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STUDY OF MOUSE DEER AND SNAIL CHARACTERS IN FABLE (DECONSTRUCTION APPROACH)

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ABSTRACT

The presence of the mouse deer and snail fable is considered to contribute in education field. The character of the mouse deer with its strengths and the snail with its weaknesses brings its own spirit to the reader that the irrationality of the weak can defeat the strong is acceptable logic. Thus, the strong mouse deer is judged as a loser and the weak snail is judged as a hero by the readers. In fact, in a certain sense, the meaning of an event conveyed through the characters of the story can be inversely to the reader's interpretation so far. The objectives of this study were (1) to describe the characters of the mouse deer and snail in deconstruction studies; and (2) to describe the relevance of deconstruction studies with critical thinking activities in the independent learning era. The research was a descriptive qualitative research based on research studies using Derrida's deconstruction. Data analysis was carried out in stages, namely: reading repeated texts carefully so that the original context and reception context were found, tracing binary opposition, and presenting other logic or other perceptions. The results of the study shows that (1) the snail character who has been predicted to be a good character can be considered an arrogant and fraudulent character. Meanwhile, the mouse deer figure who has been regarded as an arrogant figure can be considered an honest and kind character, and (2) the deconstruction study method is relevant to critical thinking activities in the independent learning era.

Keywords: Characters, Deconstruction, and Fable.

Introduction

The presence of deconstruction as a poststructuralist paradigm in studying literary texts has provided its own perspective for the development of literary studies. As a recent method, deconstruction has given readers new knowledge to think paradigmatically instead of structuralism. If in structuralisms readers generally tend to agree with the interpretations that have developed. While in the paradigmatic readers have their own thoughts on the stability of the meaning expressed in the text. It is not intended to reject or disagree with the general perspective produced in the text, but rather to complement the meaning that is not shown in the text. Due to the fact that reconstruction is complex and the meaning that emerges from a text can be more than one.

Reading text through deconstruction is the reading of the text by tracing the structure and

uncovering the hidden system in the text. In deconstruction, the meaning of a text is not stable, but there are multiple meanings that are connected to one another that make up the text. In Barnett, deconstruction is also called the art of dismantling and then rearranging established literary conventions and materials (2020: 187). Readers can make assumptions about other meanings that did not appear in the previous perspective. Readers can reconstruct based on their logic. So, it can be said that in deconstruction, the exact meaning of a text is never fully concluded. If it is reconstructed, it will always find new symptoms and new meanings that color a text. The text conclusions are ambiguous.

Deconstruction studies by poststructuralists try to reject studies carried out by structuralists. The rejection is not intended to deny the truth of the meaning contained in the text, but rather to reveal the hidden meaning in the text and bring it up in a different perspective. This is because the text is multidimensional and the perspective on each dimension will bring out different dimensions of meaning. This is what the author wants to do in a deconstructive manner, namely that every meaning raised and processed by the author is not autonomous but can still be contested, even the meaning that appears can be inversely proportional to the actual meaning.

For these reasons, it needs attention in the education field. Especially in the independent era of learning which emphasizes the concept of critical thinking in addition to other concepts. The concept of deconstruction becomes a vehicle for students to cultivate reasoning abilities from those that tend to accept existing ideas with trying to contradict these ideas in a rational and accountable corridor. This is as quoted by Sulaiman and Shakarofath, critical thinking is an activity of thinking in order to obtain the truth of information received by examining existing evidence, using logic, and self-awareness. that nothing is certain (2018: 86). It means that the results of critical thinking are in the form of new ideas that can be justified. It is because critical thinking is based on the availability of evidence and acceptable reasoning.

In the study of Indonesian literary works, it is not wrong if the critical thinking competence of "deconstruction" is used in studying literary texts. Through deconstruction, new meaning paradigms will be obtained for a text. Texts that previously presented autonomous meanings and marginalized other meanings will be reconstructed with new meanings so as to present new conclusions. This can be done in the literary text of fables which has a thick nuance of meaning which is exhaled by readers of literary works because fables are a form of literary work that is full of moral values and character in

them. These values are reflected in the behavior of the characters (Danandjaja, 2002: 26). The stories of fables that are told from generation to generation are usually very autonomous with meaning. Good and evil characters, honesty and lies are inherent in the characters and seem to be irreversible. So, the use of texts from time to time and from generation to generation is directly proportional to the mindset of anonymous authors.

Text is complex and also complex reconstructed. With the complexity of the system that compiles it, the text can not only be interpreted in one meaning but also in another. So, it is not impossible if the meaning that appears from the beginning can be compared with the new meaning. The fable story about the mouse deer and the snail is a fable story that has been passed down through generations. This story is often given in learning activities at school or in storytelling activities conducted at home. Now, this story can be seen in various electronic media. This interesting story shows that the mouse deer with all his ingenuity must be defeated by the animal snail which is considered the weakest because it is slow in carrying out any activity. The teaching about the defeat of the mouse deer is considered because he feels arrogant after defeating and tricking an animal that was bigger and stronger than himself. So, in the story of the running competition held between the snail and the mouse deer, the mouse deer suffered from having to lose due to the tactics devised by the snails. The mouse deer did not know that the snails cooperate with their friends by hiding behind a bush. When the mouse deer called out, suddenly the snail was in front of him. In fact, it was another snail that has the same exact size as the snail that become the opponents fight.

The story about the mouse deer and snail has made the conclusion that in life, a person should not be arrogant because of his/ her strengths. Every living thing has its own advantages and disadvantages. Sometimes what appears is a lack. However, behind that deficiency there is an outside strength ordinary which is bestowed by God. That is what should not be followed from the figure of the mouse deer. Thus, presumably the meaning of the story. From each story, the shows “image” that one cannot have a character like the mouse deer. The image seems standardized and as if it cannot be criticized. In fact, if it is interpreted more deeply, it can be assumed that it is not the mouse deer that actually has an arrogant character, but the snail has that character. This is what will be examined in this paper, namely deconstructing the characters of the mouse deer and snail in the fable story.

Therefore, the formulations of the problems in this study are: (1) what are the characters of the mouse deer and snail characters after deconstructing them and their relevance?; (2)

whether deconstruction studies have any relevance to critical thinking activities in the independent learning era?. The objectives of this study are (1) to describe the characters of the mouse deer and snails in deconstruction studies; and (2) to describe the relevance of deconstruction studies with critical thinking activities in the independent learning era.

Materials & Methods

As an art of reading text, the term deconstruction was coined by a French philosopher, namely Jacques Derrida. Derrida said that deconstruction is an activity of reading the text which is carried out by interpreting it carefully and continuously so that contradictory thoughts are obtained from the text which is structural (Briggs, 2001: 257). It means that, deconstruction contains a philosophical element. In translating a text, it does not a definite conclusion has ever been obtained. Because the text is complex and the complexity of the text can be reconstructed to the smallest parts that have not been shown in interpreting a text. The elements that have been reconstructed in an established manner are dismantled and the links that have been it is not really important or even not shown. So that there is a contradiction or conflict regarding the meaning of a text (Nesari, et al., 2011: 906).

Sarup, as quoted by Zulfadhli explained that Derrida's deconstruction is a way of reading a text carefully so that a conceptual difference is obtained from the results of the author's thought (2009: 134). This explanation should state that a well-structured text is deemed to have failed in fulfilling its own criteria. Standardized text constructs are used to challenge the generally accepted concept of the text. This is because in the text there are so many meanings that can be raised even though the text is a text that is incomparable to other texts. The potential to interpret text with various meanings will appear when the language (sign) is connected with the context (Meliono & Budianto, 2007: 26).

To read the text in deconstruction, it is explained that the objectives of reading deconstruction in literary texts include: binary opposition, hidden areas, and internal contradictions of the text (2013: 33-34). Binary positions are one of the elements as if they are considered special and other elements are considered to be marginalized. . Binary opposition is important in order to create structural stability. Then, the hidden area is the side that is not realized by the author in the text. The hidden area is a part of the text itself which is unconsciously marginalized by the author. So, the hidden area is not something outside the text. Regarding the hidden area, it was raised because of criticism of the

authorship authority and the meaning of a text. Then, in the internal contradiction of the text, the text is considered a construction that is not final but diffuse in nature. There are no definite conclusions about the meaning of a text. A new conclusion will appear that opposes the next conclusion. So, the meaning of a language cannot always be clearly defined.

That is why, what we want to achieve in reading deconstruction is the emergence of another perspective from the perspective of the original text. This perspective appears not without cause, but there are assumptions from the results of careful reading of other elements which lead to contradictory meanings of the autonomous main elements in the text.

The researcher conducted a descriptive qualitative research based on research studies using Derrida deconstruction. Fatimah Djajasudarma (1993: 10) says that qualitative methodology is a procedure that produces descriptive data in the form of written data or catalysts. Moleong (2007: 11) suggests, descriptive research emphasizes on data in the form of words, pictures, and not numbers that caused by the application of qualitative methods. The source of the data used in this study is the story of the mouse deer and snail fables which can be seen on the internet, posted by Topta (2020). Data collection is done by understanding and analyzing the data obtained from the fable. Data analysis was carried out in stages, namely: reading repeated texts carefully so that the original context and reception context were found, tracing binary opposition, and presenting other logic or other perceptions. Texts that previously contained general meanings that were accepted by many readers were compared with new meanings as a result of reasoning about the text that could be justified and logically accepted (Ungkang, 2013: 34-35).

Result & Discussion

The story of the fable of the mouse deer and snail is a story with animal characterizations that are familiar to readers. The story of the mouse deer and snail is one of the many stories of mouse deer and other animals, such as mouse deer with a Crocodile, Mouse deer with a Tiger, and The deer story series is full of moral values. In it, there are many values of superior character that can be used as teaching materials for students.

The story of the Mouse deer and Snails' fables, which have been widely rewritten in electronic media, is no different from the narrated story. The story of the Mouse deer and Snail Fables tells of the characters of the mouse deer and snails as well as other animals in

a forest. In the story, the clever mouse deer is considered to be mocking and boasting in front of a snail that looks small and weak. Not accepting the taunts made by the mouse deer, the snails get angry and challenge the mouse deer for a running race witnessed by other animals in the forest. Accept the snail challenge , the mouse deer was willing to compete with him. After they parted, the snail gathered his friends to conspire to defeat the mouse deer. To summarize the story, the mouse deer was defeated by the snail.

Structurally, the mouse deer and snail fable has an interpretation if the mouse deer character is marginalized as an arrogant character who feels proud of his ingenuity. This can be seen in the following text excerpt.

> “To get rid of the sleepiness of the mouse deer, take a walk in the forest while puffing out his chest. While walking the mouse deer said, "Who doesn't know the mouse deer. The smart, the smart and the brave. Every problem will be resolved by me Crocodile, elephant, tigers are all stupid beasts when it comes to me they are I can believe.

In the quote, it appears that the mouse deer feels proud of his cleverness and can overcome various problems of his friends and also those related to his own safety. With his cleverness, he is able to defeat animals that are bigger and stronger than himself. However, the snails overheard feelings of pride, so the mouse deer looked for the source of the sound to find out who had reprimanded him.

> "Apparently you've been watching me for a long time, huh? Little snail and cute. Uh no! You are small but not cute but ugly like chicken poop, "said the mouse deer.

The words of the mouse deer are considered to be a matter of disaster for the mouse deer so that the mouse deer is considered arrogant and demeaning other animals, especially the snails. Hearing this conversation, the snails do not accept and challenge the mouse deer to run. Even though at first, the mouse deer was amused by the challenge of the snail. Logically, the winner can already be known. Deer accepted the challenge. However, because the snails did not want to lose and clever, finally the mouse deer can be defeated.

Based on the autonomous interpretation of the character of the mouse deer above, it can be seen if the animal is a clever animal but it is very unfortunate that it is proud of its ingenuity and strength. Thus, the defeat it receives is considered as retribution for its

arrogance that taunts animals that are weaker than itself. By reading the story, it is not impossible for critical thinking to emerge that connects with other mouse deer stories in the series. Another series that emphasizes the mouse deer as an animal character who is clever, clever, and capable of helping solve the problems of other animals in marginalized forests with the story of the mouse deer and the snail. Kindness in other story series is neglected and seems to be covered by the defeat of the cleverness of the mouse deer in the fable series of deer and snails.

In interpreting the text the reader should require not only to focus on the meaning conveyed in general, but also to be able to see other meanings, giving rise to new perspectives on existing meanings. When read carefully, the snail and the mouse deer have the same character, even the characters of the mouse deer and snail can be inversely proportional to the characters known in the story. It can be said that the snail has an arrogant and fraudulent character, while the mouse deer has an honest character.

Snail pride and cheating can be seen from the following quote.

> "After the mouse deer left, the snails immediately called and gather friends. The snail asked his friends when the competition happened, his friends must be on race track. "Don't forget, you guys are hiding behind chunks stone, and one must immediately appear if the mouse deer calls, that way we are always in front of the mouse deer, "said the snail.

Looking at this quote, we can imagine how the tactics will be used by the snails to defeat the mouse deer. The competition which will be witnessed by many other animals and is expected to carry the values of sportsmanship tarnished by the conspiracy of the snails and their friends. This is a fraudulent thing and is not good when applied in life. Even though the reader actually knows and can accept what the snail is going to do. However, this can be considered character assassination.

Furthermore, the snail pride in the competition can be seen from the following utterance.

> "Oh, what a pity you deer. Looks very tired, tired huh run?" scoffed the snail.

The conversation quote that comes out of the snail's mouth shows how the figure of a snail who is usually quiet and doesn't talk much has begun to show his victory from the mouse deer. Feeling that he has the upper hand, the snail has started to taunt the mouse deer. Of

course this is very unfortunate. Readers' understanding to snails who have a strategy Precise in defeating the mouse deer because his weakness and ingenuity must be eliminated in the eyes of the reader's perspective. The snail begins to insult the mouse deer who is exhausted and drained of energy. So, the view of the reader who assumes the mouse deer as a clever but arrogant character has shifted to the snail. an arrogant person becomes an honest character and is not ashamed to admit his defeats and mistakes. This can be observed in the following quote.

> "The mouse deer is still amazed and doesn't believe that he was defeated by him animals smaller than him. The mouse deer lowered its head and admit defeat. "

The character of the mouse deer accepting and acknowledging defeat is a commendable thing which of course not many people have after falling from the height of their self-esteem. The character of the mouse deer provides lessons for anyone to dare to admit mistakes and accept defeat gracefully.

Meanwhile, what about snails? This is what readers are waiting for. Does the snail dare to declare to the mouse deer that the victory he gets is a dishonest victory. Perspective is what makes the mouse deer character smart and honest, while the snail character has an arrogant and cheating character.

The deconstructive way of reading the story of the Mouse deer and Snails' Fable above has provided a new way of thinking for readers. The reader does not have to have the same interpretation as the generally accepted interpretation. Readers can have other perspectives that are rational and can be justified with authentic evidence.

Deconstructive thinking can be a gate in instilling critical thinking to students. John Dewey as quoted by Kasdin said that critical thinking is an intellectual process with various active considerations, which are continuously and carefully carried out regarding a belief or knowledge received by including supporting reasons and conclusions that are accepted. Reason (2012: 3) Referring to definition justifiable this, critical thinking activities are active and careful activities in order to accommodate knowledge or knowledge with arguments and evidence.

The concept of critical thinking is not an opposing concept, but the concept provides other considerations or perspectives on developing issues. This is what needs to be emphasized to students so that in every lesson they have critical thinking skills, so that they can build

new perspectives and can build an independent image in themselves.

In the concept of independent learning delivered in December 2019, critical thinking is an important dimension among other dimensions. The concept of independent learning is freedom of thought. This means that both institutions, curricula, and educators need to provide flexibility to students to explore optimally their competencies (Mustaghfiroh, 2020: 146). In practice, independent learning means giving full space to students in developing their competencies. Students are facilitated creatively to convey ideas and new concepts so that new skills emerge.

Conclusions

Based on the results and discussion above, it can be concluded: First, the snail character who has been predicted to be a good character can be considered an arrogant and fraudulent character. Meanwhile, the mouse deer figure who has been regarded as an arrogant figure can be considered an honest and kind character. Second, the deconstruction study method is a method of studying texts which in practice is carried out carefully, critically and continuously so that conflicting thoughts are obtained from an established text. The results of these thoughts will give birth to new concepts and new perspectives as a vehicle for thinking. This is of course in line with the critical thinking activities that have been echoed by the government since 2019 through the era of independent learning. Through critical thinking, it is hoped that learners can process new information received to reach conclusions with new perspectives.

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