance or adaptation, students may find the text difficult to access, thereby reducing its effectiveness as a learning resource.

In this context, educational management strategies are needed to ensure that literary works such as *Nadira* can be effectively utilized in classroom learning. One possible strategy is to simplify the novel based on a systematic analysis of its narrative structure. Such an approach allows educators to identify the core elements of the story that must be retained while modifying aspects that may hinder comprehension (Ambarsari et al., 2023; Logan, 2012). Through careful simplification, students can gain access to the central themes, conflicts, and messages of the novel without losing the essence of the original literary work. This strategy aligns with contemporary educational principles that emphasize accessibility, inclusivity, and learner-centered instruction.

To support this process, the present study employs Seymour Chatman's narrative structuralism model as the analytical framework. Chatman's theory provides a comprehensive approach to understanding narrative organization by distinguishing between story and discourse. Story refers to the content of narrative

expression, encompassing events and existents. Events include actions and happenings that drive the narrative forward, while existents consist of characters and settings that provide the context for narrative development. Discourse, on the other hand, refers to the manner in which the story is presented to readers through specific narrative techniques and linguistic choices. This distinction is particularly useful for literary simplification because it enables researchers to identify which narrative elements are essential to preserve and which aspects may be adapted to enhance readability.

According to structuralist perspectives, literary texts are organized systems in which each element contributes to the overall meaning of the work. Structural analysis seeks to examine the relationships among these elements and explain how they function collectively to create narrative coherence. By analyzing the events, characters, settings, and discourse patterns within *Nadira*, it becomes possible to construct a simplified version that maintains narrative integrity while reducing interpretive barriers for students. Such an approach ensures that simplification remains grounded in scholarly literary analysis rather than relying solely on intuitive judgments about textual difficulty.

The significance of this study also lies in its contribution to the field of educational management. While previous studies have extensively examined literary appreciation, reading comprehension, and narrative analysis, relatively limited attention has been given to the management of literary reading materials through systematic simplification strategies (Boudjemaa & Nadji, 2021; Kara & Bettahar, 2024; Shahul Hamid et al., 2024). Educational institutions increasingly require evidence-based approaches for selecting and adapting learning resources that correspond to students' developmental characteristics. Therefore, investigating the simplification of *Nadira* through narrative structural analysis provides both theoretical and practical contributions to literature education and educational management.

Furthermore, the study responds to the broader educational challenge of promoting literacy among adolescents. In an era characterized by rapid information exchange and digital media consumption, students often prefer short and easily accessible texts over complex literary works. As a result, fostering sustained engagement with literature requires innovative strategies that make literary texts more approachable without sacrificing their intellectual and aesthetic richness (Zulinto et al., 2023). Simplification based on narrative structural analysis offers a promising solution because it balances educational accessibility with literary authenticity.

Based on these considerations, this study aims to explore an educational management strategy for literary reading materials through the simplification of *Nadira* by Leila S. Chudori using Seymour Chatman's narrative structuralism framework. Specifically, the research seeks to identify the structural components of the novel, analyze their functions within the narrative, and formulate a simplified literary reading material suitable for Grade XI students. The findings are expected to provide practical guidance for teachers, curriculum developers, and educational institutions in managing literary learning resources while contributing to the advancement of literature education and educational management research.

B. RESEARCH METHOD

This study employs an objective approach and uses structural analysis as its primary method. The purpose is to analyze the structural elements of *Nadira* and examine its potential as literary reading material for Grade XI students through narrative structuralism theory. The research data consist of the complete narrative of *Nadira*. The analysis focuses on events, including actions and happenings, as well as existents, including characters

and settings. Data collection was conducted through several stages: (1) close reading of the novel to understand its overall structure; (2) identification and documentation of structural elements such as plot, characters, settings, and conflicts; and (3) classification of the data into interconnected structural units or narrative sequences.

C. RESULTS AND DISCUSSION

Based on Chatman's narrative structuralism theory, narrative analysis is used to describe story structures through narrative units ranging from major events (kernels) to minor events (satellites). These sequences are interconnected through explicit and implicit cause-and-effect relationships. The following is a table of educational management strategies for literary reading materials through the novel *Nadira* by Leila S.

No	Sekuen Cerita	Kategori Chatman	Analisis
1	Kematian ibu Nadira	Kernel Utama	Peristiwa bunuh diri ibu menjadi pusat konflik dan penggerak seluruh cerita.
2	Pencarian bunga seruni	Kernel Pendukung + Satellite	Bunga seruni menjadi simbol kasih sayang, kehilangan, dan penerimaan Nadira terhadap kematian ibunya.
3	Refleksi hubungan ibu dan anak	Satellite	Buku harian ibu memperdalam pemahaman Nadira terhadap hubungan keluarga dan masa kecilnya.
4	Nadira dituduh mencuri	Kernel Pendukung	Konflik masa kecil membentuk luka batin Nadira dan memengaruhi relasinya dengan Yu Nina.
5	Hubungan Yu Nina dan Gilang	Satellite Besar	Subplot ini menjadi cerminan hubungan Nadira dan Niko serta tema kegagalan cinta.

A logical sequence emerges from cause-and-effect relationships. In this context, the cause-and-effect relationship refers to the connections between narrative sequences that lead to the occurrence of events within the story. The logical sequence of events in *Nadira* by Leila S. Chudori is as follows:

Event S27 (Nadira's determination to become a journalist) leads to S13 (Nadira's daily life as a journalist at Tera Magazine).

Event S13 (Nadira's daily life at Tera Magazine) leads to S25 (Nadira and Tara's first meeting at the office).

Event S25 (The meeting between Nadira and Tara) leads to S32 (Tara falls in love with Nadira, but his love remains unrequited).

Event S31 (Novena's love for Tara) leads to S38 (Novena becomes a tragic figure because her love is not returned).

Event S32 (Tara's unrequited love for Nadira) leads to S18 (Tara's sadness when Nadira is about to get married).

Event S26 (A flashback to Nadira's encounter with Utara Bayu) leads to S37 (Utara Bayu continues to love Nadira despite being married).

Event S29 (The perspective of Utara Bayu's family) leads to S30 (Utara Bayu's mother's anxiety over her son's unmarried status).

From the very beginning, Nadira demonstrates a strong determination to become a journalist. Her persistence and dedication (S27) eventually lead her into the media industry, where she begins working as a reporter at Tera Magazine (S13). This professional environment becomes the starting point for many significant events in her life, including her first encounter with Tara at the office (S25). Following this meeting, Tara gradually

develops feelings for Nadira and secretly falls in love with her (S32), although his affection is never reciprocated.

On the other hand, Novena also harbors feelings for Tara (S31). However, because Tara is in love with Nadira, Novena is forced to accept the painful reality that her love will never be returned, making her a tragic figure (S38). This situation illustrates a complex web of unrequited love, where one person's feelings are not reciprocated by the individual they desire. When Nadira ultimately chooses her own path in life, Tara experiences profound sadness as he must let go of the woman he loves (S18).

Throughout Nadira's life journey, memories of the past also play a crucial role in shaping her emotional development. A childhood incident in which she was falsely accused of stealing (S5) leaves a deep psychological scar. Combined with her reflections on her mother, as recalled through Yu Nina's perspective (S6), Nadira increasingly contemplates the complex and often painful relationship between mother and child (S3). These reflections become an emotional foundation that influences her perception of life and family relationships.

The climax of the family conflict occurs when Nadira's mother dies by suicide (S1). This tragic event brings devastating news (S28) and forces Nadira to confront a profound personal loss. In her grief, she searches for chrysanthemum flowers for her mother's funeral (S2), which later become symbols of sorrow, memory, and farewell (S4). This symbolism reinforces the emotional significance of her loss.

Her mother's death drastically changes Nadira's life. She experiences dark and sorrowful days (S12). To cope with her grief, Nadira immerses herself in her work as a journalist (S10). Her busy professional life serves not only as a distraction but also as a means of surviving her emotional pain. In the course of her work, she is even required to interview high-profile prisoners (S14),

experiences that further test her mental resilience.

In addition, Nadira decides to live with her father, Bram, in order to comfort him after the loss of his wife (S11). Bram is himself a senior journalist (S9), and their shared profession strengthens the bond between father and daughter. Within this context, Tara once meets Bram (S15) and asks him important questions about Nadira (S16), demonstrating the seriousness of his feelings toward her.

In Nadira's romantic life, the arrival of Niko changes everything (S17). However, their relationship does not progress smoothly because Arya, Nadira's older brother, disapproves of it (S19). His objection stems from his fear that Nadira's marriage will end unhappily, much like Yu Nina's marriage (S20). This concern becomes a constant shadow over Nadira and Niko's relationship.

As time passes, Arya's fears prove justified. Nadira and Niko's marriage begins to deteriorate and faces serious challenges (S21). This is caused by Niko's complicated personal problems (S22), which eventually become impossible to resolve. As a result, Nadira is forced to make the difficult decision to end their marriage (S23), ultimately leaving her life with Niko behind (S24).

Meanwhile, the lives of other characters also undergo significant developments. Utara Bayu, who once shared a relationship with Nadira, continues to harbor feelings for her despite being married (S37). This situation is closely linked to family pressure, particularly his mother's anxiety about his unmarried status before his marriage (S30), as reflected in his family's perspective (S29). This storyline demonstrates how social expectations and family pressures can influence personal life choices.

After her divorce, Nadira attempts to move forward with her life (S33). She begins a new relationship with Marc (S34), whose presence gradually becomes important in her life (S36). At the

same time, family life continues to progress, as seen in Arya's marriage (S35). These events illustrate that despite enduring pain, loss, and disappointment, Nadira continues striving to rebuild her life and embrace new hope.

Chronological Sequence of Events in Nadira: S1-S2-S3-S4-S5-S6-S7-S8-S9-S10-S11-S12-S13-S14-S15-S16-S17-S18-S19-S20-S21-S22-S23-S24-S25-S26-S27-S28-S29-S30-S31-S32-S33-S34-S35-S36-S37-S38-S39

The 39 narrative sequences were subsequently condensed into 8 major sequences. Sequences S1-S4 were combined into Sequence 1, S5-S9 into Sequence 2, and so forth. This process facilitated the simplification of the novel. The resulting eight major sequences represent the core narrative facts of the story:

Sequence 1: Nadira's mother dies by suicide, leaving Nadira with profound grief. Sequence 2: Nadira reflects on her painful past and her troubled family relationships, particularly her relationship with her mother. Sequence 3: Nadira pursues a career as a journalist as a way to cope with the sorrow of losing her mother. Sequence 4: The presence of characters such as Tara, Niko, and Utara Bayu begins to influence Nadira's life and emotions. Sequence 5: Nadira's marriage to Niko encounters conflicts that eventually lead to divorce. Sequence 6: A complex love conflict emerges among Nadira, Tara, Utara Bayu, and Novena, involving unrequited feelings and emotional entanglements. Sequence 7: After her divorce, Nadira begins a new chapter in her life and starts a relationship with Marc. Sequence 8: The Bali Bombing becomes the climactic event that profoundly affects the lives of the characters.

D. CONCLUSION

applying Chatman's narrative structuralism theory, the narrative

units contained in *Nadira* by Leila S. Chudori can be identified and analyzed. Structurally, the novel consists of 39 core sequences. Through an examination of the story structure, the textual, logical, and chronological orders of events can be determined, along with the identification of events and existents within the narrative. Events comprise actions and happenings, while existents consist of characters and settings. Essentially, structural analysis aims to describe as accurately as possible the functions and interrelationships among the various elements of a literary work that collectively create a unified whole. This analysis facilitates the simplification of *Nadira* into a shorter and more accessible text without altering its original narrative composition, making it suitable as literary reading material for senior high school students.

The simplification of *Nadira* aims to transform a complex literary work into a text that is easier to understand, enabling readers to grasp more readily the messages and meanings intended by the author. In the simplification process, the original 39 core sequences were condensed into 8 major sequences. These combined sequences were established after identifying the textual, logical, and chronological orders of the narrative. Sequences that shared similar events or functions were merged into a single sequence. As a result, the 39 original sequences were reduced to 8 integrated sequences, which served as the foundation for the simplified version of the novel.

Although the sequences were consolidated, the process did not alter the overall composition or essence of the story. After identifying the key narrative facts within the novel, these elements were reconstructed using prose-writing techniques. In this process, existing character traits were developed into characterization, while the original plot structure served as a guideline for rewriting the simplified version without changing the narrative composition. Furthermore, the setting plays an important role in helping readers visualize the story more clearly and

accurately, thereby bringing the narrative to life.

The final stages of the simplification process involve revision and editing. Editing refers to the review of linguistic aspects, including word choice, phrases, punctuation, spelling, and sentence construction. Revision, on the other hand, focuses on examining the content and narrative logic of the text. After undergoing editing and revision, the text is rewritten and evaluated to ensure that the resulting literary work has been completed according to the intended objectives and standards (Al-Thanyyan & Azmi, 2021; Macken et al., 2022; Śleszyńska, 2025).

The findings of this study demonstrate that the narrative structure of *Nadira* by Leila S. Chudori can be systematically simplified through Chatman's narrative structuralism framework while preserving the essential meaning and thematic integrity of the novel. The identification of 39 narrative sequences revealed a complex network of causal relationships among events, characters, and settings. These interconnected sequences illustrate how Nadira's personal experiences, family conflicts, professional development, and romantic relationships are organized into a coherent narrative structure (Nur, 2021; Yaseen, 2024).

Through the analysis of kernels and satellites, the study found that several events function as central narrative drivers, particularly the suicide of Nadira's mother, Nadira's career as a journalist, her failed marriage to Niko, and her efforts to rebuild her life after divorce. These findings support Chatman's view that narrative meaning emerges from the interaction between story elements and discourse organization. From an educational management perspective, understanding these structural relationships enables educators to identify the most significant narrative components that should be retained in literary reading materials intended for senior high school students (Habib & Nadira, 2024; Nadira et al., 2022).

The condensation of 39 narrative sequences into eight major sequences demonstrates an effective strategy for literary simplification without compromising the coherence of the original narrative. The eight resulting sequences represent the core storyline of the novel and provide a more accessible narrative framework for Grade XI students. The simplification process reduces the cognitive burden associated with understanding multiple subplots, flashbacks, and symbolic episodes while maintaining the novel's central themes of grief, identity, family relationships, resilience, and personal growth (Wenhui, n.d.).

This finding is consistent with the principles of educational management, which emphasize the adaptation of learning resources according to students' developmental characteristics and learning needs. By focusing on the major narrative facts, students are more likely to comprehend the storyline, recognize character development, and engage in meaningful literary interpretation. Consequently, the simplified narrative can function as an effective literary reading material that supports both reading comprehension and character education objectives within the secondary school curriculum (Erlinawati, 2021; Maula & Mukhlis, 2025).

Furthermore, the results indicate that narrative structural analysis can serve as a practical educational management strategy for selecting, organizing, and adapting literary texts in literature classrooms. The simplified version of *Nadira* preserves the aesthetic and educational values of the original work while improving its readability and instructional relevance. Themes such as parental loss, emotional resilience, social responsibility, and the search for personal identity remain clearly visible in the condensed narrative structure. These themes are highly relevant to adolescents and can stimulate critical reflection, empathy, and social awareness among students. Therefore, the study suggests that the integration of narrative structural analysis and literary

simplification can contribute significantly to the development of literary reading materials that are both academically rigorous and pedagogically appropriate. This approach offers a valuable model for educators, curriculum developers, and educational institutions seeking to enhance literature learning through effective management of literary resources.

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