



**THE ROLE OF AYANOKOJI KIYOTAKA CARRIED OUT THE  
SOCIAL HIERARCHY IN THE CLASSROOM OF THE ELITE  
USING PSYCHOLOGY THEORY**

**THESIS**

**By:**

**RENALDY JOSHY**

**2021060009**

**ENGLISH STUDIES**

**FACULTY OF SOCIAL SCIENCES AND HUMANITIES**

**BUDDHI DHARMA UNIVERSITY**

**TANGERANG**

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**THESIS**

**Presented as a partial fulfillment of the requirement for the  
Bachelor Degree in English Studies at Faculty of Social Sciences and  
Humanities Buddhi Dharma University  
Bachelor Degree**

**By:**

**RENALDY JOSHY**

**20210600009**

**BUDDHI DHARMA UNIVERSITY**

**TANGERANG**

**2025**



## FINAL PROJECT APPROVAL

Name : RENALDY JOSHY  
Student Number : 20210600009  
Faculty : Faculty of Social Sciences and Humanities  
Study Program : English Studies  
Project Title: : The Role of Ayanokoji Kiyotaka carried out the social hierarchy in  
The Classroom of The Elite using Psychology Theory at Buddhi Dharma University

The Final Project Proposal has been approved to examined as a partial fulfillment of the requirement for the Bachelor Degree

Tangerang, July 10<sup>th</sup> 2025

Approved by  
Supervisor

Hot Saut Halomoan, S.Pd., M.Hum  
NIDN : 0320046101

Approved By,  
Head Of Department

Riris Mutiara Paulina Simamora, S. Pd., M.Hum  
NIDN : 0427068703



**RECOMMENDATION FOR THE ELIGIBILITY OF  
FINAL PROJECT EXAMINATION**

The Undersigned

Name : Hot Saut Halomoan S.Pd., M.Hum

Position : Supervisor

Certify

Name : Renaldy Joshy

Student Number : 20210600009

Faculty : Social Sciences and Humanities

Study Program : English Studies

Title of Final Project : The Role of Ayanokoji Kiyotaka carried out the social hierarchy in  
The Classroom of The Elite using Psychology Theory

It has been eligible to take the final project examination ✓

Tangerang, July 10<sup>th</sup>, 2025

Approved by  
Supervisor

Hot Saut Halomoan, S.Pd., M.Hum  
NIDN : 0320046101

Approved By,  
Head Of Department

Riris Mutiara P. Simamora, S. Pd., M.Hum.  
NIDN : 0427068703



## THE BOARD OF EXAMINERS

Name : RENALDY JOSHY  
Student Number : 20210600009  
Faculty : Faculty of Social Sciences and Humanities  
Study Program : English Studies  
Title of Final Project : The Role of Ayanokoji Kiyotaka carried out the social hierarchy in The Classroom of The Elite using Psychology Theory at Buddhi Dharma University

This thesis has been examined by the board of examiners on August 4<sup>th</sup>, 2025

Name of Examiners

1. Chair : Dr. Sonya Ayu Kumala, S.Hum., M.Hum.  
NIDN:0418128601
2. Examiner I : Adrallisman, S.S., M.Hum.  
NIDN:0427117501
3. Examiner II : Dr. Lilie Suratminto, MA.  
NIDN:8875430017

Acknowledged by,

Dean



Dr. Sonya Ayu Kumala, S. Hum., M. Hum.  
FACULTAS SOSIAL DAN HUMANIORA  
NIDN: 0418128601



## STATEMENT OF AUTHENTICITY

I honestly declare this final project is my own writing. This is true and correct that I do not take any scholar ideas or work from other dishonestly. All the cited works are quote in accordance with ethical code academic writing.

Tangerang, July 25<sup>th</sup>, 2025

Renaldy Joshy

2021060009

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Renaldy Joshy

20210600009



## ABSTRACT

This study aims to explore how the character of Ayanokoji Kiyotaka plays a role in organizing and developing the social structure of the organization in Shougo Kasunaga's Classroom of the Elite, by applying Sigmund Freud's theory of psychoanalysis. In addition, Ayanokoji Kiyotaka functions as a protagonist who openly refuses to take the top position, but still acts as a social motivator in the classroom through covert and manipulative tactics. This research adopts a qualitative approach using descriptive analysis, where data is obtained from observing the interactions, behaviors, and characters in the 12 episodes of the anime's first season. The findings of this study show that Ayanokoji applies strategies of influence, countering the reduction of invisible power, as well as utilizing leadership as psychological mastery, besides that Ayanokoji Kiyotaka has a strong desire after he comes out of the white room, which is to live a normal life and socialize with her environment like humans who have a level of intelligence in general. The results of this study emphasize that power is not always clearly identifiable, but can be achieved by mastering symbolic and emotional intelligence. However, the results of this study have not shown significant findings, and there is hope that future research can reveal more clear results by future researchers.

**Keywords:** *Ayanokoji Kiyotaka, Psychoanalysis, Sigmund Freud, Social Hierarchy, Classroom of the Elite*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background Of The Study

For many people around the world, literary works are important because how people live or how their experiences shape them like humans. However, it can be introduced in different fictional works, including novels, plays and short stories. Literature always has a strong enough link between people and society. Through the language, literature shows the creative aspect of humanity. Klarer (2004) defines, literature as the entirety of written expression includes additional adjectives such as aesthetic or artistic to make it differ from any common written text. Another definition of literature is written communication, whether in poetic shape dramatic, or fictitious shape. It always communicates human experiences and employs narrative devices (Totawad, 2016:150). Literature a form of written expression, is crucial for people worldwide as it reflects the creative side of humanity and connects people to society. It includes adjectives like aesthetic or artistic to differentiate it from common texts.

Film is a form of literary work with numerous genres and is still viewed by people worldwide. It is one component of literary works. Stam (2005) defines film literature as a creative process that involves the reinterpretation of written text, allowing for innovative visuals and dialogue between the original text and cinematic medium, enhancing the viewing experience, and breaking conventional narrative barriers, and also movies are storytelling tools that have the potential to entertain, educate and inspire audiences, Catherine (2023). The film is a global literary work, reinterpreting written text for innovative visuals and dialogue. It breaks narrative barriers, entertains, educates, and inspires audiences through storytelling tools that enhance the viewing experience.

According to Hutcheon (2006), Adaptation as not just about transferring a text from one medium to another, but also about the intertextual dialog between the original text and the adapted film. From the definitions that have been put forward, film can become one of the important parts of literature that provides impressive visuals and can be enjoyed and relevant to social situations, which also occupies its characteristics. Films continue to develop themselves both film series and films that

have a long duration and provide unique ways such as visual effects in films, genres, issues, plots, and values implied in films.

Literature is already used to investigate human intuition and behavior. The writer uses their understanding of psychology to create characters that are trustworthy and accessible and to develop narratives that clarify the human condition. Psychology also has a significant impact on sacred studies. For this reason, the scriptures explain to us the phenomenon of natural life or even potentially lead us to understand the significance of social life in various aspects. This mixture has a strong connection to human nature and human behavior. Boys have a subconscious desire to compete with their fathers for their mother's affection, Freud (1899).

Freud (1936) defines in his journal, these are ego and defense mechanisms. Self-defense mechanisms are not abnormal or pathological. On the contrary, they are important tools that the ego uses to protect itself from excessive anxiety and stress, Identity is an illusion, but a necessary illusion, Lacan (1960). So psychology in Literature explores human intuition and behavior, using psychology to create relatable characters and narratives. It also influences sacred studies, explaining natural life and social life, and highlighting ego and defense mechanisms.

Wellek and Warren (1966) defines. The psychology of literature is a study of individual psychology, creative processes, psychological types within works of literature, and their effects on the reader. In addition to that, personality act as a person's uniqueness in terms of thinking, emotions, and behavior (coon &mitterer, 2008:389). Ayanokoji Kiyotaka in his animation series titled Classroom of the Elite (2017) presents himself as a form of psychology in the story. The series tells the story of social hierarchy, manipulative nature, and human nature, Ayanokoji wants to have a normal life like his friends in general. Desire is the driving force behind human action, Lacan (1986). Through Ayanokoji Kiyotaka character, the series explores how personality shapes our thoughts, emotions, and actions, revealing the intricate interplay between personal desires and social structures.

The writer raised this story because the writer wanted to focus on the nature of social hierarchy and also the psychological side of the main character. On the other hand, the author also wants to criticize the meritocratic education system that

prioritizes grades and academic achievement. The problem in this film starts with the character of Ayanokoji Kiyotaka who develops into a child who has a manipulative nature and also has a nature that always wants to master, he is willing to compete with anyone including his father to master everything around him.

Based on the explanation above, the author is interested in analyzing the main character of the animated film the classroom of the elite because of personal interest, this series is an adaptation of a novel with a different title published in 2011, with interesting visuals and a storyline that is so difficult with various kinds of conflicts and drama, between love, manipulative nature, and bullying from the psychological side seen in this film. So by seeing this movie, the author can better understand the concept of psychology through this movie.

### **1.2 Statement Of The Problem**

Based on the background study and information above, the research will focus on the Ayanokojikiyotaka character. The research will focus on Ayanokoji's personality based on the social hierarchy, which revolves around the relationship of power, dominance, and subordination used by Ayanokoji to Control everything around him including classes at school.

### **1.3 Research Question**

To limit and focus on what the author wants to analyze according to the background focus of the study, there are questions that are related to the research:

- a) How does Ayanokoji Kiyotaka's role in shaping and manipulating social hierarchy in the Classroom of the Elite anime?
- b) How did Ayanokoji's actions impact the classroom social dynamics at the school?

#### **1.4 Goal And Function**

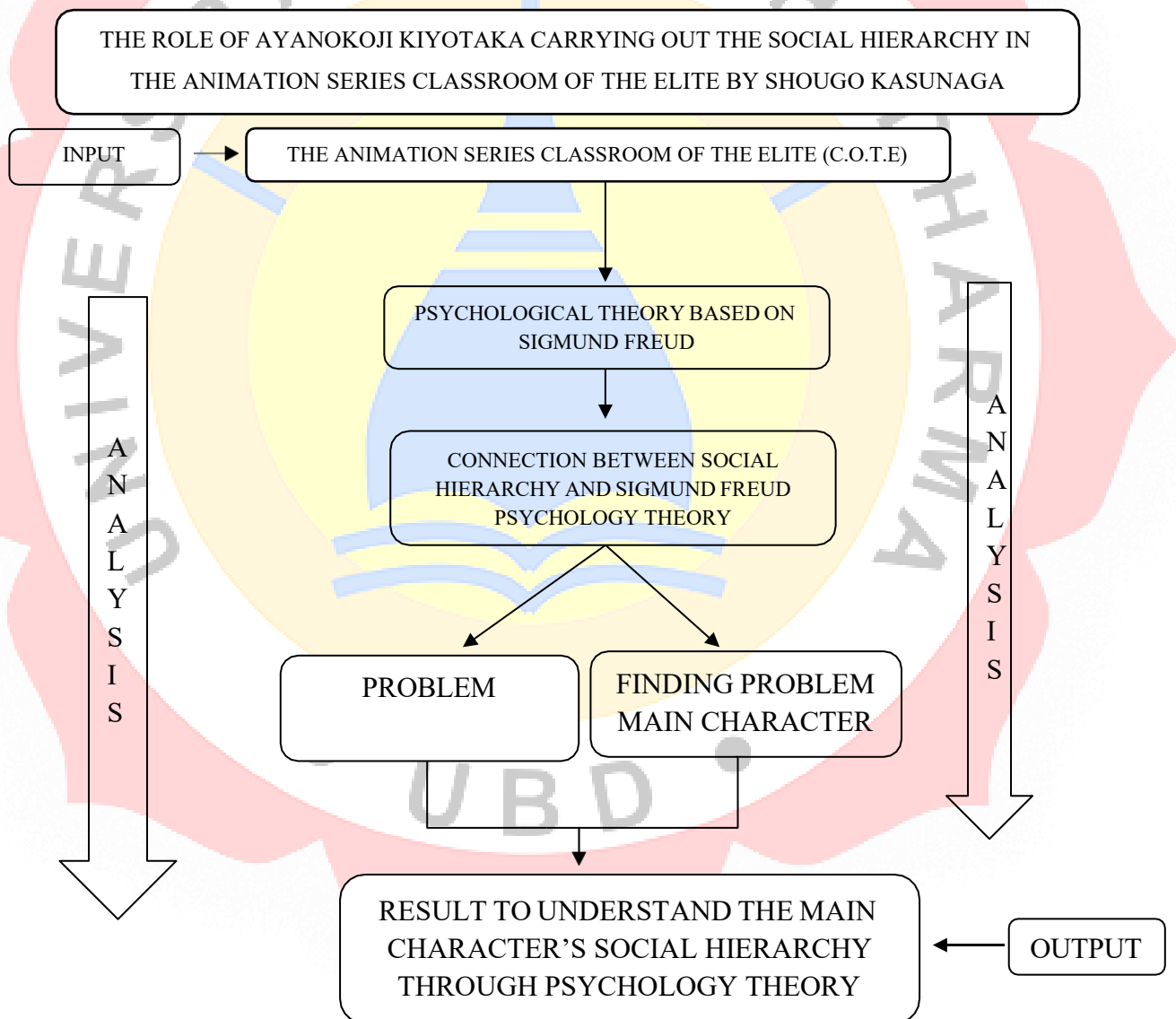
This research aims to identify and analyze Ayanokoji Kiyotaka's role in shaping the social hierarchy system in a fictional academic environment and explain his actions and strategies through a psychological theory approach. Therefore, this research can better understand how social manipulation can be applied in the competitive environment described in the anime. In addition, this study should add to the academic picture of the application of psychological theory in general media, serve as a reference for new research related to social decentralization systems in fictional media and provide possible analysis in research on social psychology and Japanese pop culture research.

#### **1.5 Scope And Limitation**

This study focuses on Ayanokoji Kiyotaka's personality in a high-end anime class and how it shapes and controls the social decentralization system in a fictional academic environment. The analysis is implemented in accordance with social psychology theories, especially the theories of social manipulation, leadership and social decentralization. This study only covers anime events and does not address novel adaptations or lighting manga, and does not consider external factors such as the author's context or real-world inspiration.

## 1.6 Conceptual Framework

The conceptual framework shows that the Researcher uses the anime series “Classroom Of Elite” as the object and data source of the study. The data are analyzed using a psychoanalytic approach. Continually, this theory, explains there are three personalities covered in it, which are psychopathy, relationships in the classroom, and domination. The writer will discuss the findings in the further discussion chapter of this paper. At the end of the case, the authors present the results of the process that answer the research questions stated earlier in this article.



## CHAPTER II

### THEOR ETICAL BACKGROUND

#### 2.1 Previous studies

In considering scholarly works, researchers draw from an assortment of mental hypotheses that are frequently utilized to investigate identity and character flow. There are cases of three theses utilized as an audit to bolster this inquiry by utilizing mental hypotheses to analyze the most characters in different books. Each consideration gives an interesting viewpoint on the character's identity utilizing the Freudian psychoanalytic approach.

The first research is zulhana (2021) a student from Hassanudin University, Makassar. *An Analysis on Hierarchy of Human Needs of the Main Character in Charlotte's Web by E.B. White*“ the research conducted is objective using psychology analysis. This study analyzes the human needs decentralization system in the main character, Wilbur. Wilbur often appears in history. Abraham Maslow's dynamic and personality theory has been used. He describes that the main character meets the five levels of human needs: physiology, security, love and the belonging to, self-respect and self-improvement, with the most protection needs.

Furthermore, there is a second study entitled *“The Personality of the Main Character Viktor Larenz in Roman Die Therapie by Sebastian Fitzek: Sigmund Freud's Theory”* which discusses the main character, namely Viktor Larenz in the romance novel *Die Therapie* by Sebastian Fitzek from Putri Dyah Wahyu Puspitasari at Universitas Negeri Yogyakarta (2016). within the title of the proposal investigated by PutriDyahWahyuPuspitasari. this talks about the struggle brain research of Viktor Larenz utilizing the id, self-image, and superego approach by Sigmund Freud. This think about clarifies how this struggle happens between the primal encouragement that comes from the id (the oblivious craving to spare his child) with the ego's endeavors to overcome reality and keep up levelheadedness. At the same time, Viktor's superego always includes weight by requesting tall ethical measures, driving to blame, and profound disappointment with himself.

Thesis of Mutiara Damayanti (2022), a student from the English literature department, faculty of social and humaniora, Universitas Buddhi Dharma Tangerang with The Title “ Freud’s Psychoanalytic Perspective On The Character

Antonio Sandoval In Movie The Big 4". This Story Using Freudian psychoanalytic theory, focusing specifically on the "id" component, Antonio is portrayed as an antagonist suffering from a psychological disorder that makes him impulsive, manipulative, narcissistic, and psychopathic. Damayanti examines how these traits fit within Freud's concept of the "id" as a core of instinctual drives and psychic energy, which in Antonio's case manifests as a lack of remorse and a tendency toward destructive behavior. Using a qualitative approach, Damayanti concludes by observing Antonio's scenes and interactions, highlighting how his internal drives influence his behavior and deepen his role as the film's antagonist. His research illustrates how Antonio's psychological issues and extreme personality enrich the narrative, making him a complex and compelling character who invites psychoanalytic interpretation.

In literary and film portrayals of events, all three studies demonstrate that psychological literary analysis is a reliable tool for exploring the psychological aspects of the main character. furthermore, In his initial research, Zulhana (2021) employs Abraham Maslow's hierarchy of human needs theory to analyze character Wilbur on the Charlottes Web. through the story, Wilber's actions and experiences are depicted at five levels: human needs; security; love and belonging; gratitude; and self-realization. other research, by Putri Dyah Wahyu Puspitason (2016), looks at the character Viktor Larenz from the psychoanalytic therapy of Sebastian Fitzek according to Sigmund Freud (pictured), who was in therapy for psychoanalysis. This research concentrates on the internal tensions between ID (unconscious aversion), ego (rational self) and excess egg (moral conscience) In The Big, Antonio Sandoval's character is the focus of a third study by Mutiara Damayanti (2022), which employs Freudian analysis.

Her research focuses specifically on the domination of ID within Antonio. Through qualitative observations of the scene and character interaction, this study shows how Antonios shapes his destructive behavior and his complex personality. These three studies demonstrate how psychological theories, particularly Maslow and Freud, can be effectively applied to literary and cinematic characters to uncover deeper insights into motivation, internal conflict, and character development. It also demonstrates the use of qualitative methods to study character psychology through

text or visual analysis. This current study therefore pursues a similar psychological literary approach with the aim of examining the psychological aspects of the protagonist in selected literary or cinematic works. In particular, the purpose of this study is to understand how unconscious motivation, psychological needs, and internal conflicts affect behavior, decision-making, and character transformation throughout the story. This study intends to use psychological theory within the literary context to provide a unique perspective on the intricacies of personality and psychological depth, contributing to the field of literary critique.

## 2.2 Literature

In general, literature is a creative expression through language, both written and spoken, that aims to convey stories, feelings, and human experiences in an imaginative and artistic form. Literature also encompasses a variety of genres, including poetry, drama, novels, and essays, each of which has unique characteristics in conveying themes, style, and purpose.

Literature may be intentionally crafted to provide the reader with a particular aesthetic experience and may employ language, shape, and topic in imaginative and expressive ways. Literature is the art of words, and the goal of the writer is to use the power of language to provide new views on life and enable readers to see and experience things in new ways. (Edward, 1983:11).

Nevertheless, Film is a form of literature; it translates narrative from the written word into visual representation. The script becomes the backbone of the film, guiding the visual style, pacing, and dialogue. Through adaptation, literature becomes a dynamic, sensory experience, reflecting the director's vision and the cinematic form's potential to express complex themes and emotions. Bordwell, D., & Thompson, K. (2016). By definition above, literary work is a creative expression of language, encompassing various genres like poetry, drama, novels, and essays, aimed at conveying stories, feelings, and human experiences in an imaginative and artistic form.

Film is another form of literature that adapts written narratives into visual representations, with the script serving as the foundation for visual style, rhythm, and dialog. This dynamic and sensory experience allows complex themes and

emotions to be conveyed in a more immersive way, according to the director's vision.

### 2.3 Psychology In Literature

Literary psychology examines how human mental processes, emotions, and internal conflicts are examined in literary works. The author frequently uses behavior and personality to portray psychological issues associated with human experiences, including internal conflict, traumatic emotions, dreams, and suppressed desires. Character development, behavior motives, and the ways in which these traits or behaviors reveal and overcome different life obstacles are the main concerns of literary psychology. (Wellek & Warren, 1977, p. 81) By 'psychology of literature', we may mean the psychological study of the writer as type and as individual, or the study of creative process, or the study of the psychological types and laws present within works of literature, or, finally, the effects of literature upon its readers (audience psychology).

Sigmund Freud believed that literature could be used to reveal and understand the human subconscious. He argued that literature can reveal conflicts between the three elements of human psychological structures: ID, ego, and superego. A range of psychological elements can be reflected in the literature, including tensions caused by pentup and suppression. For example, Freud's analysis of Hamlet's character suggests that "Hamlet has a tension between desire and moral restraint that is heated by his unconscious drive" (Freud, *Interpretation of Dreams*, 1900). Psychoanalysis also provides an understanding of the author's psychological background and how your personal trauma and experiences affect the work you create.

As Carl Jung said, the concept of archetype helps readers understand the psychological symbols that occur in history. The contemporary psychological interpretation of literature can include mental issues like depression, anxiety disorders, and trauma. Modern psychologists like Norman Holland state that "readers fill the story with their own psychological aspects and create a variety of meanings from texts based on personal experience" (Holland, *Literature and the*

Brain, 2009). This shows that literature plays a role in supporting readers who understand their relationship with historical characters and events.

## 2.4 Personality

The unique combination of ideas, emotions, and actions that set one person apart from another is their personality. Both biology and the environment have an impact on it, and it stays mostly constant throughout life. Personality may be described by traits, which are persistent qualities that affect an individual's thoughts, feelings, and actions. The Latin term *persona*, which describes the mask an actor wears in a play, is the root of the word personality. Maybe we may define personality as our outwardly apparent traits. It's an outward manifestation of a person's personality. But more than that, it also encompasses personal qualities and other traits that go beyond outward appearances. (Schultz & Schultz, 2017:4).

Through his theory of personality structure, which consists of the id, ego, and superego, Sigmund Freud demonstrated how the tension between social rules and instinctual drives influences human behavior. The id's desire for supremacy and power in a social hierarchy is regulated by the ego to conform to social reality, and the superego filters it according to the moral standards that each person has selected (Freud, 1923/1961). Therefore, those who can balance these three aspects of their personalities are more likely to be able to adapt to social systems and rise in the ranks. This shows that the social decentralization system is not only determined by external factors, but also by the internal psychological motivation of an individual.

Consciousness is all that we are aware and related to the meaning in everyday life. He includes the feelings and experience that we can perceive each event we live. According to conscience is the consciousness class, part of the psychology between consciousness and unconscious. The consciousness of storing memories can easily be called in consciousness, like easy memories available but we do not always think positively. Unconsciously, on the other hand, is the deepest and largest class in the spiritual life, under the surface of consciousness. In psychoanalysis theory, unconscious is considered very important because it contains instincts and experiences that are difficult for the surface. (Nawariah, 2022:254)

## 2.5 Social Hierarchy

Social hierarchy is the arrangement or levels in society based on differences in status, power, and prestige among individuals and groups. This concept relates to the way societies organize themselves, which often results in a stratified structure, ranging from the highest class with extensive access to resources, to the lowest class with limited access. According to Max Weber (2017), differences in power, prestige, and status are the main factors that create social hierarchies in society. Weber stated, *“Life chances and status honor are closely tied to the idea of class, and these, in turn, create a hierarchical social structure.”*

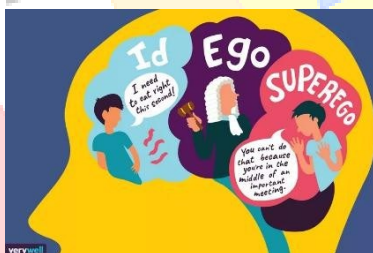
Social hierarchy is also an integral part of society as it serves to maintain order and shape interactions between individuals. However, this structure often leads to social injustices, such as unequal access to education, health, and economic opportunities. As Pierre Bourdieu(2021) explains, *“Social hierarchy is sustained through capital distribution-economic, social, and cultural capital is reinforced by the reproduction of these capitals across generations.”* Bourdieu argues that social hierarchy is not natural but is shaped by certain historical and cultural conditions that allow for the unequal distribution of capital. Social hierarchies can also reinforce the status quo and increase the distance between groups.

One clear example of social hierarchy can be seen in the economic class structure that is still strong in many societies today. Scholars say that capitalism, with its production structure based on profit and competition, contributes to maintaining this hierarchy. Marx and Engels argued in *The Communist Manifesto* that *“The history of all hitherto existing societies is the history of class struggles.”* This means that social hierarchies will always exist as long as social classes are struggling to gain and maintain access to resources and power.

## 2.6 Social Hierarchy And Character

In the world of films, characters often refer to individuals or entities created in a story to play a role and conduct history. Characters can be fictional creatures, humans, or even abstract ideas or natural forces that are created to convey historical themes, conflicts, and messages. Characters often have goals, internal or external conflicts and personal development that affects the plot. Characters in literary works can be categorized into static characters and dynamic characters, depending on whether there is change or development in the character throughout the story."(Minderop, 2005: p. 23).

In psychology, social hierarchies influence individual development in the context of social interaction and personality formation. Sigmund Freud, in his theory of psychoanalysis, explained how the personality structure, consisting of the id, ego, and super-ego, interacts within broader social dynamics, including in the context of social hierarchy. According to Freud, an individual's personality is shaped by the internal conflict between primal drives (id), rational reasoning (ego), and moral norms (super-ego). The social hierarchy in society provides the structure for how individuals interact with each other, and how these internal drives and conflicts can be suppressed or channeled based on one's social position.



Source : [verywell/the-id-ego-and-superego](https://www.verywell.com/the-id-ego-and-superego)

### a) Id and Social Hierarchy

The id is the part of the personality that deals with basic desires and needs. In the context of social hierarchy, individuals with lower positions in the social structure may be more inclined to express their basic drives, as they have less control over their environment. In contrast, those in higher positions may have

more control and can restrain or redirect their drives according to higher social norms.

**b) Ego and Social Adaptation**

The ego serves as a mediator between the id and reality. In hierarchical social structures, individuals must adapt their ego to existing social norms, which often relate to their social role. This means the individual ego will function in a capacity to adapt to the expectations of the larger society, maintaining a balance between personal desires and social demands. Freud argued in *The Ego and the Id* (1923): “The ego is not merely a passive spectator of the id, it is also a participant in the power struggle with the external world, attempting to reconcile internal desires with the external demands of society.” This quote shows how the ego functions in navigating the conflict between an individual's desires and external demands, including the social hierarchy that shapes their behavior and character.

**c) Super-ego and Morality Formation in Social Hierarchy**

The super-ego is a component that develops based on social norms and values learned from parents and society. In a hierarchical society, an individual's super-ego tends to be influenced by the values that the dominant social class deems important. A person in a higher position may internalize stronger moral and ethical values, while those in lower positions may internalize values that are more formulated to maintain the status quo.

**d) Id and Social Hierarchy**

The id is the part of the personality that deals with basic desires and needs. In the context of social hierarchy, individuals with lower positions in the social structure may be more inclined to express their basic drives, as they have less control over their environment. In contrast, those in higher positions may have more control and can restrain or redirect their drives according to higher social norms.

### e) **Ego and Social Adaptation**

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## **2.7 The Characterization Ayanokoji Kiyotaka**

Ayanokoji Kiyotaka, the protagonist of *Classroom of the Elite*, is a complex character with an aloof personality, intelligence, and a desire to remain unnoticed. His personality can be analyzed using psychological theories to explore his underlying motivations and inner conflicts. According to (M.H. Abrams, 1999) Characterization can be divided into direct and indirect forms.

Direct characterization occurs when character traits are explicitly described by the narrator or other characters, whereas indirect characterization allows the audience to infer traits through behavior, dialogue, and interactions with others. “The author can describe the character directly or indirectly through the actions,

speech, thoughts, and reactions of other characters to the character.” (Minderop, 2005:22). In animation characterization is not only conveyed through dialogue or narration, but also supported by non-verbal elements such as character design, voice acting, and music used in certain scenes, making the viewing experience more immersive and multidimensional.

### **2.7.1 Ayanokoji Kiyotaka Surface Personality**

On the surface, Ayanokoji appears apathetic and unmotivated. He intentionally does poorly in class to avoid drawing attention to himself and appears unambitious. This presentation can be analyzed through Freud's concept of repression, in which Ayanokoji's true potential and desires are consciously suppressed, possibly due to past trauma or conditioning. His passive behavior may also be a manifestation of the ego's defense mechanism, keeping him emotionally neutral to prevent any conflicts from arising.

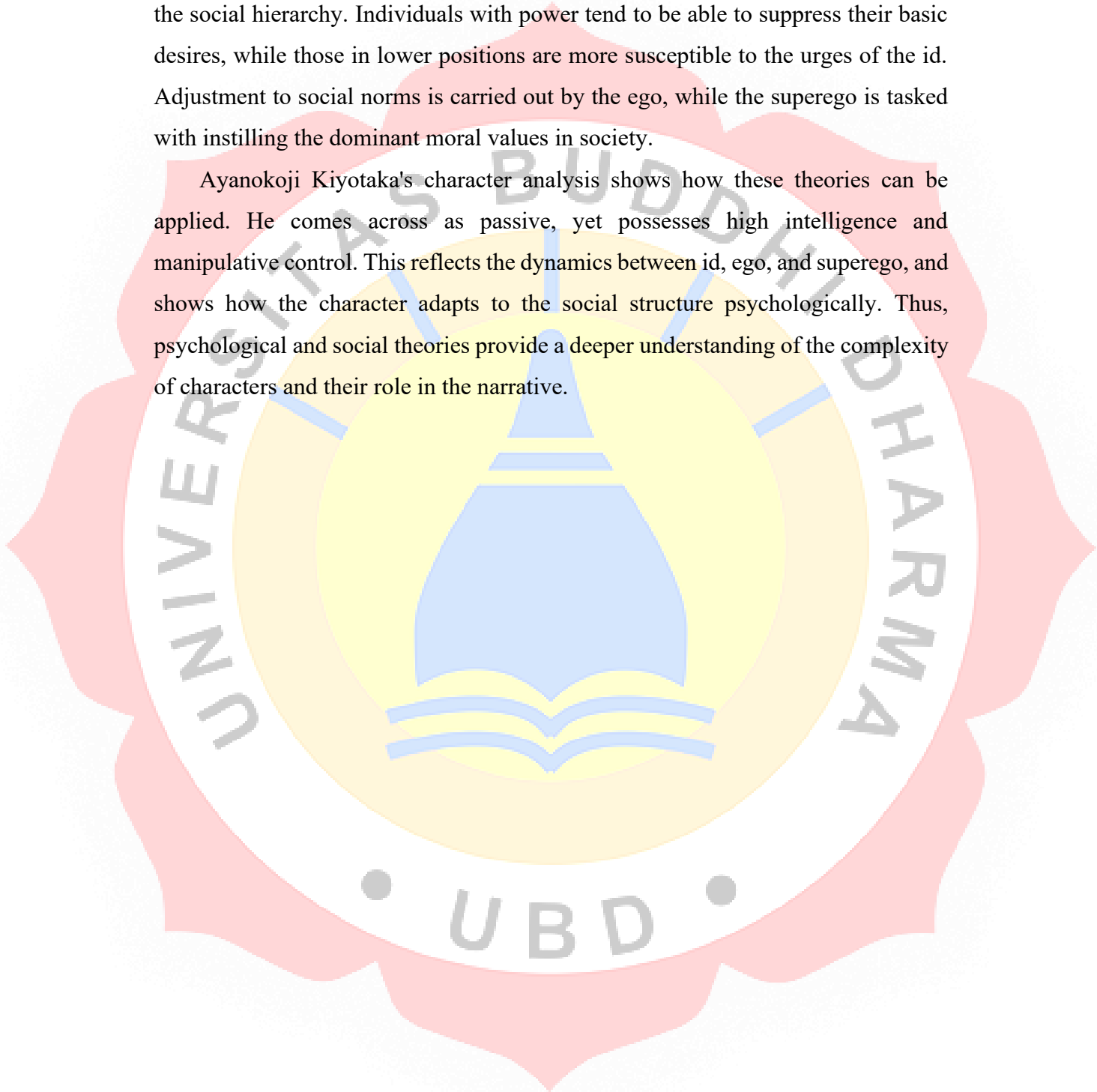
### **2.7.2 Ayanokoji Kiyotaka True Nature and Intelligence**

As the series progresses, it becomes clear that Ayanokoji is much more intelligent and manipulative than he initially appears. He orchestrates complex behind-the-scenes schemes and demonstrates a deep understanding of human psychology. The contrast between his outward behavior and his hidden abilities suggests a split personality, corresponding to Freud's theory of the ego and superego. His id drives his need for superiority and control, while his superego ensures that he maintains a facade of mediocrity to achieve his goals without putting himself at unnecessary risk. From Jung's perspective, Ayanokoji can be understood as the embodiment of the "shadow" archetype. The shadow represents the unconscious, repressed aspects of an individual, and Ayanokoji's calm exterior may hide dark, repressed impulses. His actions reflect a very rational and almost ruthless approach to problem-solving, which suggests the presence of this archetype.

This chapter discusses about the various theories underlying this research, namely literary theory, literary psychology, personality structure according to Sigmund Freud, and the concept of social hierarchy. Literature and film are seen as mediums to artistically express human experience, where characters are the main focus in revealing inner conflicts, motivations, and psychological development.

Literary psychology theory emphasizes how psychological elements such as the id, ego, and superego shape a character's behavior and personality. In a social context, this personality structure is also influenced by an individual's position in the social hierarchy. Individuals with power tend to be able to suppress their basic desires, while those in lower positions are more susceptible to the urges of the id. Adjustment to social norms is carried out by the ego, while the superego is tasked with instilling the dominant moral values in society.

Ayanokoji Kiyotaka's character analysis shows how these theories can be applied. He comes across as passive, yet possesses high intelligence and manipulative control. This reflects the dynamics between id, ego, and superego, and shows how the character adapts to the social structure psychologically. Thus, psychological and social theories provide a deeper understanding of the complexity of characters and their role in the narrative.



## CHAPTER III RESEARCH METHODOLOGY

### 3.1 Subject Matters

The theme of this study is to analyze the social decentralized system reflected in the class of the elite animated series through the character of Ayanokoji Kiyotaka. The primary objective of this study will be to examine Ayanokoji Kiyotaka function and approach in navigating the school's decentralization system. In The Series, ayanokoji's psychological and psychological control for other students revealed how it works inside and affects the structure of the school's social decentralization system. This study is based on the entire cartoon scenario that can support theoretical analysis of social hierarchy system.

### 3.2 Materials

The document of this study is the class of the animated series of the upper class, the adaptation of a novel by Shougo Kasunaga and broadcast for the first time in 2017. The researcher chose this anime because of the main character, Ayanokoji Kiyotaka, showing the complexity of personality and hidden strategies in treating a decentralized social system. Thanks to the personality of Ayanokoji Kiyotaka, this anime demonstrates the dynamism of social manipulation, about the unbelievable dominance and the way individuals can control social structures without being strong. This study uses the main data as an Elite's classroom episode, while the secondary data is taken from magazines, articles, electronic books and internet sources that support psychological analysis. The analysis focuses on Ayanokoji Kiyotaka actions, dialogues and strategies that reflect its dominance and influence on the social order in the class. This study employs Sigmund Freud's psychological theory, particularly the idea of personality structure, which includes identity, ego, and superman. Ayanokoji Kiyotaka unconscious will to control the situation, the ego represents the ability to develop strategies in a reasonable and secret way, while Superego reflects the moral values that Ayanokoji Kiyotaka is innerization from the social system of the school. The researcher intends to use this approach to better understand the role that Ayanokoji Kiyotaka personality played in the development and implementation of the historical social decentralized system.

### 3.3 Approach

The approach used in this research is a qualitative approach with a descriptive-analytical method. (Holland, Lachman, and Skinner (2007) defines that, They consider that the qualitative approach in literature focuses on the interpretation and meaning of the text, taking into account the social, cultural, and psychological context of the characters in the literary work. It also leads to understanding how literary works reflect or interact with the social conditions that existed at the time they were written. Thus, A qualitative approach refers to the concepts, meanings, characteristics, metaphors, definitions, symbols, and description of things.(Berg 2007; 3).

The research author use qualitative methods on this analyze to explore and describe the behavior, dialogue, and actions of Ayanokoji Kiyotaka's character in depth in a social and psychological context. Qualitative research focuses on interpreting the meaning of the characters' actions, making it particularly relevant for describing the psychological dynamics and social structure in the story Classroom of the Elite.

The analysis is based on Sigmund Freud's theory of psychoanalysis, which divides the personality into three main structures: id, ego, and superego. Freud (1923/1961) stated that "The id is the primitive and instinctual part of the mind... the super-ego operates as a moral conscience, and the ego is the realistic part that mediates between the desires of the id and the super-ego." Through this approach, the researcher can interpret Ayanokoji Kiyotaka's unconscious motivations (id), rational strategies (ego), and moral values (superego) in her attempt to maintain control without explicitly showing power.

In addition, this approach also examines how the social structure in the anime shapes and is influenced by the character's behavior. The concept of social hierarchy that forms the background of the school system in the story can be understood as a form of stratification, as stated by Jose (1992), "The existence of class, of social hierarchy, is as old as man himself." Therefore, a qualitative approach is well suited to understand how Ayanokoji Kiyotaka navigates and manipulates the social order for her own benefit through a psychological lens.

### 3.4 Procedure

This research is completed in several steps to support the thesis title to be researched, namely first, the author starts choosing several references to animation series related to the research topic. second “the classroom of the elite” is the series chosen for research. the author needs to watch this series several times to understand the storyline and know what will be raised from the series. third the author connects the hypothesis of the character, depiction, dangerous scenes in the series film, and Id's hypothesis with Sigmund Freud's hypothesis. fourth find sources that can be connected to help analyze the film and character, finally make a conclusion and the results of the discovery of information that has been researched by the author.

However, this chapter explains the methodology used in the research on the decentralized social system in the anime Classroom of the Elite through the character of Ayanokoji Kiyotaka. This research uses a qualitative approach with a descriptive-analytical method that allows researchers to interpret the character's behavior, dialogue, and strategies in a social and psychological context. The main material analyzed is the anime series Classroom of the Elite as an adaptation of the novel by Shougo Kasunaga, focusing on episodes that illustrate Ayanokoji Kiyotaka's hidden dominance in the school social system.

Sigmund Freud's psychoanalytic theory approach is used to understand Ayanokoji Kiyotaka's personality dynamics through three main structures: id, ego, and superego. Through this theory, the researcher examines how Ayanokoji Kiyotaka's unconscious drives, rational strategies, and moral values play a role in manipulating the social order of the elite school. The research procedure is carried out systematically, starting from the selection of sources, repeated observations of the anime, to analysis that connects psychological theories with the social dynamics displayed in the story.

Thus, this methodology is expected to provide a deep understanding of how Ayanokoji Kiyotaka's character reflects and influences the decentralized social system in the Classroom of the Elite anime narrative.