

An Analysis Of Educational Values In The Novel Madogiwa No Totto-Chan By Tetsuko Kuroyanagi

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Abstract-This study aims to gain a deep understanding of educational values in the novel *Madogiwa No Totto-chan* by Tetsuko Kuroyanagi with a qualitative approach that includes educational values in terms of the structure of the novel. Research methods. This study is a library research that uses a qualitative approach with content analysis. Conclusion of research findings: The main theme of this novel is Education, education which allows students to be creative, while the sub-theme is that education must be adapted to the child's personality development. The messages found are: A mother must be wise in educating and nurturing children with special needs. A school principal or a teacher should be a leader who dares to act in accordance with their beliefs and principles of life. Educational values in this novel can be used as learning examples in schools to help children who have problems (with special needs). An educator should be cheerful and not be angry to his students, because educating children is not with anger but with advice, praise, and trust. The purpose is to make children confident, responsible, to love one another, and help each other, and to introduce them to nature as nature is source of knowledge. Educational values found are values related to the religious education values, moral education values, social education values, and artistic values. Recommendation: The autobiographical novel *Madogiwa No Totto-chan* (Totto-chan: The Little Girl at the Window) can be utilised as a medium of character education in Indonesian schools, for

this Japanese novel highlight educational values that encompasses several noble values. One such noble values is the educational value in the novel that summarises the realities of everyday lives of Japanese people.
Keywords: Novel; Educational Values.

I. INTRODUCTION

Instilling literary appreciation generally can form an important role in self-development for the youth to become better persons. According to Sumardi, “teaching the appreciation of literature (novel) can support the achievement of good teaching of language and literature. Consequent effect of good teaching of language and literature plays a role in developing a top-quality National Education. Lastly, a top-quality National Education is capable to produce superior youths”.

Regarding character education as one of the components of the 2013 education curriculum, Sumardi states that reading novels can provide the following benefits: 1. To provide superior nutrition for right-brain hemisphere development. 2. Give / offer healthy entertainment. 3. Give / offer healthy human values. 4. Able to train readers to develop imagination and creativity. 5. Able to train readers to develop their ability to concentrate. 6. Instill the love of reading.

One novel that raises the values of education is the novel *Madogiwa No Totto-chan* (Totto-chan: the Little Girl at the

Window). The novel *Madogiwa No Totto-chan* is an autobiographical novel by writer Tetsuko Kuroyanagi. *Madogiwa No Totto-chan* tells the childhood story of Kuroyanagi, who used to be called by her childhood nickname Totto-chan. Totto-chan was a difficult child and was expelled from a public school. Since being expelled from her old school, she was transferred to a new school called the Tomoe School. Tomoe School is the first setting where she met with Principal Sosaku Kobayashi, the person to have a meaningful impact in Totto-chan and her friends' lives. Totto-chan's friends who also have personality problems are Takahashi-kun and Oe-kun. Takahashi-kun is a child who has a physical disability and is insecure as such, while Oe-kun is a naughty child and disrespectful of his friends at the school. Tomoe School is a school that was formed and headed by Principal Sosaku Kobayashi. Principal Kobayashi applied different educational methods from other schools. He applied free and independent teaching methods. This method can encourage children develop in their own ways without coercion from others. Every child are born with good character and personality. There are various effects caused by the environmental influences and the negative influence of adults on their growth. Therefore, Sosaku Kobayashi attempts to discover that good character and personality so that children could grow into distinctive persons.

Principal Kobayashi is also an enjoyable educator and has never scolded his students, for he believes educating children should not be with anger but with advice, praise, and trust. Principal Kobayashi instills confidence, sense of responsibility, to love and be thoughtful of one other to the children of Tomoe School. He also formed various character of children and always introduced them to nature because according to him, nature is source of knowledge.

Madogiwa No Totto-chan applies the appropriate educational methods in educating children. By paying attention to the educational methods applied by the Principal Kobayashi, we can take an example of how to achieve optimal educational goals. Everything that is used to educate must contain educational values, including in media selection. Literary work is a structure. The structure here in the sense that the work is an arrangement of systemic elements, which between the elements occur reciprocal relationships that determines one another. Therefore, the unity of the elements in literature is not only a collection or pile of things or objects that are independent but are interrelated things, and interdependent. Novel as a literary work, is a work of art which also requires consideration and valuation of its artistic value.

Madogiwa No Totto-chan (Totto-chan: the Little Girl at the Window) is a work that contains several noble values. One such values is the educational value within the novel that summarises the reality of Japanese people livelihood.

Based on the background of the problem above the researcher is interested in conducting a research titled **“Analysis of Educational Values in the Novel *Madogiwa No Totto-chan* by Tetsuko Kuronayagi”**

II. RESEARCH FOCUS

The focus of this research is “Analysis of Educational Values in the Novel *Madogiwa No Totto-chan* “by Tetsuko Kuronayagi, while the subfocus of this research is “Educational Values observed from the Novel structure of *Madogiwa No Totto-chan*,-

Problem formulation

How is the study of educational values depicted by the author in the novel *Madogiwa No Totto-chan*?

How are the educational values observed from the text structure in the novel *Madogiwa No Totto-chan*?

III. METHOD

Research Method and Procedure

The approach utilised in this research is a qualitative approach with content analysis. This research type is a library-based research. Library research can be defined as a research that uses literary materials such as books, academic journals, and other documents that serve as references in this research.

Furthermore, the researcher uses an approach that is commonly used in literary study namely genetic structural approach, which is a research that derives reference not only from the literary text only but also reference factors outside the literary text (extrinsic) namely context study of literature outside the text. Content analysis is utilised to express educational values and to combine the structural text and in societal context.

The data of this research are obtained through structural description (theme, characters, character development, plot, intention) combined with data of educational values which are interlinked with religious education values, moral education values, social education values, and artistic values.

The primary source of data for the research is the novel *Madogiwa No Totto-chan* by Tetsuko Kuronayagi and secondary data are gained through heuristic reading of novel, theories, other writings which are related to the novel *Madogiwa No Totto-chan*.

IV. RESULT

The novel *Madogiwa No Totto-chan* (Totto-chan Little Girl in the Window), is a work that contains a number of noble values according to the author's eyes Tetsuko

Kuroyanagi. One of the noble values is the literary value that illustrates the reality of Japanese society. In this novel, the noble values of Japanese society are described and abstracted in the novel. The main characters in this novel are Tottochan and Sasaku Kobayashi. At Tomoe School, Totto-chan is educated in the right ways, one of the indications is giving suggestions as a form of motivation. This is found in the following text excerpt::

校長先生は、トットちゃんを見かけると、いつも、
いった。「君は、本当は、いい子なんだよ！」。

(Kuroyanagi, 2010:329)

kouchou sensei wa, Totto-chan o mikakeru to, itsumo, itta. "kimiwa, hontouwa, ii konandayo!".

Every time I meet Totto-chan, the Principal always says, "Actually you are a good kid".

The quotation above is part of educational values in terms of the structure of the text, the worldview of the author, the social structure of Japanese society and the meaning of the totality of educational values found in the novel *Madogiwa no Tottochan*. The method was carried out by the Principal of Kobayashi so that Totto-chan could feel confident that he was a good child so that He will avoid things that are considered bad. With motivation given in the form of suggestions repeated by the principal of Kobayashi, slowly Totto-chan's personality began to develop into a better person. *Madogiwa No Totto-chan's* autobiographical novel can be used as a learning tool for character education in schools in Indonesia because this Japanese novel has raised educational values with a number of noble values. Education in Japan can be applied to education in Indonesia.

Educational Values are reviewed from the Text Structure in the *Madogiwa No Totto-Chan Novel* which is an autobiographical novel written by Tetsuko Kuroyanagi, which tells about the past of Kuroyanagi who was fondly called Totto-chan as a child. Primary figures or main characters are Totto-chan and Principal Kobayashi because the intensity of the appearance in *Madogiwa No Totto-chan's* novel is very prominent and very influential in the story. Main Theme: Education that frees students, while subtheme: Education must be adjusted to the development of the child's personality. Plot: Forward flow Setting / Setting: Place: Southeast Tokyo Time: 12th Century or around 1943 Social: Social environment of modern Japanese society. At that time the influence of western culture began to spread among Japanese people, such as a concert performance. Mandate: A mother must be wise in educating and caring for her naughty/problematic child.

Educational values in this novel can be used as examples of school learning to help children with problems (naughty, disabled). An educator should be fun and not scold his students because educating children is not with anger but with advice, praise, and trust. Educational Values viewed from

the Social Structure of Japanese Society in the Novel *Madogiwa No Totto-Chan* by Tetsuko Kuroyanagi with Japanese background in the early 1926-1945 shows an anti-authoritarian education system and does not propagate ultranationalism and even teach state tolerance.

Educational Values in terms of the Meaning of Totality in *Madogiwa No Totto-Chan's* novels related to educational values are as follows: (1) Character Education: Independent, trustworthy, courageous, persistent, responsible, humble, kind, empathetic, and creativity, (2) Intelligence Education: Methods of education and rhetoric, (3) Social Education: Respect, respect, help each other, polite, modest, forgiving, a person who is fun and cares for others, and grateful, (4) Citizenship Education: Love the State / nationalist, (5) Beauty / Aesthetic Education: Enjoy music, learn while experimenting, and enjoy literature, (6) Physical Education: Sportsmanship, (7) Religious Education: Always doing good and always praying, (8) Welfare Education Family: Nurturing, friendly, giving suggestions as a form of motivation, paying attention to students' learning development, not having rules that force and put pressure on students (understanding students' interests and talents, giving punishment to educate, accepting children as they are).

V. DISCUSSION

Madogiwa No Totto-chan is an autobiographical novel by Tetsuko Kuroyanagi, which tells the story of Kuroyanagi, who had the childhood name of Totto-chan. The experience when she was an elementary school student was guided by a Principal and teachers at the Tomoe school which was built around the 12th year of the Showa era or around 1937. Tomoe Gakuen or Tomoe School is located in Southeast Tokyo or about three minutes walk from the station Jiyugaoka on the Toyoko line.

The main characters of the novel are the characters of Totto-chan and Principal Kobayashi because the number of appearances of the two characters in *Madogiwa No Totto-chan's* novel is very prominent and very influential in the story. In English Language Teaching literature, novels are usual adapted as a projects requires reading, reading for fun, literature circle[1], literary responses[2], or used to enjoy the writing and reading connection. Furthermore, from these non-literature orientation activities, novels are commonly use a supplementary material[3]. Within this study it purposefully employs novels as learning text. Novels are sometimes viewed as parts of learning material such as list of vocabulary, grammar structure charts, writing worksheets, and images, they have an appeal missing in a textbook and authenticity. They are unedited, unabridged, original in spoken also written, in order to write to tells about definition. The fanciful possibilities, imagination, intriguing plots, and real-universe language contribute to the connection of the reader and appeal

to a mass readership[3]. The novels' lack of arrangement and systematical presentation of curricular items may involve an additional work to plan a lesson, however it is a quality that deliver a language learning activity a various situations. While read a novel in the classroom, the teacher as the role as a facilitator and narrator rather than a lecturer; the students are not longer passive in language learners but active readers of authentic texts that give them an exact view of the real life.

It is found that the main theme concerns with education that drives students to be creative while sub-theme deal with the notion that education must be adapted with child's personal development, The study of educational values in this novel could be utilized as a learning sample in schools to solve Children troubles (mischievous, disabled). In other words, an educator should be pleasant in teaching and not to scold his students, for educating children is not with anger but with advice, praise, and trust. Education has the greatest value. According to J. Ruskin, "Education does not mean teaching people to know that they do not know, it means teaching them to behave as they do not behave". Thus, the ultimate aim of education is to achieve good life. Teaching children to be confident, responsible, love others, and help each other, introduce them to nature because nature is source of knowledge.

All those activities that are useful, good and valuable from educational vision are considered as educational values. Education has purpose to modify the education atmosphere and not only to provide a definite number of knowledge. Purposes are an end in themselves and values are the product. For reaching any target or objective we set an appropriate method to achieve it and when we are able to achieve for achieve the target and namely values. Therefore, educational values field are the outcome that we basically get. There are several Objectives of Value Education: to understand the relationship between education and values, to appreciate the need for value education, to understand the objectives of value education in schools, to identify the different sources of value education, to understand different approaches to value education, to plan different learning experiences for children to develop values among themselves, to find out a suitable method for providing value education among the students.

There are much of sources, which can be use by the teacher to put education value, it is divided into 3 categories: Firstly, The implementation of regular subjects in the curriculum of school are the primary source of educational value. In general various subjects such as: mathematics, science, civics, history, literature etc. All the subjects will increase some part of values from students.

Secondly, the activities of co-curricular improve several values in children at school with multifarious implementation that are not merely impacted with instruction

and education, and also give young pupils with a chance for self-expression and self-fulfillment.

Thirdly, the environment of school available for some part of values toward students. The individual examples, study hard of teacher, the effort of teachers encourage students acquiring a certain values in their life. Moreover in direct method, this education value could be informed to the students directly in the class activity.

By using this method teacher can use morality, biographies of a fame people, stories and real life situations as the illustration of values by explain and giving them a discussion. It is possible for teacher and students for direct interaction. But if we talk about indirect method, the education value could be given by applying the curricular and co-curricular programs with emphasis upon the period of time.

Different teaching subjects will increase the values for example scientific temper, free enquiry, interdependence of people, logical thinking, and appreciation toward diversities. Different co-curricular activities will develop appropriate values like team-spirit, team-spirit, tolerance, democratic living, and fellow-feeling toward students. Thus, in a modern school, teacher has to apply a very crucial role in value oriented education. The primary personality of the teacher influences the students' moral improvement. The teacher should connect education values with the ongoing situations. The teacher should provide value education cautiously. In the process of inculcation of social, democratic, moral and spiritual values in education, the role of the teacher cannot be ignored.

There is increasing interest in character and the function a college, university, school, youth group or sports group plays to concrete a young characteristics and personality. Many of these organizations recognize that this is a part of their role and, to varying degrees, have a set of principles or expectations as to the behaviors and attitudes they would like to improve. Character education however implies a more deliberate approach - a conscious decision to develop certain virtues, behaviors and attitudes and a plan as to how this will be achieved.

According to Tom Harrison from Birmingham University "character education is umbrella terms for explicit and implicit educational activities that help young people develop personal strengths that we call virtues." In line with that idea, Dr. Thomas from Development of Psychologist and Professor of Education at the State University of New York said that "Character education is the deliberate effort to develop virtues that are good for the individual and good for society."

The role of language in learning could not be over-emphasized. Language is the main resource teachers have and use for implementing learning. When learning languages, then, teachers and students are working with language

simultaneously as an object of study and as a medium for learning. In teaching languages, the target language is not simply a new code – new labels for the same concepts; rather, effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new steps of understanding the world. While these theories of second language learning provide insights on aspects of second language learning, there is no comprehensive or ‘complete’ theory that can guide the practices of teaching and learning. Nonetheless, this does not mean that ‘anything goes’.

Rather, it becomes important for teachers to become aware of and comprehend what are they doing and why, by examining their own, often tacit, theories about learning in relation to insights from latest and best theories, and by considering the implications of these for teaching. Both teachers and students need to enrich the conception of what language and culture are and do, and how they interrelate to interpret and create meaning. Language is at the important part of language teaching and learning and teachers need to constantly reflect on what language is. This is because our known of language affect the ways how we teaching English. An understanding of language as ‘open, dynamic, energetic, constantly evolving and personal’ encompasses the rich complexities of communication. This expanded perception of language also creates educational experience more connected for students. Language is not a part to be learnt but a way of vision, understanding and communicating about the earth and every language speaker uses their language(s) differently to do this[4].

People utilize language for communication purposes and learning a new language includes learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate [5]. Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary.

They also need to know how that language is used to create and use meanings and how to communicate with public and to engage with the communication of society. This involves the improvement of awareness of the nature of language and its impact on the people around the world [6]. Our understanding of language, as a part of languages teacher, becomes part of our professional stance and, as such, influences our curriculum, planning and classroom pedagogies. Teachers who view language simply as code make acquiring grammar and vocabulary the primary, if not the only, goal of language learning. Within such a limited

approach, students do not begin to engage with language as a communicative reality but simply as an intellectual exercise or as a work requiring memorizing.

VI. CONCLUSION

The study of educational values in the *Madogiwa No Tottochan* Novel with a qualitative approach can be an alternative learning in schools or colleges because the structure of the novel text is part of the literary structural approach, literary sociology and will build creativity in carrying out learning, especially in literary teaching skills, and the results of this study can be an alternative material in the teaching and learning process of literary text research models with theory of literature.

Through this study, students are expected to be more in-depth in their understanding of the meaning of a novel. Not only the intrinsic elements required to be understood by students, but they can get to know more about extrinsic elements related to the values of education and the life of the writer.

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