Representation of Women in Jo March's Character in the Novel Little Women: A Feminist Study

Nurul Rahmawati[1*] and Shagita Maulady Anjany[2]
[1,2]Universitas Putra Indonesia, Indonesia
nurulrahmawati768@gmail.com[1] and stugas180@gmail.com[2]
*correspondence: nurulrahmawati768@gmail.com
https://doi.org/10.24071/ijels.v11i1.11617
received 31 January 2025; accepted 25 March 2025

ABSTRACT
Louisa May Alcott's *Little Women* is an American novel that describes the lives of women in the 19th century, when many social inequalities between men and women existed. Starting from these problems, the purpose of this research is to analyze the feminist values represented by the character Jo March. It examines the forms of social injustice and discrimination against women depicted in the novel as a reflection of women's real-world issues. It also explores and unveils the forms of resistance by the female characters. The primary data source is the novel *Little Women* by Louisa May Alcott, which is analyzed using Beauvoir's existentialist feminism approach and qualitative descriptive method. The results of the research show the existence of gender injustice, which limits women's space through gender stereotypes, subordination of women, and objectification of women. The forms of resistance that demonstrate women's existence include fighting subordination, working to achieve financial independence, and becoming influential figures in society.

Keywords: existentialist feminism, identity, Little Women

INTRODUCTION

Literary works are a form of creative expression that contains aesthetic elements and often reflects the values of experience and outlook on life. They are not only the result of oral and written creation but also the result of the expression of feelings. They also describe the authors' imagination, which is communicated and referred to as aesthetic (Permatasari, 2016). Literary works can be divided into several forms, including poetry, which contains rhythm and rhyme; prose, which is in the form of narrative; drama, which is a written work to be staged containing dialogue between characters; essays, which discuss a theme from the author's point of view containing arguments or reflections; folklore, which is a literary work that comes from oral traditions such as fairy tales; and biography or autobiography, which is a literary work that tells a person's life either from the point of view of another person (biography) or the author himself (autobiography) (Desmawati, 2018; Klaler, 2004).

Regarding prose, a novel is a part of prose that is arranged in regular sentences and paragraphs containing a certain complexity. It imaginatively presents human experiences, usually through a series of interrelated events involving a group of people in a particular setting (Desmawati, 2018). Novels refer more to a high reality and deep psychology; they are a form of description of a person's life and his environment (Wellek & Warren, 1998). *Little Women*, a famous 19th-century novel written by Louisa May Alcott, is no exception. *Little Women* is an important work of literature in literary history because it challenges traditional gender roles. Alcott's writing often reflected her belief in women's independence and social reform. She wrote

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

both children's literature and novels aimed at adults, and her works continue to resonate with themes of family, gender roles, and personal growth.

Alcott created multi-dimensional female characters, each with their own dreams, strengths, and weaknesses. Depicting the diverse experiences of the four March sisters, Jo, Ami, Meg, and Beth as they relate to each other, shows the importance of support between women. They show that women can work together instead of competing with each other, as they support each other in achieving their dreams and facing challenges. Jo March defies conventional notions of women's issues. She is not only a tomboy but also a passionate writer, showing that women can pursue careers and goals outside the home. In this book, each female character undergoes a process of searching and determining their own identity. Alcott describes this journey meticulously, emphasizing the difference between individual desires and societal expectations. This description is represented by the character Jo, who shows a passionate attitude when determining her identity.

Little Women, published in 1868, is a work of American literature that explores the lives and struggles of the March sisters in the post-Civil War era. Among them, Jo March stands out as a complex and dynamic character, often interpreted as a pioneer of feminist values. Jo's character has emotional depth; she feels anger, frustration, and joy, which goes against the conventional perception of women being silent and passive. Her complexity makes her more plausible and exemplary for women. Jo shows how important female solidarity is in her relationship with her sister. She reinforces the idea that women can help each other by encouraging Meg to achieve her goals and helping Amy in her artistic endeavors. Jo opposes conventional female obligations, such as marriage and domesticity. For example, she rejects Laurie, who claims that self-fulfillment is more important than social rules, as an example of rejecting social pressure to marry. Jo often behaves in ways that are considered unfeminine, such as dressing in a more practical way and cutting her hair. These are actions that show resistance to the feminine standards set by society. The opinion is also strengthened by the existing previous studies that highlight various aspects of Jo's character, from her ambition to become a writer to her rejection of social expectations regarding marriage and domestication.

Focusing on Jo March, this research examined the feminist values represented by Jo's character. In addition, this research also unveiled how her traits and choices have challenged the traditional gender roles of her particular time. In order to achieve this, a library study on previous similar research using descriptive qualitative methods was conducted to achieve the aforementioned goals.

Understanding Jo's role in *Little Women* will enrich the discourse surrounding feminist literature and highlight the enduring relevance of this character in contemporary discussions on gender identity and empowerment. Feminism is a women's movement based on society's perception of women, where women cannot do anything without men and where women are only considered by men if they have a position above men (Gusfitasari et al., 2022). Feminism is a movement that demands women's emancipation, equality, and justice (Wilany, 2017). Feminism is a women's movement that occurs almost all over the world. As Hooks (2015) says, feminism is a movement to end sexism, exploitation, and oppression. According to Beauvoir (1956) in his book *The Second Sex*, feminism is a movement that aims to achieve gender equality, focusing on the understanding that women must be recognized as independent subjects. From these definitions, it can be seen that feminism is a broad and multidimensional movement that focuses on equality, justice, and dismantling structures of gender oppression.

A novel is a meaningful structure of thought. A novel is a work that has intrinsic and extrinsic elements (Kurnia, 2013). According to Ariska and Amelysa (2020), a novel is a long prose work that contains a series of stories of a person's life with people who are around him and emphasizes the character and nature of each actor. One of the approaches to analyzing novels is feminism. In this regard, the researchers are interested in researching the novel *Little Women*, which is the work of Louisa May Alcott. The reason the researcher conducted this feminist study

is to find out the role of the character, the position of the character, and gender injustice to women in the novel *Little Women*. The feminist movement has changed how women are treated today from how they were in the past. Women are starting to get justice in pursuing their rights and have equal educational and political opportunities (Sitepu, 2023). Based on the description above, the research explaining the values of feminism of Jo March's character in the novel *Little Women* needs to be researched.

Preview of the research

In order to achieve the research's aims regarding existential feminism, the researchers conducted a library study on previous research that focused on similar topics. This section also explains some previous research related to feminism. The author found previous studies that discussed the same novel and explored different issues and theories.

The title of the first previous study is *Analysis of Feminism in the Novel of Little Women by Louisa May Alcott* (Desmawati, 2018). It explains feminism in the novel, a movement by women to reject everything that is marginalized in political life, economics, and other social life, which is a belief that women and men are inherently equal in value and worth. As Beauvoir (1956) said, feminism is a movement that aims to achieve gender equality, focusing on understanding that women must be recognized as independent subjects. This research used qualitative research methods with Rosenstand's analysis of feminism theory. Based on the research result in the novel, the main character, Jo March, expresses herself through a feminist point of view, especially the independence and emancipation of women in a patriarchal era. The significant difference from this research is the theory. Desmawati's research used Rosenstand's theory to describe its feminist value, while this research used Beauvoir's theory to analyze the feminist value of the main character.

The second research is *Liberal Feminism in the Little Women Movie* (Sofia et al., 2024), which shows the gender discrimination that occurs in the movie, discrimination in society, education, work, and politics that depicts liberal feminists by confronting women's stereotypes. This research used a qualitative research method with Mukarovsky analysis theory. The significant difference from this research was the source of data. The research by Sofia et al. used the movie as the data source, while this research used the novels.

Another previous research is entitled *Feminism potrayed in Greta Gerwig's movie Little Women: Analysis in modern era* (Dewi & Medina, 2020). Showcasing modern feminists who defy gender stereotypes through financial independence and freedom of expression, Dewi and Medina focused on analyzing the main character, Jo March, who represents modern feminist aspirations and the challenges faced by women today. This research used library study and descriptive qualitative using content analysis to study the movie. The significant differences from this research are the theory and data source used.

Theoretical framework

This research used Beauvoir's (1956) theoretical framework on existential feminism, which states that the definition of existentialism refers to an understanding in the school of philosophy that places existence before essence (Azzahra, 2022). This theoretical framework expands literacy to include theoretical understandings of feminism. This model proposes how readers can understand existential feminism in *Little Women* through four existential feminist concepts: a) "The Other", b) Freedom and Liberty, c) Choice and Responsibility, and d) Existence before Essence. Through analysis using these concepts, results can be found that represent Jo's character in the novel, showing an attitude of wanting to be free with her choices.

Novel

A novel is a long prose work that contains a series of stories about a person and the people around him that emphasize the nature and character of the actors (Sugono, 2008). Novels are

prose works that are built with intrinsic elements, including theme, setting, character and characterization, point of view, language style, plot, and others. According to Wellek and Warren (1998), novels refer more to a high reality and deep psychology, but basically, novels are a form of description of a person's life and environment. From this statement, it can be interpreted that a novel can be used as a mirror in seeing the human condition in the surrounding society.

The novel *Little Women* by Louisa May Alcott tells the story of a March family that tells the story of four female figures. The first is Meg, who is beautiful and orderly; the second is Jo, who is passionate and unruly; the third is Beth, who is quiet and kind; and the youngest is Amy, who has talent in the arts and is childish. The four lived with their mother while their father fought in the civil war. As sisters, they love and care for each other. Even though they mock each other and often fight with each other, they still protect each other because they realize the presence of their sisters is more valuable than anything else.

Beauvoir's (1956) existentialist feminist theory refers to Sartre's existentialist philosophical theory, particularly on the concept of human relationships. For Sartre, human relationships are based on opposition, and each individual tries to maintain subjectivity by making others an object. By adopting Sartre's concept of existentialism, Beauvoir argues that there is an unequal relationship between men and women, where men call themselves one or self, while women are passive objects (Beauvoir, 1956). Based on Beauvoir's concept of existential feminism, these acts of objectification of women and gender injustice are prevalent in *Little Women*. The forms of gender injustice and different treatment of women can be divided into three parts: 1) subordination of women, 2) stereotyping of women, and 3) violence.

Existentialist Feminism

Existentialist feminism is a way of thinking about women's existence in society. Existentialist feminism places great value on women being themselves and appearing on an equal footing with men in public life. It explained that only a self-aware person knows how to behave in public (Kasimbara, 2022). Existentialist feminism believes that human beings are sublime and that their existence is determined by themselves. Existentialism was initially founded by John Paul Sartre and later led to Simone de Beauvoir's ideas of existential feminism. According to Beauvoir (1956), the worlds of men and women are always interconnected as evidence of men's superiority over women. Because patriarchy is so deeply rooted, women are seen as objects and have no autonomy. Certain restrictions have been put in place that prohibit women from working in the same position as men, which is controversial, especially regarding the right to self-determination. From a woman's point of view, the restrictions are undoubtedly a serious problem. As Beauvoir (1956) stated, women should be given the same freedom to make decisions about their own lives as men.

In his concept of existential feminism, Tong (2014) encourages women to live freely and make their own decisions about their future without support or guidance from others. In other words, Beauvoir (1956) encourages women to be who they truly are. Just as women have the same rights as men and can express their human existence, they must be allowed to express themselves freely in all societies (Tong, 2014). Furthermore, Kasimbara (2022) states that women will be able to realize their full potential by achieving their independence. Women will not even have to worry about their biological limitations to be intelligent. Women can seduce men, but they refuse to be used as objects. Moreover, women must fight for their own presence in the public sphere as a result of cultural constructions created and reinforced by patriarchy through myths and stereotypes about women, which place them in a weak and subordinate position (Kurnianto, 2021).

METHOD

This research used a descriptive qualitative approach to describe the problem and research focus. Moleong (2007) argues that qualitative research is presented in the form of words and

pictures, not numbers. In addition, a qualitative research approach is based on qualitative evidence and not based on statistical results (Nisya et al., 2024). Ibrahim (2015) states that a qualitative approach emphasizes deepening the aspects of the data to obtain high-quality research results. This method was used to find elements and characteristics of a phenomenon. The data source of this research is the novel *Little Women*. By using the descriptive qualitative method, the author described the data and depicted gender identity in the form of representation, social roles, and characteristics. In this research, the data sources were literary works, words, sentences, and discourse. In order to obtain the data and strengthen the research, the researcher used the quotations from the novel. To deepen the analysis, the researchers also read several books, references, and a few literature reviews.

The data analysis technique involved a series of steps. First, data were collected from various sources, including the novel and journal articles relevant to feminism in the novel. The collected data were analyzed using Beauvoir's theory of existential feminism, assisted with some supporting theories to strengthen the arguments. The data in the discourse were then analyzed specifically based on the feminism of the main character, Jo March. This analysis focused on how this character reflects existential feminism and how gender equality illustrates feminist values. The results were summarized to reveal how the novel represents feminism and how gender equality illustrates feminist values in the context of the novel.

FINDINGS AND DISCUSSION

Based on the data analysis, the researchers revealed the findings to answer the research's aims. The analysis focused on two topics: how feminism is represented in Jo March's character and how the challenges faced by Jo March are related to women's issues in literature. As mentioned, *Little Women* by Louisa May Alcott is a work of American literature that explores the lives and struggles of the March sisters in the post-Civil War era. Among them, Jo March stands out as a complex and dynamic character, often interpreted as a pioneer of feminist values. This research examines the feminist values represented by Jo's character, as well as how her traits and choices challenged the traditional gender roles of her time.

The novel illustrates how injustice against women is depicted through resistance to society's gender stereotypes that refer to women. Jo, a woman who wants the same freedom of expression as men, ends up expressing herself without regard to the gender stereotypes of her time. The feminism represented by Jo's character is a positive effect of Jo feeling that in order to express herself, she must show her power and dominance. This novel explores the main topic of how women can express themselves without having to refer to existing gender stereotypes because it does not harm someone who has an impact on others. This analysis will be divided into two parts: the forms of gender injustice and discrimination against women and the forms of women's resistance as a form of self-existence.

Forms of Gender Injustice and Discrimination against Women

Subordination

Subordination is the belief that women are irrational and emotional and, therefore, unable to lead, and causes women to be placed in unimportant positions. According to Karwati (2020), gender subordination occurs in resistive women, so women are the root of gender subordination. The 19th-century American culture is one of the factors that caused the subordination of men and women. Women are placed in a lower position than men. In the novel *Little Women*, data was found that became a form of gender injustice subordination.

> *"... I'm dying to go and fight with Papa, and I can only stay at home and knit like a poky old woman." – and Jo shook the blue army sock till the needles rattled like castanets, and her ball bounded across the room.* (Alcott, 2020, p.8)

Jo is described as a girl who likes boys' games. She likes the things that men can do and their behavior patterns. She regrets that she was not born a man who is free to do any activity without anyone hindering him. Jo wants to join the army just like her father, but this desire is hindered by her status as a girl, who at that time was prohibited from joining the war and could only wait at home.

War belongs to the military field, which is closely related to masculinity. The tradition of war is the beginning of the trigger for the emergence of patriarchal culture because of the continuity of war, which positions men as the dominant class because of their physical strength. War became a form of male masculinity that was persistent and brave. This stereotype makes war unsuitable for women. In contrast to men, women are considered unable to participate in a war like men because women have many limitations and are seen as weak creatures and can only wait at home doing domestic work that is womanly in nature.

Stereotyping of Gender

Stereotyping is the labeling or marking of a particular group (Adzkia et al., 2022). Butler (1990) argues that gender stereotypes are social constructions formed through societal norms, values, and expectations. Stereotypes are a form of the social and cultural construction of society that is passed down. In this case, stereotypes are often negative and detrimental to one party, be it the woman or the man.

In the novel *Little Women*, there are several stereotypes portrayed of women. These gender stereotypes arise from the assumption that women should not look or act like men.

> *Jo immediately sat up, put her hands in her apron pockets, and began to whistle. "don't, Jo-it's boyish."* (Alcott, 2020, p.7)

> *"You are old enough to leave off boyish tricks, and behave better, Josephine. It didn't matter so much when you were a little girl, but how you are so tall, and turn up your hair, you should remember that you are a young lady."* (Alcott, 2020, p.8)

Jo is the second of the four March sisters. She likes to act like a boy because she thinks it makes her comfortable. Jo often whistles, and her actions are often reprimanded by her sister, Meg, because it is considered inappropriate behavior for a woman. If a woman whistles, then she will be considered a naughty and flirtatious woman, unlike men, who will not be reprimanded or considered inappropriate when whistling because it fits the stereotype of men who are wild and allowed to flirt with women. Meanwhile, women are limited in their freedom of expression and action.

> *"I ain't! And if turning up my hair makes me one, I'll wear it in two tails till I'm twenty," cried Jo, pulling off her net, and shaking down a chestnut mane. "I hate to think I've got to grow up and be Miss March, and wear long gowns, and look as prim as a China aster."* (Alcott, 2020, p.8)

Women have many demands on their lives due to cultural influences. The majority of baby boys will be dressed in blue accessories, while girls will be dressed in pink. The gender identity that has been formed will continue to develop into adulthood and refers to masculinity and femininity. When they grow up, colors no longer differentiate their identity. They are required to show who they are and what their identity is. For example, women have long hair, which is neatly put in a bun in 19th-century American culture. Men, on the other hand, have short hair, which, even if it is untidy, will not be commented on by society. In 19th-century America, women were required to wear dresses, and only boys were allowed to wear pants. If women wore pants, it was seen as strange and perverted by the existing culture, so it was not uncommon for women

who wore pants to be stoned as a form of male disapproval of women who wore pants because the stereotype was that women wore dresses and men wore pants.

Violence

Umniyyah (2021) argues that violence is an attack on a person's physical or psychological mental integrity. Violence against humans comes from several sources, one of which is violence against particular sexes caused by gender assumptions, called gender-related violence. According to Fakih (2010), gender violence is caused by the inequality of power that exists in society.

> *"I don't approve of corporal punishment, especially for girls. I dislike Mr Davis's manner of teaching, and don't think the girls you associate with are doing you any good, so I shall ask your father's advice before I send you anywhere else."* (Alcott, 2020, p. 92)

When Amy received a beating from her teacher at school because she had broken the rules, Amy cried and told Marmee about it. Marmee looks displeased and uncomfortable after hearing the explanation from Amy because she thinks that the punishment given by Mr. Davis is an act of physical violence. Physical violence often occurs because of power imbalances. Girls are one of the groups that are victimized because they are considered weak parties, so violence can be easily committed against them. Through the analysis of this novel, three forms of gender injustice are depicted in the situation and conditions in America in the 19th century, and the results show the social inequality between women and men that supported the existence of gender injustice at that time.

Forms of Women's Resistance as a Form of Self-Existence

Based on the data obtained from the novel, the female character depicts an independent woman who fights for her existence in society against all forms of gender injustice and discrimination against women. In this case, Beauvoir (1956), with her existentialist feminism theory, has offered various strategies to assert the self-existence of women in society. By using Beauvoir's theory of existentialist feminism, we found several quotes that show the existence of women in Louisa May Alcott's *Little Women*, including 1) working, 2) becoming an intellectual agent, 3) rejecting subordination, and 4) becoming an influential figure in society.

Work

Beauvoir believed in her theory that one of the main keys to women's freedom lies in economics. Although working in a capitalist social culture meant that women had to carry additional burdens on top of their family responsibilities, Beauvoir believed that women had the opportunity to develop through work. This belief gives women more freedom to make their own life decisions and demonstrate their ability to live independently and without dependence on men. One of the quotes that shows this is as follows.

> *"Mother didn't say anything about our money, and she won't wish us to give up everything. Let's each buy what we want, and have a little fun –* ***I'm sure we grub hard enough to earn it****," cried Jo, examining the heels of her boots in a gentlemanly manner*. (Alcott, 2020, p.6)

Despite the dominant patriarchal culture, Jo and her sister insist on working to fulfil their daily needs. Although her path is not easy, she still does the work for her needs.

> *"I know I do - teaching those dreadful children nearly all day, when I'm longing to enjoy myself at home," began Meg, in the complaining tone again. (Alcott, 2020, p.6)*

In the context above, Meg also realized that the work she did was not easy and made her occasionally complain about her work. Teaching children requires a strong mentality.

Based on the discussion above, both Jo and Meg are independent women who work and do not depend on anyone. Financial independence also gives both female characters their own authority and strength to fight subordination over them. Thus, this proves that working can be a form of self-existence for a woman.

An Intellectual

An intellectual is someone who has a high intelligence that is concerned with thinking and understanding. An intellectual is also not only bound by formal understanding but includes all understanding and thinking in everyday life. Being an intellectual agent shows the existence of women in society. As said by Beauvoir in her theory, for women to be free from the shadow of men, women must also continue to learn to become intellectual agents who are intelligent in thinking and able to voice their opinions to bring change. In the novel *Little Women*, there are female characters who show to be intellectual agents but in different domains, which are shown through quotations:

> *"You don't have half such a hard time as I do," said Jo.*
> *"How would you like to be shut up for hours with a nervous, fussy old lady, who keeps you trotting, is never satisfied, and worries you till you're ready to fly out the window or box her ears?"* (Alcott, 2020, p.6)

The quote above explains Jo's complaint that she works as a companion to an old woman (Aunt March), which in the quote means that Jo has become an intellectual agent where the job Jo takes is an unusual job where Jo must have the ability to manage Aunt March's daily life and make decisions about her care and comfort. Inevitably, Jo must be able to handle difficult situations and conflicts with Aunt March, who is stubborn. Therefore, Jo's role as Aunt March's companion shows the progress of women's emancipation. In addition, Jo defies gender stereotypes by working outside the home, and this experience shapes Jo's identity as an intellectual agent.

Rejecting Subordination

In the concept of the Self or the Other, women are always placed in the second position, namely as passive objects. In order to be free from this subordination, women must first have the courage to voice their opinions that reject all forms of subordination. This act of rejection is also represented by Jo's character when she does not want to be governed by the existing culture, especially the style in which she wants to wear clothes that she thinks are comfortable.

> *"I ain't! And if turning up my hair makes me one, I'll wear it in two tails till I'm twenty," cried Jo, pulling off her net, and shaking down a chestnut mane. "I hate to think I've got to grow up and be Miss March, and wear long gowns, and look as prim as a China aster. It's bad enough to be a girl, anyway, when I like boy's games, and work, and manners. I can't get over my disappointment in not being a boy, and it's worse than ever now"* (Alcott, 2020, p.8).

From the quote above, it can be seen that Jo wants to wear what she thinks is comfortable. She also wants to be free to express herself and not be bound by social conventions. Thus, she chooses to dress simply and comfortably. In addition, Jo is more interested in activities such as reading, writing, and sports than dressing up.

CONCLUSION

Based on the research that has been conducted on the novel *Little Women* by Louisa May Alcott using de Beauvoir's theory of existentialist feminism, it can be concluded that several forms of gender injustice befall the female characters in the novel, such as the existence of gender subordination which considers women weak when compared to men, gender stereotypes in society against women, and violence against women where they are considered weak beings. Apart from the forms of discrimination against women, there are also forms of resistance carried out to show their existence. Firstly, working means women can become independent and have freedom over themselves, not just staying at home. Secondly, by becoming intellectuals, women can have broad insight and be more open-minded. The third is to reject the concept of subordination or the so-called "the Other", where women are not only objects but can become themselves.

REFERENCES

Adzkia, H. F., Soestina, E. R., & Hermawati, Y. (2022). Gambaran ketidakadilan gender dalam novel *Little Women*: Kajian kritik sastra feminis. *Journal EDUCATIO, 8*(4), 1234-1245. https://www.researchgate.net/publication/366817108_Gambaran_Ketidakadilan_Gender_dalam_Novel_Little_Women_Kajian_Kritik_Sastra_Feminis

Alcott, L. M. (2020). *Little women*. Alma Classics.

Ariska, W. & Amelysa, U. (2020). *Novel dan novelet*. Guepedia

Azzahra, Nafila. (2022). Eksistensi perempuan dalam novel Jumhuriyyatu Ka'anna karya Alaa al-Aswany: Kajian feminisme eksistensialis Simone de Beauvoir. *Middle Eastern Culture & Religion Issues, 1*(2), 118-119. https://doi.org/10.22146/mecri.v1i2.6382

Beauvoir, S. (1956). *The second sex* (H.M. Parshley, Ed.). Lowe and Brydone (Printers) Ltd.

Butler, J. (1990). *Gender trouble*. Routledge.

Desmawati, Eka. (2018). Analysis of feminism in the novel of *Little Women* by Louisa May Alcott. *Journal of Language and Literature*, *6*(2), 91-96. https://www.researchgate.net/publication/340140921_ANALYSIS_OF_FEMINISM_IN_THE_NOVEL_OF_LITTLE_WOMEN_BY_LOUISA_MAY_ALCOTT

Dewi, N. & Medina, T. I. (2020). Feminism portrayed in Greta Gerwig's movie *Little Women*; Analysis in modern era. *Journal of English Education*, *6*(2), 104-116. https://doi.org/10.30606/jee.v6i2.622

Fakih, M. 2010. *Analisis gender dan tramsformasi sosial*. Pustaka Pelajar.

Gusfitasari, S., Mindani, M., & Bustomi, B. (2022). Representation of feminism in the novel Jatisaba. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *2*(3), 317-327. https://jadila.yayasancec.or.id/index.php/jadila/article/view/218

Hooks, B. (2015). *Feminism is for everybody: Passionate politics*. Routledge Taylor and Francis Group.

Ibrahim. (2015). *Metodologi penelitian kualitatif*. Alfabeta.

Karwati, L. (2020). Menolak subordinasi gender berdasarkan pentingnya peran perempuan dalam pembangunan nasional menjelang bonus demografi 2035. *JENDELA PLS: Jurnal Cendekiawan Ilmiah Pendidikan Luar Sekolah*, *5*(2), 122-130. https://doi.org/10.37058/jpls.v5i2.2713

Kasimbara, D. C. (2022). The struggle of women existence in "Isn't it Romantic" novel by Wendy Wesserstain. *EScience Humanity Journal*, *2*(1), 9-16. https://doi.org/10.37296/esci.v2i1.28

Klarer, M. (2004). *An introduction to literary studies*. Routledge.

Kurnia, I., Priyadi, A. T., & Wartiningsih, A. (2013). Kajian feminisme dalam novel Secuil Hati Wanita di Teluk Eden karya Vanny Chrisma W. *Jurnal Pendidikan dan Pembelajaran Untan*, *2*(7), 1-11. https://www.neliti.com/publications/216827/kajian-feminisme-dalam-novel-secuil-hati-wanita-di-teluk-eden-karya-vanny-chrism

Kurnianto, E. A. (2021). Perjuangan perempuan mencapai eksistensi diri dalam novel Sintren (Women's struggle in achieving self-existence in the novel Sintren). *KANDAI, 17*(1), 105-118. https://doi.org/10.26499/jk.v17i1.2375

Moleong, L. J. (2007). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Nisya, R. K., Rahmawati, I. S., Asteka, P., & Ansori, Y. Z. (2024). Representasi gender dalam cerita anak: Kajian sastra feminis. *Journal of Multidisciplinary Research and Development, 1*(1), 76–82. https://doi.org/10.56916/jmrd.v1i1.621

Permatasari, I. E. (2016). An analysis of feminism in Maya Angelou's poems by using historical and biographical approaches. *Jurnal Ilmiah Bahasa dan Sastra, 3*(2), 152–172. http://ejournal.unikama.ac.id/index.php/JIBS/article/view/1467

Sitepu, E. (2023). *Mother's individual movements portrayed in Mommy's novel Layangan Putus: Existentialist feminism* [Master's thesis]. Universitas Islam Sumatera Utara. http://repository.uisu.ac.id/handle/123456789/2092

Sofia, R., Chitra, B. P., & Geubrina, M. (2024). Liberal feminism in The *Little Women* movie. *Fonologi: Jurnal Ilmu Bahasa dan Sastra Inggris, 2*(1), 98-109. https://doi.org/10.61132/fonologi.v2i1.335

Sugono, D. (2008). *Kamus besar bahasa Indonesia* (Edisi keempat). PT Gramedia

Tong, R. (2014). *Feminist thought: A more comprehensive introduction*. Westview Press.

Umniyyah, Z. (2021). Kekerasan berbasis gender: Belenggu patriarki terhadap perempuan dalam novel Tempurung karya Oka Rusmini. *Journal of Feminism and Gender Studies, 1*(1), 22-29. https://doi.org/10.19184/fgs.v1i1.22323

Wellek, R. & Warren, A. (1988). *Teori kesusastraan*. Gramedia Pustaka Utama.

Wilany, E. (2017). Feminism analysis in the novel "Woman at Point Zero". *JOURNAL ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris, 8*(1), 115-121. https://doi.org/10.33373/anglo.v8i1.990