

VALUES APPLIED IN EDUCATION FIELD CONTAINED IN *TOTTO-CHAN* NOVEL WRITTEN BY TETSUKO KUROYANAGI

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Abstract

Literary works can be created starting from the observation or experience of an author, who cares about social phenomena around her. Many literary works are inspired by social phenomena, but also do not rule out the possibility of literary works that inspire people to create certain social phenomena. It is like the story in the novel *Totto-chan, Little Girl in the Window*, a story about the phenomenon of education in Japan, which tells of a 1st grade elementary school girl, who does not yet have a focus on the learning process. *Totto-chan* doesn't like schools with conventional learning systems. A mother who truly understands her child, tries to find the right school for *Totto-chan*, and the choice of school is left to the *Tomoe Gakuen*.

This article was written based on a research on moral values in *Totto-chan* novel. The aims of the study were to describe the moral values contained in the novel and the implementation of each values in the novel especially in the educational field. This study belonged to descriptive qualitative. Because this study involved novel as the main source, reading the novel as a whole was the first step that must be done. The data were moral values. There were 75 data of moral values found in this study. The data obtained in this study coming from the processing of data collection then analyzed and produces a descriptive detail regarding the explanation of the data that had been collected.

The result of the study was how we can understand the moral values contained in the novel. There were nine values that are emphasized in this study. Those values were creativity, curiosity, honesty, hardworking, independence, discipline, kindness, tolerance and caring for the environment. The story in the *Totto-chan* novel, where the main character *Totto-chan* was the author's first name. So the story raised in this novel was the author's childhood experience. Tetsuko Kuroyanagi, felt the benefits of going to school at *Tomoe Gakuen*, which was able to emphasize her character better by true educators namely the Principal and founder and owner of the *Tomoe Gakuen* School.

Keyword: Novel, Totto-chan, educationl, moral values, values

INTRODUCTION

One of the goals of education is to help children to develop their full potential. Students must know all aspects or situations of their life. Students see school as a place to find guidance that will open the world for them.

Meanwhile, childhood is a time to lay the first foundation in developing physical, cognitive, language, social, emotional, self-concept, self-reliance, moral values, and religion. Therefore, social conditions and stimulation are needed in accordance with the needs of the child so that the child's growth and development are optimally achieved. (Tanlain, Wens 1992: 69).

Guidance is part of education that helps children to know not only themselves and their abilities but also the world around them. The purpose of guidance is to help students in the development of all their personalities and abilities. Proper and successful guidance must be based on the students that teachers are mentoring.

The teacher who really can succeed is the teacher who realizes that he is teaching something to humans who are valuable and growing. A teacher should get to know students and explore the mental life of students at all time. The teacher should not be bored with his work, although he cannot determine or predict

explicitly about what human form he will produce in the future.

One way to give guidance is by practicing discipline, but not too strict discipline. Schools that emphasize strict discipline on students in the classroom and make discipline a vital means of delivering learning material to students, such schools have not given a respectable place to psychology in education.

Educational outcomes are indicated by the changes in students. Changes in the form of symptoms of maturity that continually increase until it reaches maturity perfectly (Tanlain, Wens 1992: 67, 68).

Discipline is essentially only one method in teaching to foster extrinsic adherence in students. Extrinsic compliance can be a barrier to the personal development of students. All parties involved in the education process need to direct attention to the nature of students, so that teaching produce individuals who develop naturally and effectively.

Many educators believe that the student-centered learning process will bring better results, and bring success to the students themselves. This phenomenon does not only occur in the real world, but the real world or the imagination of the author about character education starts

from the concentration on learning by students as well as the literature.

Literary works can be created starting from the observation or experience of the author, who cares about the social phenomena around him. Many literary works are inspired by social phenomena, but also do not rule out the possibility of literary works that inspire people to create certain social phenomena.

The story in the novel *Totto-chan Little Girl in the Window* is about the phenomenon of education in Japan that tells a grade 1 elementary school girl who does not yet have a focus on the learning process. Totto-chan doesn't like schools with conventional learning systems. Learning systems that make it not have a focus for learning, so it applies outside the norms of classmates.

She did not want to follow the lessons given by her teacher and made noise. So the teacher gave up and decided to get Totto-chan out of the school so the teaching and learning process was not interrupted. A mother who truly understands her child, tries to find the right school for Totto-chan, and the choice of school is left to the Tomoe Gakuen.

This article focus on the educational moral values and how the values were implemented in Tomoe, Totto-chan's school.

Moral comes from the Latin Mores, from the syllable *mos*, which means

customs, behavior, character, character, character. In its development, morals are defined as habits in good behavior, immoral (Suyitni in Soenarjati 1989: 25). From that understanding it is said that morals are related to decency.

An individual can be said to be morally good if acting in accordance with the moral rules that exist. If the individual's behavior is not in accordance with existing rules, then he will be said to be morally ugly. As for some approaches that can be used in instilling moral values in children, according to Dwi Siswoyo et al, (2005: 72-81) are indoctrination, clarification of values, examples or examples, and habituation in behavior.

METHOD OF DATA

The method used in this study was descriptive qualitative. A qualitative research is a research where data in the form of words. The main data of this study was the moral values contained in the novel, while the main source of this data was the Totto-chan novel. Data collection techniques used were literature studies. This technique was used to obtain materials and related information with research also obtained from the results of describing the object of research in the form of moral values in Totto-chan's novel. Data analysis techniques in this study used text analysis techniques.

DISCUSSION

There nine values that will be explained deeper, they are creativity, curiosity, honesty, hardworking, independence, discipline, kindness, tolerance and caring for the environment. According to Kohn (in Dwi Siswoyo, 2005: 72) states that to help children to grow into adults, they must be instilled the values of discipline early on through the interaction of teachers and students. In this approach the teacher is assumed to have virtue values which are firmly and consistently instilled in the child. Which rules to do and which not to do is stated in a strict, continuous and consistent manner. If a child violates, he is punished, but not in the form of violence.

Value of kindness, the teacher does not directly convey to the child about right and wrong, good and bad, but students are given the opportunity to express and express values in their own way. Children are invited to reveal why this action is right or bad. In this approach children are invited to discuss moral issues (Dwi Siswoyo, 2005: 76).

Examples Children have a prominent ability in terms of imitation. Therefore a teacher should be made an example in the moral field. Both good and bad habits of the teacher will be easily seen and then followed by the child. The figure of a teacher is very important for the moral development of children. This means that

the values whose purpose will be instilled by the teacher to the child should be ingrained in advance by the teacher.

The teacher determines learning goals and objectives, helps in the formation of values in children (life values, moral values, social values), selects learning experiences, determines teaching methods and strategies and most importantly becomes a model of behavior for students. By Davis (quoted by Sisk, 1987), the characteristics of gifted teachers include: democratic attitude, friendly and giving individual attention, patience, broad interests, fair, impartial, sense of humor, consistent behavior, paying attention to problems children, flexibility (flexibility), using appreciation and praise, exceptional skills in teaching certain subjects.

One of example the value of Curiosity also happen at Tomoe. In Tomoe, teachers also often invite children to go outside the classroom. It encourages students' curiosity about the things they encounter along their journey around areas outside the school. Like what happened in that quote when they thought about shooting stars during the day. They want to know why there are no stars during the day, their simple conclusion is that stars are sleeping during the day. The teacher usually explains what they need to know.

Another example of the independence in Tomoe were done by the students. Because they may choose the

task they did first, it makes them independent with each task that has been provided. They are free to ask and consult with their teacher if there are questions. The teacher will explain only if needed. Usually an explanation is given at the beginning and then students will do their own work. Teaching patterns such as making each child focus with their respective tasks. There are no children who just sit bored while explaining explanations or lectures from their teacher.

Totto-chan dropped her small wallet in the poop bin in her school. Unlike other children who may only cry or despair when it happens. Totto-chan chose to try to look for the wallet by digging in like a pile of dirt. The excuse is that the soil in the reservoir is outside the shelter. Mr. Kobayashi asks her to return her dugout. Digging a hole is quite tiring, especially if you have to return the soil you dug. But she did, even though she still couldn't find her wallet. It shows the value of hard-working.

There is a simple swimming pool in Tomoe. Usually at certain unplanned hours, Mr. Kobayashi will fill the pool and allow students to swim. Especially in the pool, they can swim without swimsuits or naked. This was done by Mr. Kobayashi to teach students about tolerance. Those who are still young learn that all bodies are beautiful, even though some of their

friends are disabled or have different body shapes or skin colors than other children.

Each student is shaped by the environment and experiences. How the environment and experience affect the individual depends on reflecting on specific factors or traits and unique way. The way in which a student sees and faces the environment around him. The problem is in the "results" of his/her personality as a whole and from the interaction of personality with his environment.

Each individual educator and school policy adheres to a different educational system. Every educator and school certainly has good teaching and learning objectives in accordance with the system that they think is right. With the times, and through sincere teaching experiences and intentions in gaining in-depth knowledge about the nature of good teaching, educators and school institutions are beginning to look into the realm of students.

Educational concepts in accordance with the educational concepts already mentioned above, in this Madogiwa no Totto-chan novel, there is the concept of education. There were many examples of how the moral values applied in the novel.

An educator must be able to recognize their students in order to provide assistance in terms of learning, so that educational goals can be achieved and students can receive the benefits of

education and learning they experience. There was an educational interaction between the teachers at Tomoe Gakuen School and her students, especially between the Principal of Sosaku Kobayashi and Totto-chan. This is reflected in the excerpt from the story in Madogiwa Totto-chan's novel, on pages 25 and 27 of the chapter titled "Principal".

Tomoe Gakuen, a school that has an education system that is very different from schools in general. In this school students are given the freedom to study as they like, with teachers who are always guiding and will be ready to help if students encounter difficulties. A school with Principals who can understand the character of children, established this school with the aim of developing different characters in each child, by exploring their characters by the children themselves, but still received guidance from the teachers at the school.

After Totto-chan received guidance at Tomoe Gakuen, she became more stable and found her true self. The method carried out at Tomoe Gakuen is affecting the character of students, so students feel valued and can understand their values. This method is very effective in developing children's skills, where they will become whole and principled human beings.

The principal of Tomoe Gakuen, Sosaku Kobayashi, who at the same time

was a teacher, tried to get to know and understand Totto-chan before he accepted Totto-chan as one of his students. In the chapter titled "Principal", the principal of Sosaku Kobayashi took a seat and sat opposite Totto-chan and asked her to tell about himself and tell her everything she wanted to say.

The Principal pulled a chair near Totto-chan and then sat opposite the little girl. When they were sitting comfortably, he said, "Now, tell me everything about yourself. Tell me everything and what you want to say "(Kuroyanagi (Kirana), 2010: 25).

The results of the education given by the Principal Sosaku Kobayashi, made changes to Totto-chan, who was previously labeled as an immoral child, becoming a polite, friendly and diligent child in school.

She had never been eager to welcome a new day like that. Normally Mama had difficulty waking Totto-chan in the morning, but that day she had woken up before the others were awake, was neatly dressed, and waited with a school bag slung over her shoulder ... Mama's eyes filled with tears as she watched Totto-chan leave. It is hard to believe that a polite young girl, who cheerfully and passionately went to school, was recently expelled from school (Kuroyanagi, 2010: - 31-32).

The strangest fact is Totto-chan. Only a few months earlier she had always

been shocking the whole school for talking to street musicians from the window when lessons took place. Since the first day of school at Tomoe, Totto-chan has always studied hard and tried to be kind. If only the teacher from her old school saw Totto-chan now, sitting sweetly on the train with the other kids, they would say, "Surely it's another child!" (Kuroyanagi, 2010: 95).

She still likes street musicians, but she has also learned a lot about things around her. The little girl who was expelled from school because she was considered a troublemaker had grown into a good child in Tomoe (Kuroyanagi, 2010: 172).

At school and in the family, Totto-chan may also be taught to be honest. When she found a five-cent note on the train, she felt compelled to hand it over to the police, she felt guilty when she had to take the money in front of many passengers on the train. What should I do? She thought. Just then she remembered, someone once said, if you find money, you have to hand it over to the police, but there are no police on the train. So how? She felt guilty because of the five cents she covered with his right foot. While enduring, she thought of a plan. Later while down, she will take the money and hand it over to the police (Kuroyanagi, 2010: 143).

At Tomoe Gakuen School, the students naturally love each other, because

the attitude is emulated from the Principal of Sosaku Kobayashi who always radiates his affection for all his students. In fact, there are not enough words to express the Principal's love for his students and school, but the children are not old enough to realize it (Kuroyanagi, 2010: 55).

Totto-chan does not discriminate between friends, including those with handicapped friends. Totto-chan paid attention and affection to her friend who suffered from Polio named Yasuaki-Chan. "Can no one fix it?" She asked attentively. The boy did not answer. Totto-chan became embarrassed, sorry for asking that question. But the boy said cheerfully, "My name is Yasuaki Yamamoto. What is your name?" Totto-chan was so happy to hear the boy talk cheerfully, until she answered loudly, "I'm Totto-chan." That was the beginning of friendship between Totto-chan and Yasuaki Yamamoto (Kuroyanagi, 2010: 40).

Totto-chan represented her school in the hospital visit program that treated wounded war soldiers. Totto-chan tried their best to cheer them up. At school and at home maybe Totto-chan is indirectly taught to always love everyone. Totto-chan feels guilty. She came to cheer them up, but she couldn't even sing one song. So she stood up, backed away from the bed then said bravely, "Okay. Now I will sing a song that I know." (Kuroyanagi, 2010: 203).

The love Totto-chan receives from those closest to her, such as the Principal at her school and Mama at home, makes Totto-chan a child who is attentive and affectionate to her neighbor. She tried to make everyone happy by distributing bark to identify the health of someone she bought from a street vendor. But the Headmaster thought it would be good for Totto-chan if she knew that all her friends were healthy. She was happy because Totto-chan had been raised to be a person who was attentive to others, especially to friends who might say that bark was bitter (Kuroyanagi, 2010: 210).

CONCLUSION

The story in the novel *Madogiwa no Totto-chan*, where the main character Totto-chan is the author's first name. So the story raised in this novel is the author's childhood experience. Tetsuko Kuroyanagi, felt the benefits of going to school at Tomoe Gakuen, which was able to emphasize her character better by true educators namely the Principal and founder and owner of the Tomoe Gakuen School.

In addition to the role of the Principal of Sosaku Kobayashi in fostering her to become someone who has a good self-concept and moral values, the role of parents in this case who plays a lot is Mama, also greatly influences her life's journey to be someone who is meaningful

to herself and by the surrounding environment.

Reflections on how to educate and nurture good children in the *Madogiwa no Totto-chan* novel can be used as role models and concepts in educating children at school and at home. Making a child morally acceptable to his environment depends on how to educate and nurture and how to behave adults in the eyes of children.

Children with an early age range up to elementary school age are golden age ranges that need to be given positive stimulation for the sake of forming a good character in a child. Educating children requires consistent collaboration between all aspects of the environment around the child, including the home or family environment, the school environment, and the community environment. The family environment must be able to provide a good and positive example in behaving and responding to everyday problems, both parents must have the same vision and mission in raising children. And in the school environment, teachers must be consistent with each other in attitudes and provide the same moral values which can be accepted by the wider community.

Community environment is the most extensive environment outside of a child, so it is the most difficult environment in providing positive and moral values to children. Still, in building

the character of children for the survival of the nation's character, three components around the child must be able to work together and collaborate well. The matter of building the morale of the nation's children is a shared responsibility among the three components.

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