

**EDUCATIONAL VALUES IN “TOTTO-CHAN : THE LITTLE
GIRL AT THE WINDOW “ BY TETSUKO KUROYANAGI**

THESIS

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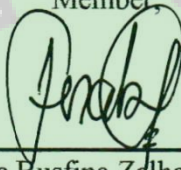
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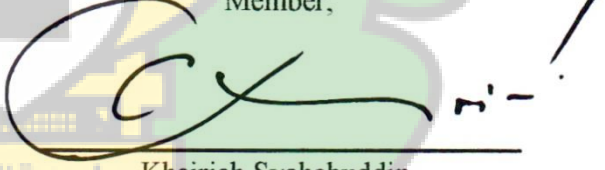

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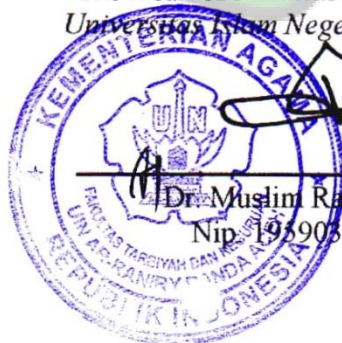

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ABSTRACT

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Thesis Working : Educational Values in “Totto-Chan : The Little Girl at the Window” Novel
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Keywords : Educational Values; Novel; Literature; Totto-Chan : The Little Girl at the Window

This study aims to find out the educational values in “Totto-chan: The Little Girl at the Window” novel by Tetsuko Kuroyanagi. The research question of this study is “what are educational values in the novel.” This study used a descriptive qualitative research. In doing the process, some procedures were taken so that the results of the study could be found out. Several steps of the procedures were: collecting references that relevant to the analysis of the novel, reading the novel and understanding the texts to identify the educational values, extracting the educational values of the novel, and lastly, doing descriptive analysis of the data analysis. The findings revealed that there were several educational values presented in the novel by the author in this novel. The analysis of this study followed the educational values proposed by Linda and Richard (1997). Based on the analysis there were twelve educational values found in the novel, these values divided into two parts, values of being and values of giving. The values were honesty, courage, love peace, confidence and capability, self-discipline and moderation, purity and pureness, loyalty and trustworthy, respect, love and affection, sensitive and not selfish, kind and friendly, and lastly fair and humane. However, the dominant value found in the novel was being kind and friendly. By this research, it was expected that teachers could implement the positive things that exist in this study and in the novel at school, also encourage students’ interest in literature.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Education is very important in our life, by education we can get better life in the future and wipe out the stupidity, unfortunately not all students have a chance to get a good education at school, it is because the teachers do not know how to teach them well or it is just because the students do not like to study. In education there are a key set of values and virtues connected with education.

According to Sastrapratedja (1993) educational value is the implement and development of values in a person. Educational value should not constitute a special program or lesson, such as drawing or English lessons, but rather a dimension of the whole enterprise of education. Education does not only want to develop the knowledge, skills, technologies, but also want to develop other aspects: personality, morals and ethics, etc., all of which can be called educational value.

There are several values and virtues connected with education, which are: learning, thinking, integrity, honesty, growth and excellence (Lambardo, 2004, p.12). These values and virtual reflect the general goals and standards of behavior among educators and educational institutions. These values and virtues define what is judged as important in the educational process and what types of character traits are seen as reflecting these values. Higher education, in numerous ways, attempts to *model* and

teach those key character virtues which embody these central values. Beyond learning specific fact and skill, higher education highlights these virtues. Furthermore, many educators encourage their students to pursue these values and develop these character virtues as well.

Modeling and teaching these values and virtues, and helping students to embrace and practice them can enhance their overall academic performance, its serve as the necessary foundation for the acquisition of factual knowledge and intellectual skill. For example, the love of learning and thinking, and the pursuit of excellence can enhance student performance in all academic disciplines. Moreover, it helps to create educated individuals who will bring a lot of benefits to others and society or a whole (Lombardo, 2004).

Hence, the values and virtues reflect the general goals and standards of behavior among educators and educational institutions. These values and virtues define what is judged as important in the educational process. Therefore, the primary focus of education should teach these characters, since the things keep changing so quickly and knowledge is growing exponentially, everyone needs to keep learning throughout their lives.

According to Little (1970), who takes Matthew Arnold's statement in Culture and Anarchy, he sees literature as a principal element of culture. It contains the record of the people's values, their thoughts, their problems and conflicts -in short their whole life. Whether transmitted through the spoken or the written word, literature may fairly be regarded as the chief art of mankind. Through this art, each generation

tries to pass on to next “the best which has been thought and said”. Therefore, the literature can be one of source or media to deliver messages of values and education to the readers, and it must be easily delivered because a lot of people like literature. It can be said that literature is the messages containing experiences the authors write that come from their real life.

The novel “Totto-Chan: The Little Girl at the Window” was one of literature written by Tetsuko Kuroyanagi. It told a story about a six years old girl who lived during the Second World War. Her name was Totto-chan. In her daily life, everything that she did or she asked always approved by her parents. Her attitudes as a girl were different from other children in Nogisaka. In her old school, she always made some unusual activities, such as standing on the window while the teacher was teaching, etc,. This unusual behavior made the teacher frustrated and Totto-chan had to be expelled from her school.

In getting of knowledge or studying, Japanese has education system basically consists of six years of elementary school, three years of junior, three years of senior high school and four years of university or two years of college. Japan takes the education of its citizens very seriously. Japanese people were known for their intelligence, politeness, and wellness. Japanese have an incredibly cool education system and unique teaching methods. Yusuke Imai and Ayami Moteki created an unusual set to teach children colors and painting to developing creativity in kids, it is called “Nameless Paints”. The set won the 2012 Kukuyo design award. The Japanese put a lot of efforts and time in education systems, they try to make it useful but also

fun. Manners before knowledge, in Japanese schools the students do not take any exams until they reach grade four at the age of ten, the goal for the first three years of school is not to judge the child's knowledge but to establish good manners and to develop their character. Children are taught to respect other people and to be gentle with animals and nature, they also learn how to be generous, compassionate and empathetic, beside this, the kids are taught qualities like grit, self-control and justice.

In Japanese schools, students have to clean the classrooms, cafeterias and even toilets all by themselves. Most Japanese schools do not employ janitors or custodians. When cleaning, students are divided into small groups and assigned task that rotate throughout the year. The Japanese education system believes that requiring students to clean up after themselves teaches them to work in a team and help each other. After-school workshops are so popular, to get into a good junior high school, most Japanese students enter a preparatory school or attend private after-school workshops. The classes in these schools are held in the evening. Seeing groups of small kids returning from their extracurricular courses late in the evening is common in Japan. Japanese students have 8 hours school day, but apart from that they study even during the holidays and weekends, it's no wonder that the students in this country almost never repeat grades in primary, lower secondary or secondary school.

Therefore, in this study the writer is going to find out the educational values in the novel *Totto-Chan: The Little Girl at the Window*, because the writer thinks that the way how the headmaster from Tomoe Gakuen educates the students in his school is really interesting and good. The writer hopes that this research can give solution to

the problems of education in our life. Moreover, the writer hopes this novel is good for everybody to apply the values in daily life, especially for teachers.

Based on the explanation above, the writer interested in conducting a research entitled **“Educational Values in “Totto-Chan : The Little Girl at The Window”**.

B. Research Question

In this research, the writer proposed the research question as following:
What are the educational values found in the “Totto-Chan : The Little Girl at the Window” novel written by Tetsuko kuroyanagi?

C. The Aim Of Study

The aim of this study is to find out the educational values in the “Totto-Chan : The Little Girl at the Window”, hence the writer can enlarge knowledge on the education.

D. Scope of Study

This study focuses on the educational values in *Totto-chan :The Little Girl at the Window* novel which was written by Tetsuko Kuroyanagi. In this study, the writer analyzed the content of *Totto-chan :The Little Girl at The Window* novel that showed the educational values. The writer focuses on two types of educational values, which are values of being and values of giving proposed by Linda and Richard (1997).

E. Terminology

In order not to confuse the readers, the writer explained some important terms used in this research, such as :

1. Education

Mahfud (2006, p. 33-34) argues that definition of education is the process whereby a person develops the ability to shape attitudes and behavior of others in the community where he lived, the social process in which people exposed to environmental influences selected and controlled (especially those coming from the school), so that he can obtain or have social skills development and individual capability optimum (maximum).

2. Value

Fraenkel (1980, p. 10-13) says that value is divided into two categories. The first is aesthetic which is referring to what people think of as something beautiful. The second is ethics which is referring to the study of how people act.

3. Educational values

According to Elmubarok (1998, p.12) educational value is the value of education. Educational value is the spirit of education, moreover wherever people are taught the value of education will present naturally.

4. *Totto-chan: The Little Girl at the Window*

Totto-chan: The Little Girl at the Window is a novel by Tetsuko Kuroyanagi. She is Japanese writer who lives in Japan during the Second World War and during the atomic bombing of USA in Japan. This novel is a semi-autobiography

of her life during her childhood. This novel tells about Totto-chan, six years old girl who lives in Nogisaka, Japan. She always asks about everything new, she is inquisitive girl.

F. Significant of Study

This study is expected to be significant both theoretically and practically.

1. Theoretical Significance

Theoretically, this research is helpful to provide the readers to know the educational values contained in the novel of *Totto-chan : The Little Girl at the Window* written by Tetsuko Kuroyanagi. In addition, this research also can increase knowledge in the field of literature as well as guidelines for consideration and reference source for researchers who will conduct similar research.

2. Practical Significance

a. For teachers, this research is useful to help the teachers in facing and solving problems in educating students as well as to increase the knowledge of values in education.

b. For students, this study can add the knowledge about the educational values, especially on those contained in the novel.