

Humanistic Psychology Analysis In Novel Madogiwa No Tottochan

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Abstract-This research is in the form of disclosure of the needs of existing students at Tomoe Gakuen school. Needs classified according to Abraham Maslow's multilevel needs theory of figures: 1). Totto-chan, 2) Takahashi-kun, 3). Yasuaki Yamamoto (Yasuaki-chan) and (4) Akira Takahashi (Takahashi-kun). In the novel Madogiwa no Totto Chan by Tetsuko Kuroyanagi. Novel Madogiwa No Totto-chan applies the right educational methods in educating children. By paying attention to the educational methods applied by the Kobayashi Principal, we can take an example of how to achieve optimal educational goals. Physiological needs shown by the character Totto-chan who is the main character in this novel where he has a need to note where the true nature of Totto chan is an aggressive, brave child, curious. The need for security is shown by the figure of Kunio Oe (Oe-kun). Oe-kun, who was originally a character who has a naughty and annoying personality, can turn out to be a better person who no longer repeats his mistakes. Oe-kun is a character who has a dynamic personality because he has a personality that develops into a better child. The Need for Love and Belonging was demonstrated by Principal Sosaku Kobayashi. Sosaku Kobayashi, a man who has inspiration and vision in building the Tomoe school. Principal Kobayashi believes that every child has a good character at birth. As time goes on, children's personality development is influenced by other factors, namely family factors and environmental factors. Therefore, the principal of Kobayashi tried to find the good character and develop it so that children could develop into a distinctive person. The headmaster of Kobayashi is also an educator who has a warm personality and is very much liked by students. The need for self-esteem was shown by the main character Totto-chan. In Tomoe School, Totto-chan was educated in appropriate ways, so Totto-chan's attitude began to change. The second character is Yasuaki Yamamoto (Yasuaki-chan). Yasuaki-chan is a child who has a physical abnormality due to poly-sickness. She doesn't feel inferior to her situation but feels confident because Totto-chan showed love to Yasuaki-chan and accepted her friend's shortcomings, this made Yasuaki Chan confident and feel appreciated. They often eat lunch together, spend breakfast together, and walk together, and walk together to the station after school. This is an attitude of appreciation to friends and self-respect. The need for self-actualization (need for actualization) is shown by the character Akira Takahashi (Takahashi-kun). The nature of Takahashi is patient, gregarious. He is a male student who has an imperfect body growth. Tahashi-kun's initial

attitude was shy but because Principal Kobayashi realized that having an abnormal body, Takahashi-kun would have a sense of insecurity. Therefore, Principal Kobayashi educates Takahashi-kun in the right way and is very concerned about his growth. The education and attention given by the Kobayashi Principal had a positive impact on Takahashi-kun's personality. One of them is to be a child who is confident and brave. He developed into a child who was confident because of the right attention and upbringing from the Principal of Kobayashi. Based on his personality changes, it can be concluded that Takahashi-kun is a figure who has a dynamic personality because he has a personality that develops into a better child.

Keywords: *psychology;humanistic; need; Maslow; novel.*

I. INTRODUCTION

Literature is an object for authors to express their emotional flush, for example feelings of sadness, disappointment, pleasure and so on. Teaching the appreciation of novels in general can take an important role in helping the younger generation develop themselves to become superior beings. Teaching literary appreciation (novel) can support the achievement of good language and literary teaching [1]. Psychology is one of the branches of science whose the object of study is human. According to the Central Dictionary Compilation, psychology is knowledge about the symptoms or activities of the soul. The term humanistic comes from Latin *humanus* which means human or cultured and refined, one of the fundamental aspects of humanistic psychology is its teaching that humans or individuals must be studied as an integral whole, and organized.[2]

Furthermore, Maslow states that every human being is an overall personality that is integral, distinctive, and organized, which shows that human existence has the freedom to choose action, determine its own fate or form of existence, and is responsible for choices and its existence. The personality according to Maslow is as a painting of the full use and use of talents, capacities and potentials.[2]

Every human being, therefore, is free to make the best choices for oneself so as to avoid misery, alienation, boredom, anxiety, guilt, and other sufferings. Suffering will disappear when humans try to fulfill their needs in

achieving goals so that a sense of satisfaction and life arises meaningful.

Humanistic psychology is the teaching that human or individual must be studied as an integral, distinctive and organized whole. Maslow developed his theory by relying on holistic principles, a principle derived from gestalt psychology. Maslow explains that a lot of human behavior can be explained in regard to the tendency of individuals to achieve personal goals that make life for the individual concerned full of meaning and satisfaction. For humans, a meaningful life is needed because through this a life event emerges that will give birth to the thought of achieving satisfaction. Satisfaction is temporary while if a need is satisfied the needs of the other will emerge demanding satisfaction and so on. Based on these characteristics, Maslow's idea of the needs that exist in humans is innate, arranged according to level or graded. [2]

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

The primary characters or main characters are the characters of *Totto-chan* and Principal Kobayashi because of the appearance intensity in the *Madogiwa No Totto-chan* novel is very prominent and very influential in the story. The main theme of this novel is Education which frees students, while the sub-theme: Education must be adapted to the development of the child's personality .

Novel *Madogiwa No. Totto-chan* is the novel sided on a variety of hierarchical needs of Maslow which comes from the need of the Tomoe Gakuen school learners the characters in this novel have different needs seen from the attitude and the behavior shown and the physical state of those who are different but these students have a high enough spirit of life because there is a school principal, Sosaku Kobayashi who is very concerned about their needs and the theory analysis of the needs of Maslow's graded hierarchy which is very important to know someone's condition.

Research Focus

The focuses of this research are as follow:

- a. Physiological needs of the characters in the novel *Madogiwa no Totto Chan* by Tetsuko Kuroyanagi
- b. The need for security in the three characters in the novel *Madogiwa no Totto Chan* by Tetsuko Kuroyanagi
- c. The need for love and belonging to three figures in nove the novel *Madogiwa no Totto Chan* by Tetsuko Kuroyanagi
- d. Self-esteem needs of three figures in the novel *Madogiwa no Totto Chan* by Tetsuko Kuroyanagi
- e. The need for self-actualization in three figures in the novel *Madogiwa no Totto Chan* by Tetsuko Kuroyanagi

II. THEORETICAL REVIEW

Humanistic Psychology Theory of Abraham Maslow

Abraham Maslow is known as the pioneer of the school Humanistic psychology, Maslow believes that humans are moved to understand and accept themselves as much as possible. His theory which is very well-known nowadays is the theory of necessity level. His family life and life experience have influenced his psychological ideas. Humanist psychologists believe that everyone has a strong desire to reach the level of self-actualization.

Abraham Maslow's Needs Hierarchy Level

According to Maslow, human behavior is more determined by the tendency of individuals to achieve goals so that the lives of individuals are happier and even satisfying. Maslow conveyed his theory of multilevel needs arranged as follows: physiology, security, belonging and affection, appreciation, and self-actualization. The most basic needs are physiological needs, if these needs have not been reached then the individual will not reach the needs above him. The necessity at the lower level must be relatively satisfied before the individual is aware of or motivated by the needs on it [3]. So this most basic need must be fulfilled firstly to satisfy the needs above, namely the need for security to the needs of self-actualization [4].

Based on the five opinions above, it was concluded that stylistics is a scientific discipline that examines literary works based on the use of language, including beauty, style, form, pattern, and structure.

1. Physiological Needs

The most basic need for everyone is physiological needs, namely the need to sustain life physically. Needs that must be fulfilled such as the need for food, drinks, shelter, sleep and oxygen in other words, clothing, food, and shelter needs. This need is the most basic need for meeting all the needs on it. For example: hungry humans will always be motivated to eat, not

to find friends or be valued. Humans will ignore humans will ignore or suppress all other needs first to satisfy their physiological needs [5].

2. *Safety Needs*

After all physiological needs are satisfied, the need for security will emerge. These security needs include the feeling of physical security, stability, protection, and freedom from threatening things such as discrimination, war, terrorism, disease, fear, anxiety, threatening dangers, riots and natural disasters. And psychological needs that threaten psychiatric conditions such as, not being ridiculed, not humiliated, not stressed, and so forth. This need is different from the previous needs because these needs cannot be fully met, because humans cannot be fully protected from unexpected threats. Example; people who don't feel safe will show behavior like children who feel threatened or don't feel safe, they will always act as if they are in a state of urgency[5].

3. *Needs for Love and Belonging*

After physiological and security needs are relatively satisfied, needs are owned or become part of social groups and love becomes the dominant goal. People are very sensitive to loneliness, being rejected by the environment, and losing friends or love. This need will be important for life. Being loved and accepted is a way to lead to a feeling of well-being and worthiness, whereas without love it leads to futility, emptiness and anger. According to Maslow, failure to meet the need for belonging and love is the cause of almost all psychopathology[4].

4. *Self-Esteem Needs*

When the need for belonging and relative love is satisfied. Furthermore, humans will pursue their ego needs for the desire to achieve and have prestige. According to Maslow there are two types of self-esteem, the first is self-respect which includes the need for strength, mastery, competence, achievement, self-confidence, independence, and freedom. People need knowledge about themselves, that they are valuable and able to master the tasks and challenges of life. The second is the need for respect from others, these needs include the need for prestige, respect from others, status, fame, dominance, being an important person, honor, acceptance and appreciation. People need knowledge that they are well known and well received by others[5].

5. *Self-Actualization Needs*

If all basic needs have been fulfilled, the last level of the Maslow hierarchy is self-actualization needs. Where the need

to become something that person is able to make it happen all over his talents and abilities maximally. Self-actualization is the desire to gain satisfaction with himself, to realize all his potential, to become whatever he can do it, and to be creative and free to reach the peak of his potential. Man who reaches the peak of his actualization becomes a complete human being, obtaining satisfaction from needs that other people do not realize that there is such a need. They express basic human needs naturally, and do not want to be pressured by culture. The thing that distinguishes these needs from other basic needs is the lack of factors, where the four previous needs of someone is in need while in the needs of self-actualization because they want to develop, want to change, want to experience transformation becomes more meaningful[5].

V. RESEARCH METHODOLOGY

Type of research

This research is qualitative research, according to Creswell Qualitative research is method for exploring and understanding the meanings of a number of individuals or groups of people ascribed to social or humanitarian problems[6]. This qualitative research process involves important efforts, such as submitting questions and procedures, collecting specific data from participants, analyzing data inductively starting from themes that are specific to the general theme, and interpreting the meaning of the final report data for this study to have a flexible structure or framework anyone who looks in the form this research must apply a research perspective that is inductive in style, focuses on individual meanings, and translates the complexity of a problem. This research approach uses a type of literary psychology approach. This approach is an approach that leads to literary work which is considered as a result of the activities of the author, which is often associated with psychiatric symptoms such as, obsession with contemplation, sublimation, even as neurosis[7].

Data Sources and Research Data

The data source in this study is the novel *Madogiwa No Totto-chan* by Tetsuko Kuroyanagi which was published by the publisher of PT Gramedia Pustaka Utama in Jakarta in 2009. The novel contains 271 pages long. The cover of this novel is white, with a picture of a little girl in a brown hat, wearing brown shoes as well. The research data were in the form of quotations or written texts in *Madogiwa No Totto-chan's* novels. Those quotes intended to describe the behavior of the three figures in *Madogiwa No Totto-chan* which are related to Abraham Maslow's multilevel hierarchy theory.

Method of Collecting Data

The data collection of this study uses descriptive analytical method. According to Ratna Descriptive analytical method is carried out by describing facts which are then compiled by analysis. In addition to describing the facts, this method also provides sufficient understanding and exploration[7].

Data Collection Technique

Data collection technique is carried out, namely the technique of reading and marking. The researcher reads the novel as the object of research and then marks the quotation which is considered as data. Procedures for collecting research data are:

- a. The researchers determined the object of the research (Novel *Madogiwa No Totto-chan* by Tetsuko Kuroyanagi).
- b. Researchers read novels.
- c. The researcher gave a sign on the quote that was considered as data.

Data Analysis Technique

Data analysis technique used in this study includes identification, interpretation, analysis and conclusion. In the process of qualitative analysis, there are three main components that must be truly understood by each qualitative researcher. The three main components of the analysis are (1) data reduction, (2) data presentation, and (3) drawing conclusions. Data reduction is the first component in the analysis which is a process of selection, focusing, simplification, and abstraction. Data presentation is an assembly of information, descriptions in complete narrative form which subsequently enable conclusions of the study. Finally drawing conclusions and verification.

Data Analysis Procedure

The procedures for the steps taken in analyzing the data are as follows:

- a. Grouping the five levels needs according to the level experienced by the three figures.
- b. The collected data were then analyzed based on the five hierarchical needs experienced by the three figures.
- c. Data that had been collected and analyzed were entered into the data body table
- d. Summarizes the results of multilevel needs analysis to three figures in the novel *Novel Madogiwa No Totto-chan* by Tetsuko Kuroyanagi

VI. RESULTS AND DISCUSSION

In this chapter it was discussed in the form of descriptions about the structure of the novel and psychological problems figure in the novel *Madogiwa No. Totto-chan* works Tetsuko Kuroyanagi:

Novel structure

1. Characters and Characterizations

The main characters in *Madogiwa No Totto-chan's* novels, viewed from their roles and involvement in the story, are divided into: (1) the primary figure or main character is the main character in literature, (2) secondary figures or subordinate figures figures under the main character, (3) complementary figures are additional figures who are complementary figures in literary works to build stories.

The person who becomes the primary character or main character is 1). *Totto- chan*, 2). The Principal of *Sosaku Kobayahi*, 3) *Takahashi- kun*, and 4). *Ooe- kun*. These characters are called the main characters because the intensity of their appearance in *Madogiwa No Totto-chan's* novels is very prominent and very influential in the story. Those who are additional figures or complementary figures are: 1). *Akira Takahashi* (*Takahashi*), 2). *Miyo Kaneko* (*Miyo-chan*), 3) *Sakko Matsuyama* (*Sakko-chan*), 4). *Taiji Yamanouchi* (*Tai- chan*), 5). *Kunio Oe* (*Oe- kun*), 6). *Kazuo Amadera* (*Amadera*), 7). *Aiko Saisho*, 8). *Keiko Aoki* (*Keiko-chan*), 9). *Yoichi Migata* and 10). *Yasuaki Yamamoto* (*Yasuaki- chan*), 11). *Ryo-Chan*, 12). *Miyazaki*

1. Setting

According to Abrams, in literature, *setting* is one element that forms a very important story, because these elements will be able to determine the general situation in literature[8]. Meanwhile, according to Nurgiyantoro the setting is a pedestal point, which relates to the place, time relationship, and social environment of the events told[9]. Setting provides a concrete and clear storyline that is important to give the reality of the story, so that readers can be made into the story. This is because the background has the main elements that are interconnected and related. Setting can be divided into three main elements, including the setting of the place, time setting, and social setting. The location setting is a reflection of the location of the events told in the work. The use of the background must reflect and do not conflict with the nature and geographical conditions of the place in question. The time frame is related to when the events described in the literature occur. While the social background is a reflection of the

relationship with the behavior of the social life of the community in a place told in the work. This can be in the form of life habits, traditions, beliefs, outlook on life, etc[9].

- (1) *Place Background ; Setting of place in Madogiwa No Totto-chan's novels* , there is a Tomoe School located in Southeast Tokyo. The Tomoe School is a place where students learn and be educated with the educational methods and systems applied by the Principal of Kobayashi.
- (2) *Timeline;* The Tomoe School was built by the Head of the Kobayashi School in the 12th *Shouwa* period or around World War II . Previously the head of the school Kobayashi had studied for many years in Europe, paying attention to a number of elementary school education systems there, and thinking about the concept of education that would be implemented in the elementary school he would build, Principal Kobayashi succeeded in realizing his dream.
- (3) *Social Background;* *Madogiwa No Totto-chan's* novel tells the story in the background of the Japanese social environment.

2. Plot

In its most general sense, plot is often interpreted as the sequence of events in literary works to achieve certain effects[10]. According to Abrams plot is series of stories formed by the stages of events so as to forge a story presented by the actors in a story[10]. Whereas according to Fananie, the plot is a story that contains series of events in which each event is connected causally[8]. The plot used in *Madogiwa No Totto-chan's* novel is an advanced line. The story starts from the initial stage and ends at the final stage. The initial stage of the *Madogiwa No Totto-chan* novel is the character Totto-chan who is considered naughty by the teacher at his old school because he often causes chaos when the lesson is taking place. Then he was transferred by Mama to a natural school called the Tomoe School which only used railroad cars as a study room. At the end of the story, Japan, which was in turmoil due to the second world war, had many bombings dropped through US military aircraft. The Tomoe School was burned and destroyed. Since that incident the life at Tomoe School also ended. From all the descriptions above, it can be concluded that the plot in *Madogiwa No Totto-chan's* novel consists of 65 chapters and contains 271 pages and uses advanced paths because the story starts from the beginning to the final stage.

3. Themes

Themes are the ideas, ideas, views of life of the author behind the creation of literary works. Themes can be moral, ethical, religious, traditional, socio-cultural issues related to life problems. The theme can also be the views of the author, ideas, or the wishes of the author in dealing with the problems that arise. The way to recognize the theme of a work is to examine carefully every conflict in it[8]. The theme of the *Madogiwa No Totto-chan* novel is the theme of humanity; where there are personality problems in *Totto-chan's* children that can be addressed with the right education process so that children can develop into better and more mature individuals in accordance with the nature of education itself.

This can be seen from the very prominent problems in the novel, which tend to discuss the educational process in the Tomoe School which was applied by the Principal of Kobayashi and the values of character education taught as early as possible so as to educate *the* small *Totto-chan* and his friends to become human who have the skills and responsibilities in their lives .

The Analysis of 5 kinds of Needs according to Maslow in Tetsuko Kuroyanagi's Madogiwa No Totto-chan Novel as follow:

1. Physiological Needs (*Totto- chan*)

Totto-chan is the main character in *Madogiwa No Totto-chan's* novel . The real name *Totto-chan* is Tetsuko Kuroyanagi. Before he was born, all of Papa's and Mama's friends, Totto-chan, were convinced that he was a boy, so his parents decided on their baby name Toru 徹 which means *penetrating*, flowing far, clear and echoing like a sound, but because a child is born it turns out that their women still use the word *Toru* with the Chinese version of *tetsu* and add the suffix *ko* which is usually used for girls. So everyone calls him Tetsuko-chan. But for a little girl, that name doesn't sound like Tetsuko-chan. So every time someone asks what his name is, he will answer, "Totto-chan". He even thinks Chan is part of his name. His father was a famous violinist of his time. Her mother is a housewife. Totto-chan at that time didn't have brothers yet . He has a German shepherd named Rocky.

At the first school *Totto-chan* often did things that were 'naughty and annoying' to her teachers. *Totto-chan* often causes problems and chaos when lessons are in progress. Therefore, he is often punished by the teacher to stand in the school corridor. The quoted text below is a text

excerpt taken from the words of the teacher teaching next to the Totto *chan* classroom , as clearly illustrated in the text excerpt below:

「. . . おた い さ ん が ク ラ ス の の に
ス の ま す 。 。 つ の く 。 つ れ く く だ
さ 。 。 。 。 。 い 女 の し い 女 の の し つ
た め 思 を つ ぎ な か つ くり 返 し く . .
し し た 。 。 で す 。 [11]

"... *Otakusan no jousan ga iruto, kurasuno meiwaku ni narimasu. youso no gakkou ni otsurete kudasai. representakute utsukushii onna no sensei wa tame omou tsug i nagara kurikaeshita ... hontoni komarun desu* ".

"Your daughter messed up my class. I was forced to ask you to move him to another school. "Then the sweet young teacher's mother sighed. "My patience really has run out."

Based on the text quoted above it can be concluded that *Totto-chan* often misbehaving and really makes teachers upset and out of mind. *Totto-chan* repeatedly did things that were not desirable during class lessons . Another thing also that dilakukana by *Totto-chan* is

「. . . 徹 子 の ラ ス の し た 。 。 し に 。 生
生 り 用 事 生 生 あ り 生 生 り 生 生 せ て 生
生 出 て ん ど 毎 、 あ 毎 毎 が あ な な が
が 廊 下 に 立 た さ れ て い る ん で す
」 。 [11]

"... *tetsuko-san wa, tonari no kurasu no seito-san deshita. jugyouchu, watashi wa shokuinshitsu ni youji ga aru koto ga ari, seito ni jishuu o sasete, rouka ni demasu to, hotondo mai nichu, anata no rouka ni tatasarete irun desu* ".

"... Tetsuko (*Totto- chan*) is the next class student. If I have business in the teacher's room during class hours, my students tell me to study by myself and I go out through the corridor, almost every day I see you told to stand there ".

Based on the text quoted above, it can be concluded that *Totto-chan* was almost sentenced every day to stand in the school corridor when studying ongoing. Evidenced by the teacher's words always found him serving his sentence. Actually *Totto-chan* is a smart and possessing child high curiosity. He is considered naughty because he cannot adjust to other people.

b. Needs for Self Security (Kunio Oe (Oe-kun))

Oe-kun is the biggest and fatest male student in the class. Oe-kun is the biggest and fatest child in the class. Oe-kun is a child who is naughty and disrespectful to girls . One indication is found in the following text quote.

大江君は、クラスの中でも一番、体が大きくて太っていた。その大江君が、

「ラクチンだ!」といって、後ろにひっぱったから、トットちゃんは、よろけて尻もちをついてしまったのだった。[11]

Oe-kun wa, kurasu no naka de mo ichiban, karada ga ookikute futa ita . Sono Oe-kun is not, "Rakuchinda!" to Itte, Ushiro ni hippatta kara, Totto-chan wa, yorokete, shiri mochi o tsuite shimatta no datta.

After Oe-kun said "Fun", he then pulled Totto-*chan* back. Totto-*chan* collapsed and fell down.

Based on the text quoted above, it can be concluded that Oe-kun pulled Totto-*chan* down until Totto-*chan* collapsed and fell sat down. Oe-kun's actions are considered naughty because of being rude to your own friends. Realizing that Oe-kun had done something wrong, Chief of the Military District h Kobayashi didn't punish him.

Oe-kun developed into a better person. Evidently when he began to be friends with Totto- *chan*. The indications are in the following text quote.

トットちゃんは、江をつかむと、かむとの、先のののに所のうにむかって走り出した。[11]

Totto- chan wa, Oe-kun no te o tsukamu to, sensei no ie no daidokoro no hou ni mukatte ends the dashita.

Totto-*chan* took Oe-kun's hand and ran to the teacher's kitchen.

The text quoted above explains that Oe-kun joined hands with Totto-*chan* and went together to the teacher's kitchen. In this case, the teacher in question was the Principal of Kobayashi. The text quote shows that Oe-kun has become a child who can be good friends and not harm friends anymore. From all the descriptions above, it can be concluded that the character of Oe-kun, who was originally a character who has a naughty and annoying personality, can turn out to be a better person who no longer repeats his mistakes. Oe-kun is a character who has a dynamic personality because he has a personality that develops into a better child.

At the end of the story, Oe-kun only continued for a few months at Oita Middle School but did not finish it because he was evacuated to Kyushu, but he managed to become the most

respected Far Eastern orchid species expert in Japan. The seed from the cross can cost tens of thousands of dollars. With that special ability, Oe was asked for help everywhere. He often travels all over Japan.

3. *The Need for Love and Belonging (Principal Sosaku Kobayashi)*

Sosaku Kobayashi, a man who has inspiration and vision in building the Tomoe school. He was born on June 18, 1893, in Tokyo. Sosaku Kobayashi is the headmaster and founder of Tomoe Gakuen and the Japanese Euritic Association. Nature and music are love. The method implemented at this school follows the western education method that he has learned while carrying out education in Europe with Emile Jaques Dalcroze in Paris. In 1937 Tomoe Gakuen Elementary School was established with the belief that children's basic education was the most important. Kobayashi's Principal Stature is found in the following text below:

その人は、頭の毛が薄くなって、前のほうの歯がぬけていて、顔の血色がよく、背はあまり高くないけど、肩や腕が、がっちりしてて。 . . . [11]

sono hito wa, atama no ke ga usukunatte ite, mae no hou no ha ganukete ite, kao no kesshoku ga yoku, se wa amari takakunai kedo, kata ya ude ga, gacchiri shite ite...

That person had thin hair, some of his front teeth were dated, but his face still looked fresh. His body is not too tall, but his shoulders and arms are well-built ...

Based on the text quoted above, it can be concluded that the Principal of Kobayashi is a person who has stature with thin hair, some of his teeth are dated, but his face still looks fresh. His body is not too high. His shoulders and arms still look sturdy. The educational concept used by the Principal of Kobayashi educates children with the right method, namely self-development of each individual student (student centered learning). The head of the Kobayashi School wants to find students' good character and shape their personalities to become distinctive individuals. This is found in the following text quote.

小林先生の教育方針は、「どんな子ども、生まれたときには、いい性質を持っている。それが大きくなる間に、色々な周りの環境とか、大人たちの影響で、スポイルされてしまう。だから早く、この(いい性質)を見つけて、それをのばしていき、個性のある人間にしていこう」。[11]

kobayashi sensei no kyouiku hoshin wa, "donna ko mo, umareta toki ni wa, ii seishitsu o motte iru. sore ga ookiku naru aida ni, iroiro na mawari no kankyou toka, otona tachi no eikyuu de, supoiru sarete shimau. dakara hayaku, kono (ii setsu) o mitsukete, sore o nobashite iki, kosei no aru ningen ni shite ikou".

Teacher Kobayashi's education policy, "Children born carrying good character. In their growth, there are various kinds of effects caused by the environment and the bad influence of adults. Because of that, he tried to find (good character) so that they grew into a special person.

The text quoted above explains that Principal Kobayashi believes that every child has a good character at birth. As time goes on, children's personality development is influenced by other factors, namely family factors and environmental factors. Therefore, the principal of Kobayashi tried to find the good character and develop it so that children could develop into a distinctive person. The headmaster of Kobayashi is also an educator who has a warm personality and is very much liked by students. This can be seen in the following text quote.

「おい、よせよ、よせよ」と、真っ赤な顔で笑いながらいうんだけど、その子たちは、一度、占領した先生の体から、はなれまい、と必死だった。[11]

"oi, yoseyo, yoseyo" to, makka na kao de warai nagara iun dakedo, sono ko tachi wa, ichido, senryou sh ita sensei no karada kara, hanaremai, to hisshi datta.

"Hey, stop it, stop it," shouted the Headmaster with a flushed face laughing, but the children were persistent in his teacher's body and didn't want to leave him.

The text quoted above explains that the principal of Kobayashi was a person who is liked by the students, as evidenced by the existence of several persistent students who were in the body of the principal of Kobayashi and did not want to leave the position. The expressive expression on the face of the principal of Kobayashi with a blushing face shows that he is a friendly person because he is not angry with student actions.

From some of the descriptions above, it can be concluded that the principal of Kobayashi is a teacher who has good pedagogical, professional and social competencies, this can be seen from the words and actions of a teacher. He tried to make his students growing into a distinctive person by arousing their good character.

The friendly attitude shown made him loved by Tomoe Gakuen's students. Characters of figure of can be distinguished into antagonist and protagonist. The protagonist is a figure whose character the reader likes. This figure has a good and positive personality[10]. From all the explanations above, it can be concluded that the principal of Sosaku Kobayashi is a protagonist who has good character, is never angry and is liked by every student.

4. *The Need for Self-Esteem (Totto-chan)*

Totto-chan was transferred by Mama to a new school called Tomoe School. At Tomoe School, Totto-chan was educated in the right way, one of the indications is to give suggestions as a form of motivation. This is found in the following text quote:

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!」。[1
1]
*kouchou sensei wa, Totto-chan o mikakeru to, itsumo,
itta. "kimi wa, hontou wa, ii ko nanda yo!"*.

Whenever meeting Totto-chan, the Principal always said,
"Actually you are a good child".

From the quote from the text above it can be seen that
every time of meeting Totto-chan, Principal Kobayashi always
said that Totto-chan was a good child. This method is done by
the Head of Kobayashi so that Totto-chan can feel confident
that he is indeed a good child so that he will stay away from
things that are considered bad. By the motivation given in the
form of suggestions repeated by the headmaster of Kobayashi,
Totto-chan's personality gradually began to develop into a
better person. One indication is developing into an independent
person. This can be seen from the following text quote.

... だから、いつもなら朝、ママがたたき起こし
ても、まだベッドの上でボンヤリしてることの多い
トットちゃんが、この日ばかりは、だれからも起こ
されない前に、もうソックスまではいて、ランドセル
を背負って、みんなの起きるのを待っていた。[1
1]

*...dakara, itsumo nara asa, mama ga tataki okoshitemo,
mada beddo no ue de bonyari shite ru koto no ooi Totto-
chan wa, kono hi bakari wa, dare kara mo okosarenai
mae ni, mou sokkusu made haite, randoseru o seotte,
minna no okiru no o matte ita.*

... because, even though Mama was always woken up in
the morning, but Totto-chan who usually still lounges on
the bed, today has been awake before being woken up by
anyone, even He has been dressed neatly, carrying a
backpack on his shoulder, and waiting for everything to
wake up.

Based on the text quoted above, it can be concluded that
Totto-chan's independence is seen in his attitude which began
to change. Usually he is still lazing on the bed, but that day he
was ready to go to school without being awakened by anyone.
He also had dressed, carried a backpack, and was ready to wait
for everything to wake up. The attitude shown by Totto-chan
shows an attitude of independence because it is able to prepare
everything without the help of others. From all the descriptions
above, it can be concluded that Totto-chan, who is often
punished by the teacher at his old school because he is
considered naughty, after getting the right education, can
develop into a better person.

Yasuaki Yamamoto (Yasuaki-chan)

Yasuaki-chan is a child who has a physical disorder due
to suffering from polio. The indications are in the following
text quote:

トモエの生徒の中には、泰明ちゃんように、小児麻
痺の子や、背

がとても小さい、というような、ハンデキャップを
持った子も何人かいたから。 . . [11]
*tomoe no seito no naka ni wa, yasuki-chan you ni,
shounimahi no ko ya, se ga totemo chiisai, to iu you na,
handikyappu o motta ko mo nan nin ka ita kara...*

Among Tomoe's students, there are children who suffer
from Polio, whose bodies are very small like Yasuaki-
chan, and there are also some disabled children ...

The above quote explains that among the students in
Tomoe School there were a number of disabled children, one
of whom was Yasuaki-chan who had a small body due to
polio. But because the education system in Tomoe combines
normal children with children who are not normal in one
education service, students with disabilities do not feel inferior
and can develop well.

Other parts of the novel told about Yasuaki-chan's death.
Totto-chan as Yasuaki-chan's best friend feels very sad, this
can be seen in the following text quote:

トットちゃんは、泰明ちゃんが好きだった。お休み時
間だって、お弁当のときだって、学校が終わって役ま
で帰る時だって、いつも一緒だった。何もかもが、懐
かしかった。でも、トットちゃんはもう一度泰明ちゃ
んは、学校に来ないとわかっていった。[11]

*Tottochan wa Yasuaki-chan ga suki datta. Oyasumi jikann
datte, obentou no toki datte, gakko wa owatte eki made
kaeru t oki datte, itsumo issho datta. Nani mo kamo ga
natsukashii datta. Demo Totto-chan wa moichido Yasuaki-
chan wa gakko ni konai to wakatta.*

Totto-chan loves Yasuaki-chan. They often eat lunch
together, spend breakfast together, and walk together, and walk
together to the station after school. Totto-chan remembers her
voice, her smile and their adventure of climbing a summer
vacation tree. From the above quotation, it can be concluded
that Totto-chan feels very lost to her best friend Yasuaki-chan.
Physical differences do not make their barrier to friends,
mutual understanding and mutual learning. Totto-chan is very
sad to lose his friend. The Tomoe School allows students to
socialize well and develop students' emotional intelligence.

5. The Need for Self Actualization: Akira Takahashi (Takahashi-kun)

The long name of Takahashi-kun is Akira Takahashi. the
nature of Takahashi is Penyabar, gregarious. He is a male
student who has an imperfect body growth. This is found in the
following text quote.

トットたちも、まだ一年生で小さかったけど、高橋
君は男の子なのに、背がうんと低かったし、手や足
もみじかかった。でも、肩幅はガッシリしていた。
[11]

*Totto-chan tachi mo, mada ichi nensei de chiisakatta
kedo, tak ahashikun wa otoko no ko na noni, se ga unto
hikukatta shi, te ya ashi mo mijikakatta. demo, katahaba
wa gasshiri shiteita.*

Totto-chan and her friends are still small, because it's only first class. But Takahashi-kun, even though he was a man, was short, his arms and legs were short. But his shoulders are sturdy.

From the quoted text above, it can be concluded that Takahashi-kun is a child who has less perfect physical growth compared to his peers. His body is much smaller than his peers. His arms and legs were very short and curved inward, but his shoulders were muscular. Born as a child who has abnormal physical growth makes Takahashi-kun feel less confident. The indications are in the following text quote.

トットちゃんたちは、高橋君を見た。高橋君は、帽子をぬいで、おじぎをすと、「こんちは。」。高橋君は、心細そうに立っていた。[11]

Totto-chan tachi wa, takahashi-kun o mita. takahashi-kun wa, boushi o nuide, ojigi o suru to, "konchiwa". takahashi-kun wa, kokorobaso sou ni tatte ita.

Totto-chan and his friends, looking at Takahashi-kun. Takahashi-kun took off his hat, bowed respectfully, and said shyly "Hello". Takahashi-kun stood with a grim face.

Based on the text quoted above, it can be concluded that the greeting uttered by Kahashi-kun timidly and his gloomy expression when standing near his new friends shows that Takahashi-kun felt embarrassed and lacked confidence when meeting other people. Principal Kobayashi realizes that having an abnormal body, Takahashi-kun will have a sense of insecurity. Therefore, the Principal of Kobayashi educated Takahashi-kun in the right way and was very concerned about his growth. The education and attention given by the Kobayashi Principal had a positive impact on Takahashi-kun's personality. One of them is to be a child who is confident and brave. The indications are in the following text quote:

人の前にも出ることも、恥ずかしくもなるともなくなった。

[11]

hito no mae ni deru koto mo, hazukashiku mo nantomo nakunatta.

He was no longer ashamed to stand in front of people.

The text quote above explains that Takahashi-kun's inferiority complex began to disappear. He began to feel confident. Evident from the shame that no longer exists. From all of the descriptions above, it can be concluded that Takahashi-kun, who has insecurity because of the bodily abnormalities he has, can develop into a child who is confident because of the right attention and upbringing from the Principal of Kobayashi. Based on his personality changes, it can be concluded that Takahashi-kun is a figure who has a dynamic personality because he has a personality that develops into a better child.

At the end of the story, it was written that Takahasi was successfully admitted to high school in Japan because of his rugby team. He went on to Meiji University and earned an electrical engineering degree. Now he is a personnel manager at a large electronics company near Lake Hamana in central Japan.

VI. CONCLUSION

Based on the results of the research in the previous chapter, the overall results of this study can be concluded, that the multilevel needs described by Abraham Maslow are needed by humans, for healthy psychological needs. In this Madogiwa no TottoChan novel by Tetsuko Kuroyanagi, **in Physiological needs** Totto-chan is the main character in this novel where she has a need to note where the true nature of Totto chan is an aggressive, brave child, curious

The need for security is shown by the figure of Kunio Oe (Oe-kun). Oe-kun is the biggest and fatest male student in the class. Oe-kun is the biggest and fatest child in the class. Oe-kun, who was originally a character who has a naughty and annoying personality, can turn out to be a better person who no longer repeats his mistakes. Oe-kun is a character who has a dynamic personality because he has a personality that develops into a better child.

The need for love and belonging was demonstrated by the **Principal of Sosaku Kobayashi.** Sosaku Kobayashi, a man who has inspiration and vision in building the Tomoe school. He was born on June 18, 1893, in Tokyo. Sosaku Kobayashi is the headmaster and founder of Tomoe Gakuen and the Japanese Euritic Association. Nature and music are love. The method implemented at this school follows the western education method that he has learned while carrying out education in Europe with Emile Jaques Dalcroze in Paris. Principal Kobayashi believes that every child has a good character at birth. As time goes on, children's personality development is influenced by other factors, namely family factors and environmental factors. Therefore, the principal of Kobayashi tried to find the good character and develop it so that children could develop into a distinctive person. The headmaster of Kobayashi is also an educator who has a warm personality and is very much liked by students.

The need for self-esteem is shown by the main character **Totto-chan.** In Tomoe School, Totto-chan was educated in the right way, so Totto-chan's attitude began to change. Examples of independence are being able to prepare everything without the help of others. From all the descriptions above, it can be concluded that Totto-chan, who is often punished by the teacher at his old school because he is considered naughty, after getting the right education, can develop into a better person.

The second character is **Yasuaki Yamamoto (Yasuaki-chan).** Yasuaki-chan is a child who has a physical disorder due to suffering from polio. He did not feel inferior about his situation but felt confident because Totto-chan showed an affection for Yasuaki-chan and accepted his friend's shortcomings, this made Yasuaki chan confident and felt valued. They often eat lunch together, spend breakfast together, and walk together, and walk together to the station after school. This is an attitude of appreciation to friends and self respect.

The need for self-actualization is shown by the character **Akira Takahashi (Takahashi-kun)**. The long name of Takahashi-kun is Akira Takahashi. The attitude of Takahashi is patient, gregarious. He is a male student who has an imperfect body growth. Takashi-kun's initial attitude was shy but because Principal Kobayashi realized that having an abnormal body, Takahashi-kun would have a feeling of insecurity. Therefore, the Principal of Kobayashi educated Takahashi-kun in the right way and was very concerned about his growth. The education and attention given by the Kobayashi Principal had a positive impact on Takahashi-kun's personality. One of them is to be a child who is confident and brave. He developed into a child who was confident because of the right attention and upbringing from the Principal of Kobayashi. Based on his personality changes, it can be concluded that Takahashi-kun is a figure who has a dynamic personality because he has a personality that develops into a better child.

At the end of the story, it was written that Takahashi was successfully admitted to high school in Japan because of his rugby team. He went on to Meiji University and earned an electrical engineering degree. Now he is a personnel manager at a large electronics company near Lake Hamana in central Japan

Implications

Based on the results of the above research theoretically, it can be seen the important role of psychology that can be made as a science of assisting, to examine the characters in a literary work. Even in every literary work can be studied through the science of aids. This is because understanding through the text of literary works is obtained by the character described by the author who raises aspects of human habits in general.

The results of this study can be followed up with principal leaders of researchers in terms of sociological aspects. As for the world of education, especially the teachers, this research can also be used as an additional reference to meet the adequacy of pedagogic, especially scientific needs. As well, this study can be used as an additional reference regarding the application of Abraham Maslow's hierarchical theory as experienced in

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