

APPROVAL SHEET

Thesis Article

The Importance of Education Character Values Mr. Kobayashi

In “Little Girl at The Window”

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This S-1 Thesis has been approved by the Advisors and Head of English Education Study
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THE IMPORTANCE OF EDUCATION CHARACTER VALUES

MR. KOBAYASHI IN THE NOVEL “THE LITTLE GIRL AT THE WINDOW”

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Abstract: The aims of this research were character education delivered by the principal; Mr. Kobayashi it was kind of the qualitative research. The research object was a novel entitled Totto-chan, Little Girl in a Window by Tetsuko Kuroyanagi, where this novel has character education values that could be learned for good character building of elementary school-age children. Mr. Kobayashi was a driving force in the Japanese education world before the Second World War. Where in it blended the balanced of body and mind in perfect harmony. In this research, firstly the data source was noted, reading, and reviewing journals that supported of this research. Secondly, data analysis was a way of analyzing data collection by processing the data itself in processed ways such as (1) identification, (2) classification, and (3) descriptions to processed data analysis. In researching, the researcher found several values of character education that were suitable and could be applied by Indonesia, namely, (1) religious values, (2) moral values, (3) leadership values and, (4) social values. The results of this research indicated several conclusions. Firstly, the most valuable character education. Secondly, the difference in the value of character education for Japan and Indonesia. Thirdly, the researcher discussed the reasons for the reader's understanding of character education. Then, the children became a proud nation.

Keywords: character values, education, novel, Tetsuko Kuroyanagi.

INTODUCTION

Literature an values are two social phenomena that complement each other in nature as something existential. Literature as a product of life contains social values, philosophy, religion, and so on both those that originate from re-disclosure and those that have a new concept of proffering (Suyitno, 1986: 3). Interpreting education as process of internalizing culture into individuals and society being civilized (Koesoema, 2007: 80). Totto-chan The Little Girl at The Window as a good novel however the function of novel as entertaining the readers, but Tetsuko Kuroyanagi make novel to reference the readers to make a good quality in teaching children. Author’s not only use their imagination, also reflected of what happens in real world that they themselves experience. In novel, an author needs to develop the characters, especially in a long story like novel. Amir (2010) revealed that several literary functions, namely the functions of entertainment, education, beauty, morals, and religion the people learn from it about something good and to be reflected in their real life, in this discussion people are competing to find the right methods of education management

in educating children in school. In educating children, the educators and parent must pay attention to the right values and must to be understood to able to build characters in the society. Character education has the same essence and meaning as moral education, and the goal is to shape the children's personality becomes a good human being, a good citizen, and a good citizen (Ramli and Agus, 2012: 23-24). The national education function to develop capabilities and shape the dignified character and civilization of the nations taht aims at developing the potential of students to become human beingg who believe and have faith to an almighty, nobel, healty, knowledge, capable, creative, independent, and responsible and democratics citizen (SISDIKNAS, 2006).

Subhan states, literature is a branch of the art works which uses the language as medium to express idea, thought, feeling, and experience to educate and entertain the readers or audience (2006: 15). Literary work does not make a valuable contribution to reader but also each literary work always contains the values of life, it's just that rarely readers who do not find the value contained in the literary work. Many types of literary works are now emerging, one of which is a literary translation in the form of novels that contain educational values. Abram's in Nurgiyanto states, the word novel comes from the Italian novella, which literally means, a small new item, and then is interpreted as short stories in the form of prose (2005: 9). In this study the authors analyzed the importance of educational values contained in the novel *Totto-Chan*. Something with something else so that it is obtained into a decision that states something is useful or not useful, true or not true, good, or bad, humane or inhuman, religious or irreligious , based on that type there is a value (Setiadi 2006: 117). This novel was chosen because it is a good reading for children and educators especially at the elementary school level. Researchers are interested in raising this problem and linking it to education in Indonesia with the title *The Importance of Education Character Values Mr. Kobayashi In The Novel "The Little Girl At The Window"*. Whereas Soekanto (1983: 161) states, values are abstractions rather than one's personal experiences with each other. In this novel not only means the value of education in cognitive intelligence, in this school students are not only given material given by the teachers, but they get the material directly from their own experience and from every process experienced and taught at school it starts from science to the values of life. Etymologically, education comes from the Greek "Paedagogike", which consists of the word "Pays" which means Child "and the word" Ago "which means" I guide "(Hadi, 2003: 17). From this point, the researcher believes that values of character education that must be reviewed and applied by educators how to educate children, especially elementary school

students. This is based on the whole story in the novel that tells how Mr Kobayashi was able to create a unique school system to be remembered by his 50 students.

RESEARCH METHODS

This research is qualitative descriptive, so in making this article the researchers used three ways to obtain relevant data. namely research design, data source, and data analysis.

Research Design

Activities in the analysis include data reduction, data display, and conclusion drawing / verifications. That activities in qualitative data analysis were carried out interactively and continued to completion, so that the data was saturated (Miles and Huberman, 1984). Descriptive qualitative research is the research which focuses on describing some problems or event, its mean the researcher find the data collection technique was carried out with a literature study technique that reads the entire text of *Totto-Chan's Novel*.

Data source

The difference between the technique and the research is use of written source. The written source used character education book, journals and articles that can help and support the completion of this research. It was this written source that became the author's grip to interpret the values of character education in the novel *totto-chan: the little girl at the window* by Tetsuko kuroyanagi. Research data were obtained from dialogues between figure, monologues, and narrators in the novel.

Data Analysis

The effort made by the researcher in analyzing the data by working with the data itself. The aspects that cover literary structure are dissected, lived and discussed in depth to reveal, understand and capture the message of literary works (Syakirina, 2012). The data processed in stages as, (1) identification, (2) classifications, and (3) descriptions to find and make sure the data.

FINDING AND DISCUSSION

Finding Data

Values of Character Education, there are two around main characters, who are Totto-chan and Mr. Kobayashi. Mr. Kobayashi is an protagonist character same with Totto-chan.

In this thesis, the researcher focuses on character education contained in this novel taught
<http://repository.stkippacitan.ac.id>

by Mr. Kobayashi to Totto-chan and his friends while attending Tomoe Gakuen from the beginning to the end of the story. To analyze the character education contained in the novel, researchers used nine ways to find out the educational character in novel. These methods are a medium of entertainment and education, fostering love, pride and respect for ancestors, expanding the horizons of trust, customs and civilization of the nation, fostering a sense of unity and unity, fostering a creative, responsive, and dynamic spirit, a source of inspiration for the creation of forms other arts, fostering a sense of diligence, professionalism, and humility in working methods, provide examples of harmonious collaboration, the foreign influences contained therein provide an overview of relationships and broad views about life. From those ways, researcher finds out the character education from Mr. Kobayashi's character.

a) Clever

When she got close, she had to put her head to one side to read the name of the school because the wind had blown the sign askew. "To-mo-e Ga-ku-en." Totto-chan was about to ask Mother what "Tomoe" meant, when she caught a glimpse of something that made her think she must be dreaming. (Kuroyanagi: pages 17).

Standing above her on the top step, Totto-chan whispered to Mother in all seriousness, "The man we're going to see must be a stationmaster!" (Kuroyanagi: pages 19).

Totto-chan whispered back, "you said he was the headmaster, but if he owns all these trains, he must be a stationmaster." (Kuroyanagi: pages 19)

b) Brave

With a hasty bow, Totto-chan asked him spiritedly, "what are you, a schoolmaster or a stationmaster?"..... "Oh, I'm so glad," she said, "because I want to ask you a favour. I'd like to come your school." (Kuroyanagi: pages 20)

c) Religious

And gazed with awe at the statue of Buddha in the semi-darkness of the Main Hall. They placed their feet in the great footprint in a stone to have been made a Tengu-a long-nosed goblin. (Kuroyanagi: pages 39).

"This the day, nearly two and a half centuries ago, that the Forty-seven Ronin executed their famous vendetta. So we are going to walk to the temple of Sengakuji and pay our respects at their graves. Your parents already been told."

When they got to Sengakuji, Mr. Maruyama gave each child a stick of incense

and a few flowers. The temple was smaller than Kuhonbutsu, but there were lots of graves all in a row. The thought that this place was sacred to the memory of the forty-seven Ronin made Totto-chan feel very solemn as she offered the incense and the flowers, and she bowed silently, imitating Mr. Maruyama. (Kuroyanagi: pages 112).

The system also eliminates their intuitive sensitivity to God's quiet and soothing voice, which is inspiration (Kuroyanagi: pages 114).

Totto-chan already knew God, he felt God knew everything he had done, including when he found a five-cent coin on the train going to school: "Or, maybe God saw me hiding it." (Kuroyanagi: pages 111)

d) Moral

He didn't reply, and Totto-chan became embarrassed, wishing she hadn't asked. But the boy said brightly, "My name's Yasuaki Yamamoto. What's yours?" (Kuroyanagi: pages 30-31).

"We're travelling by train and ship, and I don't want any of you to get lost. Do you understand? All right, off we go!" that was only instruction he gave, yet when they got on the Tokyo train Jiyugaoka, and then children were amazingly well behaved. Nobody ran up and down the cars, and the only talking was done quietly among those sitting next to each other. The Tomoe pupils had never once been told they should get in line and walk properly and keep quiet on the train and not drop litter on the floor when they ate their food. Their daily school life had somehow instilled into them that they mustn't push people smaller or weaker than themselves; (Kuroyanagi: pages 72).

e) Leaderships

Totto-chan made up her mind not to go all the way to the graveyard. That's where the ghosts were bound to be waiting, and anyway she felt she now knew all about bravery tests and could go back. The others in her group made the same decision at the same time it was reassuring not to be the only one and they all ran back as fast their legs could carry them. (Kuroyanagi: pages 66).

"I think we all thought to learn how to speak better. What do you think? After this, while we are eating our lunch, let's have somebody different each day stand in the middle of the circle and tell us about something. How about that?" (Kuroyanagi: pages 91-92).

f) Energetic

I wouldn't mind at all working with your son," she said. "I'll think it over. But I'm rather busy just now as I'm on my way to a new school." (Kuroyanagi: pages 10).

She wanted so badly to have Yasuaki-chan climb her tree and he had been looking forward to it so much. She went around and faces him. He looked so disconsolate that she puffed out her cheeks and made a funny face to cheer him up. "Wait! I've got an idea!" she ran back to the janitor's shed and pulled out. One thing after another to see if she could find something that would help. (Kuroyanagi: page 62)

g) Curious

"May I keep it?" Totto-chan asked the ticket collector. "No, you can't," he replied, taking it from her. She pointed to his box filled with tickets. "Are those all yours?" Totto-chan stepped to one side and took a good look at the ticket collector. He was plump and wore glasses and seemed rather kind. "Hmm." She put her hands on her hips and carefully considered the idea. "I wouldn't mind at all working with your son," she said. "I'll think it over. But I'm rather busy just now as I'm on my way to a new school." (Kuroyanagi: page 9-10).

h) Loved

Her first reaction was disbelief, and then came sadness. But now all she wanted was to talk Yasuaki-chan alive just once more. She want to talk to him so much she could hardly bear it. (Kuroyanagi: page 170)

"Bye now," she whispered to Yasuaki-chan. "Maybe we'll meet again somewhere when we're much older. And maybe your polio will be cured by then." Then Totto-chan got up and looked at Yasuaki-chan once more. (Kuroyanagi: page 171).

i) Wise

"Totto-chan, I'd be truly grateful if you'd stop wearing that ribbon to school. You see. Miyoko keeps pestering me about it. Would you mind very much?" (Kuroyanagi: page 150).

Then she answered quickly, "All right, I won't wear it here any more." Totto-chan said "Thank you," said headmaster. That was the way it was at Tomoe. Without realizing it, everyone got in the habit of understanding one another's problems and trying to help, irrespective of age. (Kuroyanagi: page 150).

Discussion

a. The Most Relevant Values for The Recent Education

In this novel we can see several ways Mr. Kobayashi in educating minors without having to change their true nature. Below, the researcher will explain some of Mr Kobayashi's treatments in building the children's original character, namely:

1) Religious

And gazed with awe at the statue of Buddha in the semi-darkness of the Main Hall. They placed their feet in the great footprint in a stone to have been made a Tengu-a long-nosed goblin. (Kuroyanagi: page 39)

“This the day, nearly two and a half centuries ago, that the Forty-seven Ronin executed their famous vendetta. So we are going to walk to the temple of Sengakuji and pay our respects at their graves. Your parents already been told.” (Kuroyanagi: page 112)

2) Morality

He didn't reply, and Totto-chan became embarrassed, wishing she hadn't asked. But the boy said brightly, “My name's Yasuaki Yamamoto. What's yours?” (Kuroyanagi: page 31).

Then children were amazingly well behaved. Nobody ran up and down the cars, and the only talking was done quietly among those sitting next to each other. (Kuroyanagi: page 72).

3) Being Leaderships

Totto-chan made up her mind not to go all the way to the graveyard. That's where the ghosts were bound to be waiting, and anyway she felt she now knew all about bravery tests and could go back. The others in her group made the same decision at the same time it was reassuring not to be the only one and they all ran back as fast their legs could carry them. (Kuroyanagi: page 66).

“I think we all thought to learn how to speak better. What do you think? After this, while we are eating our lunch, let's have somebody different each day stand in the middle of the circle and tell us about something. How about that?” (Kuroyanagi: page 91-92).

4) Social

With a hasty bow, Totto-chan asked him spiritedly, “what are you, a schoolmaster or a stationmaster?”

“Oh, I’m so glad,” she said, “because I want to ask you a favour. I’d like to come your school.” (Kuroyanagi: page 20).

Totto-chan didn’t look around her as she usually did but kept her eyes on the ground the whole time. She realized she now felt differently from when the headmaster had told them the sad news. Her first reaction was disbelief, and then came sadness. But now all she wanted was to talk Yasuaki-chan alive just once more. She want to talk to him so much she could hardly bear it. (Kuroyanagi: page 171).

b. The Different Values Character Education in Indonesia and Japan

Each country has its own characteristics and certainly many differences. One of them is the difference in the education system. Education can be one of the benchmarks of success and progress of a country. For example, Japan. The country that once colonized us and was ruined due to defeat in World War II is now a country that is very fast and advanced in various fields. Because in Japan the education system is highly considered in detail. Here are only given a few differences. And maybe in part there are some similarities.

There are also some other differences between Indonesia and Japan in the education system as follows.

1) Ethics and discipline

The most striking education system between Indonesia and Japan is in terms of discipline. In addition, ethics is also one thing that is increasingly strengthened in the Japanese education system. While in Indonesia discipline is very lacking and very difficult to implement. Even in terms of ethics, Indonesia is experiencing a decline. Evidenced by the many cases of teachers who were thrown into prison or beaten parents because of reprimanded students.

2) Student learning ability

In terms of student learning abilities, in Indonesia more teachers have a tendency to look at individual factors in their students. Whereas in Japan is as good and smart as any student, if he is unable to cooperate with his friends, the teacher may not pass it.

3) School subjects

Lesser subjects in Japan. So students can be more focused in learning and not feel pressured by the lesson. Whereas in Indonesia, as we know the many subjects

sometimes make students feel depressed, stressed and bored. Especially if there is a lot of homework to be done.

4) Emphasis on students

Students in Japan are taught to be able to think critically in teaching and learning activities. While students in Indonesia ranging from elementary to upper levels are always faced with rote learning.

5) School time

Study hours in Japan start at 9:00 AM and end at 4:00 PM. While in Indonesia it is generally from 07.00 to 01.00 noon. When students are late in Japan, they will be told to make a letter of agreement not to repeat it. If you repeat it again then the suspension will be given sanctions. Whereas in Indonesia it is very different. Students only need to ask permission to enter and receive a little punishment. After that he was allowed to enter the next day. If the next day commits the violation again, the procedure remains like that so that there is a lack of firmness.

6) Transportation

Students in Japan ranging from elementary school to upper level are strictly prohibited from using motorized vehicles, either two-wheeled or four-wheeled to school. They usually depart using public transportation such as trains and buses, bicycles or even many who walk. Whereas in Indonesia today almost most school children bring two-wheeled motor vehicles to school. Some officials' children in cities even have cars. As if the school became a place to show off wealth.

CONCLUSIONS AND SUGGESTION

Conclusions

The results of this study, researchers conclude that character education provided by Mr. Kobayashi, namely:

1. The most relevant education values from this research is character education which is not so burdensome to students but can make students have or can be embedded values from the character education provided.
2. The different character values in Japan and Indonesia such as (a) in Japan they were taught independently since childhood, do not use private transportation other than bicycles to go to school or by public transportation or on foot. like schooling itself and being able to understand others with tolerance, in Indonesia many parents who provide access to motor vehicles and cars, this can actually change the purpose of schools to learn to show off vehicles in schools, (b) in

Japan love culture is applied and not forgetting history, as well as Indonesia, but the difference is in Japan they have been accustomed to visiting temples since childhood, because the majority adheres to Buddhism. In Indonesia, that culture is also applied, but only a few schools have policies like those in schools with religious standards.

3. Mr. Kobayashi expose character education in the novel such as: (a) the way he advises oe when doing wrong, (b) when giving instructions to bring food from the sea and land is not good food, (c) when learning time in class where during the eurithmic hours they are trained to stay focused and creative with a variety of movements.

Suggestions

1. Able to educate, elementary school-age children are children who are just beginning to enter the world of science formally. Many are sometimes not taught by parents, so it's natural for students to have excessive curiosity about new things that are in school. The task of the teacher here, is able to tell students that he has a bad risk if they are not responsible.
2. Children can imitate people or activities they think are new. Here Mr. Kobayashi was able to show, that education does not only exist formally. Mr. Kobayashi provides a breath of fresh air in the world of education where, in educating children, they must have the right balance.
3. A child's character is basically a good child, a good character. The task of the teacher is to maintain and build good character and character so that it can make students become successful and have good character until adulthood.

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