

**THE EDUCATIONAL VALUES OF THE NOVEL “TOTTO CHAN: THE  
LITTLE GIRL AT THE WIDOW” BY TETSUKO KUROYANAGI**

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**ABSTRACT**

This research study aimed to analyze The Educational Values in the Novel *Totto-chan: The Little Girl at the Window* by Tetsuko Kuroyanagi. In this study the method used was qualitative descriptive method. First about educational values of the novel, the researcher found some values in the novel divided into two parts, Values of being and values of giving. Values of being were: honesty, courage, peace ability, self-discipline, confidence and capability. Values of giving were: loyalty, respect, love, unselfishness, sensitivity, kindness, friendliness, justice and mercy. Second was the implication towards parents and teachers. Teacher should care, patient, have aim, and trust to students. Parents should support positive activity of children, understand what they need, and give a freedom to children to chose what they want. Third was the comparison between educational system in world war and modern era in Japan especially in the novel, from the novel the situation was in world war, the school year started every April. There was limitedness in elementary education in world war, while in the modern era every people had their freedom in education.

*Keywords* : *Educational Values, Totto-chan: The Little Girl at the Window.*

**A. INTRODUCTION**

According to Pawar (2012:46) Novel was a book of long narrative in literary prose. Novel was one of literary work that combined the elements and phenomenon that happened in the society life. Some novels commonly told the stories that consisted of values. Values in the novel became the reflection of life to

deliver to the readers. In the novel, there was a message that capable to take by the readers one of the messages was the values that could to apply in human life in society. One of novel that contained with educational values was *Totto-Chan: "The Little Girl at the Window"* by Tetsuko Kuroyanagi.

*Totto-Chan: "The Little Girl at the Window"* by Tetsuko Kuroyanagi told a story about six years-old girl who was considered naughty and weird by the teachers at school that make Totto-chan had to dismiss from her old school. Then, her mother sends Totto-chan to Tomoe Gakuen School. In this school Totto-chan found many things that different with her old school, like wagon train classes and beautiful gardens. The method of Tomoe School in teaching was different with other school, each student of one class have different activities and interests. The student with limited ability was treated based on their ability. Every child had the same rights to learn. This novel was very interesting to explore social issues especially in education.

In this novel, the author reflected the educational values based on the main and the minor character of the novel, and also based on the social activity in the novel. For example, the children at Tomoe would not insults or reproach the child that had limited ability. Every child had the same rights to learn. Then how Mr. Kobayashi treat his students, with love, patient and sincerity. He always said to his students "you were really a good child, you know it, don't you?". Mr. Kobayashi trusts that every child born with a good character. This novel is written by famous author Tetsuko Kuroyanagi.

Tetsuko Kuroyanagi was born August 9, 1933 in Tokyo. Her father was a violinist and a concertmaster. She went to Tomoe Elementary School (Tomoe Gakuen) when she was young. After that, she studied at the Tokyo College of Music, majoring in opera. In 1984, in recognition of her charitable works, Kuroyanagi was appointed to be a Goodwill Ambassador for UNICEF helping children who had suffered from disasters and war as well as raising international awareness of the situations of children in poor countries. and is considered as one of the first Japanese celebrities who achieved international recognition

## **B. THEORETICAL REVIEWE**

### **1. Literature**

Literature was a revelation of life problems, philosophy and soul science. According to Suroso & Puji (2009:103), literature was a reflection of life experience and transformation of human life, whether real or just an imagination, which was cut in pieces and then assembled back with imagination, perception, and expertise of the author and presented through a medium (language).

Literature was concluded as permanent expressions in words (written or spoken), specially arranged in pleasing accepted patterns or forms. Literature expresses thoughts, feelings, ideas or other special aspects of human experiences (Ade, 2008:3).

According to Pickering & Hooper (1981:7), the elements of literature relates to one or more of three major genres, there are:

#### **a. Drama**

Drama are a discrete skill in itself (acting, theatre, refined skill), and therefore it is offered as a 'subject' in secondary school. However Drama is also a tool which is flexible, versatile and applicable among all areas of the curriculum. Through its application as a tool in the primary classroom, Drama can be experienced by all children.

#### **b. Poetry**

Poetry are an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices so as to evoke an emotional response. Poetry has been known to employ meter and rhyme, but this is by no means necessary. Poetry is an ancient form that has gone through numerous and drastic reinvention over time. The very nature of poetry as an authentic and individual mode of expression makes it nearly impossible to define.

#### **c. Prose**

Prose was the written equivalent of the spoken language. It was written in words, phrases, sentences, paragraphs and chapters. It utilizes punctuation, grammar and vocabulary to develop its message. Prose was made up of fiction and nonfiction. Prose was the way you speak everyday. If someone followed you

around and reported on your actions and conversations, the result would be prose. Prose divided into fiction and nonfiction prose. Fiction includes novels, mystery, detective, romance, short stories, and historical fiction. Nonfiction writing includes essays, autobiographies, articles, and journals.

## **2. Novel**

The word comes from the Italian, *Novella*, which means the new staff that small. The novel developed in England and America. The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history. But with a shift in society and development time, the novel is not only based on data nonfiction, author of novel can change according to the desired imagination. According to Guerin & Labor (2005:4), the novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the written word, representations of human life that instruct or divert or both.

In other hand, novel a kind of literary work. It means that novel may be defined as literary work beside prose, drama, and poetry. It is fictitious and narrative in which the author portrays characters and actions of human beings, gained from the experiences in real life. Those, novel includes in narrative story which has some narrative aspect such as character, plot, setting, and so on. Narrative fiction, drama, and poetry are the three major genre division of literature and the fundamental differences between them are constructional.

## **3. The Intrinsic and Extrinsic Elements of a Novel**

According Lewis (2008:26), the elements of intrinsic novel is elements that build a literature novel and are within the novel itself.

According to Klarer (2004:14), intrinsic is to analyze the elements of a prose which consists of plot, character, setting, theme, and point of view.

### **a. Plot**

According to Klarer (2004:15) plot was a series of the events in a story. Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. An

ideal traditional plot line encompasses the following four sequential levels: exposition—complication—climax or turning point— resolution

b. Character

Another intrinsic element in literary fiction is character. According to Klarer (2004:17), character was the aggregate of traits and features that form the nature of some person or animal. Traditionally, characters carry out the plot and it is around the characters that the plot revolves and the theme is developed

c. Point of View

According to Klarer (2004:20) Point of view direct to the way of the story telling in a novel. It was the way of perception which is used by the author as a device to appear characters, action, setting and many kinds of events which may form the story in a fiction

d. Setting

According to Klarer (2004:25), was stated that the setting is not only a particular time and a particular place, or a very substance of a region, but also how the people things, how they react, their prejudices, their insanities, and their lifestyle with all elements that related indirectly.

e. Theme

According to Klarer (2004:27) was stated that theme gives a strong explained about the unity of what is happening in the story, and tell about the story of life in a common context. The purpose of theme was to give a shape and effect in our mind, so make the story easy to remember. A good theme had to represent the entire story in the novel. Sometimes the theme shapes in to the fact that comes from the human experience. It was explored by the story and then gives impression for each of event in life. Extrinsic was to analyze the relationship between a literary works with evolving circumstances at the time of the work is created as the relationship mentioned above (Wellek and Warren, 1942:72). According to Guerin & Labor (2005:85), the elements of extrinsic are:

a) Author's Life

The part of author's life also influence the settings and plot of the story. The author's situation or what the author was experiencing now also affect the story

making. He/she would be able to describe the storyline with details, because they had experienced this kind of situation. When making a literary work, the author could reflect back to his/her life.

b) Historical Background

Historical background might be described by the flow of the story. It could be shown by a timeline too. The historical background can be the history or the past of the setting the story was. It could also show the development or improvement of a certain thing or condition. Describing the historical background might also be used to send messages to make readers realize the mistake and take action to fix the bad record.

c) Cultural Background

The cultural background inside the story may also connect to the author's life. As for example, the author's cultures may be mixed into the story. It might display the life or historical event in the country or area that the author lived by. The cultural background may also refer to the setting and plot of the story. It depends on where the story takes scene.

d) Social Background

The story depends on the social background of the author. He/she would probably write something that connects to the community around them. It could also be the social problems that were happening on the world or the social organization inside a certain country. Social background can also be used to describe a person's biography and how it affects their life nowadays.

#### **4. Education**

Education was the most important for life. All other activities have their foundation in education. Education was so important that it would continue even in eternity. It enabled humans to achieve their fullest personal, spiritual, mental, social, and physical potentials. The ability of being educated was what distinguishes humans from animals. To discover the varied facets of education, we should review a few definitions of education.

According to Sinclair (2014:4), education was a lifelong process that was ongoing of an individual. The process included all experiences that the child

received in the school or at home, in the community and society. The processes happened through various interactions and activities. The activities and interaction happened between children, teacher, friends, and environment.

Education was not limited to a classroom or a school only. It is considered to be a lifelong process, where all the experiences, knowledge and wisdom that an individual acquires at different stages of one's life through different channels (i.e., formally, informally and incidentally) were termed as education (Sinclair, 2014:5)

### **5. Educational Value**

According to Hanus (1899:12), educational values would be accorded to all subjects, provided only that they develop interest; for, as we have seen, interest means incentives and incentives lead to activity which may develop power. The educational values would guided human how to interact to other people to do positive in his own life or society. Educational value was a value that tells us about education problems, education values could gave the information that related to educate the human.

Kinds of educational values according to Linda & Eyre (1993:29), were divided into two groups:

a. Values of Being:

The value of being was a value that was within evolved human beings into the behavior and the way we treated others. Which include:

1) Honesty

Honesty toward others, institutions, society, ourselves. Strength and confidence that came from deep because there was nothing to hide (Linda & Eyre, 1993:41).

2) Courage

Dare to tried things that either though difficult. Majority who dare to oppose the flow is moving towards one. Dare to follow your good heart in spite of marginalized and suffer from it. Dare to be gracious and friendly. The meaning of courage was to do something difficult but correct and it was the best option for the long term (Linda & Eyre, 1993:56).

3) Peaceability

Calmness. Peacefulness. Serenity The tendency to try to accommodate rather than argue. The understanding that differences are seldom resolved through conflict and that meanness in others is an indication of their problem or insecurity, and thus of their need for your understanding. The ability to understand how others feel rather than simply reacting to them. Control of temper (Linda & Eyre, 1993:76).

4) Confidence and Capability

Individuality. Awareness and development of gifts and uniqueness. Took responsibility for own actions. Overcoming the tendency to blame others for difficulties. Commitment to personal excellence (Linda & Eyre, 1993:90).

5) Self-Discipline and Moderation

Physical, mental, financial self-discipline. Moderation in speaking in eating in exercising. The controlling bridling of one's own appetites. Understanding the limited of body and mind. Avoiding the dangers of extreme, unbalanced viewpoints. The ability to balance self-discipline with spontaneity (Linda & Eyre, 1993:107).

6) Purity and Pureness

Purity was clean, without tendency. For example is purity of thinking (Linda & Eyre, 1993: 124).

b. Values of Giving

The values of giving is that values needed to be practiced or provided which would then be accepted as a given. Values of giving include:

1) Loyalty

Loyalty to family, to employers, to country, to the school, and to other organizations and institutions to which commitments were made. Support, service, contribution. Reliability and consistency in doing what you said you would did (Linda & Eyre, 1993:145).

2) Respect

Respect for life, for property, for partners, for elders, for nature, and for the beliefs and rights of others. Courtesy, politeness, and manners. Self-respect and avoidance of self-criticism (Linda & Eyre, 1997: 112).



3) Love

Individual and personal caring that goes both beneath and beyond loyalty and respect. Love for friends, neighbors, even adversaries. And a prioritized, lifelong commitment of love for family (Linda & Eyre, 1993: 168).

4) Unselfishness and Sensitivity

Becoming more extra-centered and less self-centered. Learning to feel with and for others. Empathy, tolerance, brotherhood. Sensitivity to needs in people and situations (Linda & Eyre, 1993:181).

5) Kindness and Friendliness

Awareness that being kind and considerate was more admirable than being tough or strong. The tendency to understand rather than comfort. Gentleness, particularly toward those who were younger or weaker. The ability to make and keep friends. Helpfulness. Cheerfulness (Linda & Eyre, 1993:203).

6) Fair and Forgiveness

Obedience to law, fairness in work and play. An understanding of natural consequences and the law of the harvest. A grasp of mercy and forgiveness and an understanding of the futility (and bitter position) of carrying a grudge (Linda & Eyre, 1993:224).

## **6. The Comparison of Educational System in Japan**

The Japanese educational system is constantly changing and trying to better itself, as would be the aim for most educational systems in the world. There are many positives to the system as well as a few negatives.

According to National Council for Preservation Education (NCPE) (2009:91) Japan's modern age began with the Meiji period (1868-1912), an era of government-sponsored Westernization in art, education, and architecture.

According to Aghniya (2013), education in Japan was divided into two periods: the period before World War II and the period after World War II when the second period had a grain of difference on the policy applied in the Japanese education.

a. Before World War II

Before World War II imposed education policies were summarized in the manuscript copy of Empire about education or the so-called Imperial Rescript on Education. Where in ancient times the emperor had been taught the value of broad-based and lasting, and positive values grow in depth and sturdiness in the person of each emperor. The material taught in the ancient times more tends to lead to loyalty and obedience to captivate the generations that still apply aesthetic.

The positive values of the emperor in Japan this was applied to education in the country. Where every individual should be able to establish a harmonious relationship, devoted affection toward the people around him, loyalty, and obedience to parents, husband, wife, friend, be yourself moderate and simple, and studying as deep as possible and offset by artistic soul.

In this era, the education was divided between elite school and commonly school at the time.

b. After World War II until Now

After the end of World War II, namely on November 3, 1946, Japan began revamped education policy based on human rights, freedom of conscience, guarantees each individual to develop freedom of thought, academic freedom where every individual has the right to education according to their abilities.

After World War II, according to Anderson (1975:90), during the occupation the basic principle of equality of educational opportunity had been written into the Constitution and Fundamental Law of Education, guaranteeing all children "the right to receive an equal education correspondent to their ability"

The ultimate legal basis for the new educational system was the Constitution adopted by the Diet in November 1946. Three articles dealt specifically with education: Article 20--"The State and its organs shall refrain from religious education;" article 23"Academic freedom is guaranteed;" and article 26, which stated:

All people shall have the 'right to receive an equal education correspondent to their ability. All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided by law. Such compulsory education shall be free. (Anderson, 1975:66)

Other articles provided for fundamental human rights, freedom of thought and conscience, and the "right to maintain minimum standards of whole some and cultural living."(Anderson, 1975:66)

The current Japanese educational system is based on the Fundamental Law of Education known in Japanese as *Kyoiku Kihon ho* [教育基本法], which was passed on the 31st of March 1947 while Japan was still under American occupation, and is based on a similar system in the United States. the Japanese National Education Regulations (School Education Law) set arrangement of basic education consists of education overall 6-3-3-4. Which means that the stages of the Japanese education consists of four stages, which have the purpose, vision, mission, specifically at every level of its stages.

The stages of education in Japan divided into 4 stages, both before World War II and after World War II.

1) Elementary School (*shogakko*)

Before World War II this stage namely The Elementary School Order. In this stages the education took about 6 years of education, in one class contained 30-40 students in a classroom. For in Japan the school year starts in April.

2) Middle School (*Chugakko*)

Before World War II, Middle school namely The Middle School Order, educational system for middle school order took about 5 years, but in 1947 the system was changed, the middle school only took about 3 years. The school starts from 8.45 a.m until 16.00 p.m

3) High School (*Koutogakko*)

To continue in high school each students should followed selection test to get to the school that the students choose. This stages took about 3 years same as middle school.

4) University/Higher Education (*Daigaku*)

Before World War II higher education namely The Imperial University Order, there were only a few universities that consist in Japan and the

people that could learn in university only special person, especially elite people. But after World War II, every people could to learn in University after following selection test. And the number of university increased. The time that took in this stage was 4 years.

## **7. Sociological Approach**

According to Jabrohim (2015:217), sociological approach was an approach to literature that considers aspects of society by the author. Sociological approach focused on social problems, focused on the beliefs and values of a society and how they were reflected in a text, Focused on economic, political, and cultural issues within a literary text.

The area sociology of literature is quite extensive. Wellek & Austin (1956) divide sociological study into three classifications. First, sociology authors, it concerned about social status, political ideology, and others that concern the authors. Second, sociology of literature, which was concerned about a literary work. Which was the subject of the study was about what is implicit in literary works and what purpose or mandate to be conveyed. Third, sociology of literature who were concerned about the readers and social influence on society.

Thus, the approach of sociology of literature concerned with the documentary aspects of literature, with the cornerstone of the view that literature was a picture or a portrait of social phenomena. In essence, it was a concrete social phenomenon, happening around us every day, could be observed, photographed and documented. By the authors, the phenomenon was lifted back into a new discourse with the creative process (observation, analysis, interpretation, reflection, imagination, evaluation) in the form of literature (Muslimin, 2011:126).

Literature presents a picture of life, and life itself largely consists of social reality. In this view, life includes people ties with people, human, events happens inside a person. So, looking at literature as a depiction of the world and human life, the main criteria are imposed on a literary work is "the truth" depiction, or to be described. However Wellek and Warren reminded, that the literary work is indeed express the life, but it is wrong to express considered as complete.

Therefore, to look deeply about the messages or values that conveys the author of the novel *Totto-chan: The Little Girl at the Window*, will be analyzed using the sociological approach.

### **C. METHOD OF RESEARCH**

In this research, the researcher used qualitative approach because it would be described by sentences with no statistical procedure. Research studies that investigated the quality of relationships, activities, situations, or materials were frequently referred to as qualitative research (Frankel & Wallen, 2009:422).

Subject of this research was a novel written by Tetsuko kuroyanagi entitled *Totto-chan: The Little Girl at the Window*. This was published for the first time in 1982. This novel was chosen as the subject of the research because it contained many educational values and the researcher interested to analyze the educational value of this novel.

### **D. FINDINGS**

#### **1. The educational value of the novel**

According to Linda & Richard Eyre (1993:92), the educational values were divided into two parts, values of being and values of giving.

- a. The researcher found the values of being which consist of honesty, courage, peaceability, confidence and capability, self discipline and moderation.
  - 1) honesty the researcher found two quotations that consist in value of honesty, the first was about Totto-chan and her friends that didn't like Mr. Kobayashi song. And then about the boy who has nothing to say. From the quotation it all about the honesty, that there was nothing to hide.
  - 2) Courage, which means that dare to tried things either though difficult. There are two quotation from the novel that the researcher found, first was about Totto-chan invited Yasuaki-chan to her tree house, where Yasuaki chan had no tree. Second was about Totto-chan who plucked up her courage to ask her dancing teacher.

- 3) Peaceability which means the ability to understand how others felt rather than simply reacting to them, the researcher found one quotation, which was about a boy who pretending to be the stabilizer in the ship, and made Totto-chan and her friends forget that they got seasick.
  - 4) Next was about confidence and capability a value which means that individuality and taking responsibility for our own action. The researcher found one quotation, Totto-chan and her friend were asked by Mr. Kobayashi to learn how to speak, totto-chan didn't know what she would to talk but with a confidence she tried to stand in front of the class.
  - 5) After that self discipline and moderation value, this means physical, mental, and financial self discipline. The researcher found one quotation; it's about Totto-chan and her friends who gave one instruction from Mr. kobayashi that Mr. kobayashi didn't want them to get lost, and then all of them with spontaneity they attitude was very good.
  - 6) The last value from values of giving was purity which means clean from contaminating mind example purity of thinking. The researcher found one quotation, it's about Totto-chan who found money in the train but she was confused. From the quotation totto-chan with her pure mind still confused what she had to do with that money.
- b. Values of giving were divided into few parts, loyalty was about commitments were made, respect was about Self-respect and avoidance of self-criticism, love was about personal caring that goes both beneath and beyond loyalty and respect , unselfishness and sensitivity was about learning to feel with and for others. Empathy, tolerance, brotherhood. Sensitivity to needs in people and situations. kindness and friendliness was about The ability to make and keep friends, helpfulness, cheerfulness. fair and forgiveness was about An understanding of natural consequences and the law of the harvest, a grasp of mercy and forgiveness and an understanding of the futility (and bitter position).

- 1) The first was about loyalty, from the novel the researcher found one quotation, it's about Totto-chan's father ideology about music and his loyalty to his organization and commitment have made.
- 2) Second was respect. The researcher found some quotation about respect, first was respect for partners, Miyo-chan really wanted the ribbon that Totto-chan own, but to respect her partners she took off the ribbon. Second was respect for elders, Totto-chan and her friends always call the farmers as their farmer teacher even the farmer didn't want to call as a teacher. But Totto-chan and her friends were called him as teacher to respect him.
- 3) Third was love value, which means individual and personal caring beyond loyalty and respect. The researcher found one quotation, it's about Mr. Kobayashi angry and cry with homeroom teacher when she called Takahashi who got physical order had a tail. This showed How Mr.Kobayashi love to his Pupils.
- 4) Fourth was unselfishness and sensitivity, which mean learning to feel with and others, empathy, tolerance and brotherhood. The researcher found one quotation, it's about camping where the students of Tomoe School help each other in the camping, not selfish and did their best to help.
- 5) Fifth was kindness and friendliness, the researcher found one quotation, it's about Totto-chan show a kindness and a friendliness with a new students Takahashi, and she understood the limited ability that Takahashi had. She invited Takahashi to see all class in the school.
- 6) The last value was fair and forgiveness, the researcher found one quotation, it is about Mr. Kobayashi who never siding with his students, if the students had mistake they should apologize.

## **2. The implication of the novel towards teacher and parents.**

In this novel the education was not only took place at school but also in every aspect of life. According to Sinclair (2014:4), education was a lifelong process that was ongoing of an individual. The process included all experiences that the child received in the school or at home, in the community and society.

The processes happened through various interactions and activities. The activities and interaction happened between children, teacher, parents, friends, and environment. Of course, the story in the novel would give implication for teacher and parents how to educate and face our children.

a. The implication of the novel towards teacher were

- 1) First, teacher should pay attention to student development,
- 2) Second, teacher was really need to be patient in facing the students as Mr.Kobayashi who had to listen Totto-chan story in four hours without fell bored,
- 3) Third, teacher should have a special aim for students, as Mr. Kobayashi which has an aim to his students, body and mind equally developed in perfect harmony.
- 4) And fourth, teacher should trust that every child born with a good character, as Mr. Kobayashi who always told repeatedly to his students that they were good children and indirectly it became a trust in the children that they are really a good child.

b. The implication towards parents,

- 1) first, parents should understand the need of children in education as Totto-chan's mother who was searching everywhere to found a school which suitable for Totto-chan,
- 2) second, parents should support every positive activity that followed by children as mother did to Totto-chan to follow summer vacation.
- 3) Third, parents should to give a freedom to children to choose everything that they wanted to be, as mothers did to Totto-chan who wanted to be, a spy, street musicians, ticket sellers or even a ballerina.

### **3. The Educational System in Japan**

The educational system in Japan was something that interested to found. There was comparison of educational system in Japan between during world war and modern era. According to Aghniya (2013), education in Japan was divided into two periods: the period before World War II and the period after World War



II when the second period had a grain of difference on the policy applied in the Japanese education. In the Novel there was limitedness of elementary education, because the situation that happened in the novel was during world war. While in the modern era there was not war anymore and every people had their freedom in education based on Fundamental Law of Education which stated that all people shall have the 'right to receive an equal education correspondent to their ability. All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided by law. Such compulsory education shall be free (Anderson, 1975:66). In the novel, The Tomoe Elementary School consists of six grades and the school year start in April, which the system was consisting before world war or after it.

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