

Educational Values In Totto-Chan's Novel "The Little Girl At The Window" And Its Relevance With Learning Literature In High School

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Abstract: *This research aimed to describe: 1) the educational values which is contained in Totto-chan's novel: The Little Girl at the Window by Tetsuko Kuroyanagi; and 2) The relevance of the educational values in Totto-chan's novel: The Little Girl at the Window by Tetsuko Kuroyanagi for education in Indonesia. Education is a guide in the life of growing children. As for the purpose of education is to guide all the natures that exist in children, so that they are as humans and members of society can achieve the highest safety and happiness (Ki Hadjar Dewantara, an Indonesian Father of education). The object of this research is the educational values which are contained in Totto-chan's Novel: The Little Girl at The Window by Tetsuko Kuroyanagi. The data and source of the data are primary data and secondary data. To collect the data this research uses close reading, selecting the data, searching for secondary data, identification and giving description. To analyze the data this research uses identification, classification, and description. The educational values of the novel are revealed by the characters of the story. Each character has his or her own characteristic in his or her narration. Various experiences happened to the character bring positive values to exemplify. Those positive values are the educational values which the readers can grasp. The values can develop the character's potency to have spiritual power, self-control, personality, brilliance, morals, and skills which are needed by his self or herself and society. The educational values of the novel are the value of simplicity, independence, mutual respect, responsibility, patience, wisdom, friendship, hardworking and unyielding, and self-maturity.*

Keywords: educational, learning, literature, relevance, value

Abstrak: *Penelitian ini bertujuan untuk mendeskripsikan: 1) nilai-nilai pendidikan yang terkandung dalam novel Totto-chan: Gadis Kecil di Jendela Karya Tetsuko Kuroyanagi; dan 2) Relevansi nilai-nilai pendidikan dalam novel Totto-chan: Gadis Kecil di Jendela Karya Tetsuko Kuroyanagi untuk pendidikan di Indonesia. Pendidikan adalah pedoman dalam kehidupan anak-anak yang sedang tumbuh. Adapun tujuan pendidikan adalah membimbing semua kodrat yang ada pada anak, sehingga mereka sebagai manusia dan anggota masyarakat dapat mencapai keselamatan dan kebahagiaan yang setinggi-tingginya (Ki Hadjar Dewantara, Bapak Pendidikan Indonesia). Objek penelitian ini adalah nilai-nilai edukatif yang terkandung dalam Novel Totto-chan: Gadis Kecil di Jendela Karya Tetsuko Kuroyanagi. Data dan sumber datanya adalah data primer dan data sekunder. Pengumpulan data menggunakan teknik close reading, memilih data, mencari data sekunder, mengidentifikasi dan mendeskripsikan. Untuk menganalisis data dalam penelitian ini menggunakan identifikasi, klasifikasi dan deskripsi. Nilai-nilai edukatif dari novel tersebut diungkapkan oleh tokoh-tokoh cerita. Setiap karakter memiliki ciri khas tersendiri dalam narasinya. Berbagai pengalaman yang menimpa karakter membawa nilai-nilai positif untuk dicontohkan. Nilai-nilai positif tersebut merupakan nilai-nilai pendidikan yang dapat ditangkap oleh pembaca. Nilai-nilai tersebut dapat mengembangkan potensi karakter untuk memiliki kekuatan spiritual, pengendalian diri, kepribadian, kecerdasan, akhlak, dan keterampilan yang dibutuhkan dirinya dan masyarakat. Nilai-nilai pendidikan dalam novel tersebut adalah nilai kesederhanaan, kemandirian, saling menghormati, tanggung jawab, kesabaran, kearifan, persahabatan, pekerja keras dan pantang menyerah, serta kematangan diri.*

Kata kunci: nilai, pembelajaran, pendidikan, relevansi, sastra

1. INTRODUCTION

In essence, children are the future generation whose shoulders turn over to the future of the motherland, because children are adults tomorrow and what is planted now will be picked the result tomorrow [1]. When God created human being, He has provided them with a variety of great potential and will probably develop; to develop the potential of the human it must go through evolution or pattern in order to become a human who has a power of spiritual religion; because if the spiritual religion is strong, then he or she will not easily give up and have a motivational spirit in living life. One of the stages that children must take in developing their potential is education; through education the children are trained to become a strong person. At an early age or usually called children, they are still given the clarity brain to permeate the knowledge that they learn; beside that, they tend to be curious to observe their surroundings. At this time, they have a considerable sense of freedom and have not received much teaching or bitter experience; in themselves, there is only one thing that is *having fun*, being themselves and doing what they like and want to do

At this time, they are like a new tree growing, they are still fragile, even if touched the slightest will break; they need protection so they can grow sturdy. Likewise for a child, they are really need attention, affection, and patience from the people around of them; do not let educator or parents do something that is able to discourage them from learning; just because they are forbidden from doing something which adults think that is not good. All the events in this world for children are very interesting; the things that they consider important, but for adults to be underestimated; for them that thing is beautiful but for adult is dirty; naturally children have strong curiosity. Due to their big curiosity, they will do the things that are not what adults expect; besides that, they also like to organize themselves to handle something, explore something, and try a new thing. Sometimes they also feel excited and motivated to excel as they experience dissatisfaction and reject failure; they learn effectively when they are satisfied with what is done. Therefore, to realize these educational goals requires a learning that does not consider students as bottles and educators as someone who fills it with knowledge water. They only get the theory but cannot practice it in their daily life. But what is needed in learning provides peace of mind

and clarity of mind. Learning is done with full awareness to gain an understanding of science. So, they can practice it and have a wise attitude in dealing with a problem.

Totto-chan's Novel: The Little Girl at the Window is a novel which tells about free education. Totto-chan's Novel: The Little Girl at the Window tells the story of a little girl namely Totto-chan. Totto-chan is a naughty and active child, because she was considered naughty, she was expelled from her old school then she moved to a Tomeo Gakuen school which is changing her life. Tetsuko Kuroyanagi (Totto-Chan) is a social activist who wrote her life journey during childhood in some books, and one of her books is this novel; entitled Totto-chan; The Little Girl at the Window. In this novel she retells the story about how her best education in Tomoe Gakuen's School was. Tomoe Gakuen school is different from another school, Tomoe was built and headed by Sosako Kobayashi. In Tomoe school, free and independent learning method is applied. The method makes students develop in their own way without coercion from others. The headmaster Sosako Kobayashi is also a fun teacher and never scolds his students, because according to him educating is not with anger but with praise, advice, and trust. The principle helps students to be confident, love each other, help one another and care for others. He also forms various characters and always introduces them to nature, because according to him nature stores various sciences. From the summary of the story above, in acting in the learning process the headmaster always adapt to the psychological development of the students and without any coercions. Teaching literary is part of learning Indonesian. Literary learning is important for students because it is closely related to novelty. Novel can cause the emotion, beauty, moral, religion, reverence to God, and love for the nation's literature [3]. Besides giving pleasure and beauty, literary work (novel) also gives a greatness to student and generally to the Indonesian nation.

Totto-chan's novel: The Little Girl at the Window contains educational values that are appropriate in educating children by using learning methods as applied by Sosako Kobayashi as headmaster. The researcher feels interested in studying Totto-chan's Novel because of the educational values which contains in this novel and the difference of the education system which implements by Mr. Sosako Kobayashi in the learning process. The researcher

chooses a Totto-chan's Novel as a thesis title "The Educational Values in Totto-chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi" because this novel is good in developing the potential of the children. Potential here means the children's skill, because every child has different skill and as parents and educator, they must realize what skill that the children must know how to support it to be developed. This research aims to describe the educational values in Totto-chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi and its relevance with learning literature in high school.

2. METHOD

This research uses descriptive qualitative method, According to Moleong [2] the descriptive method is a method that is carried out by collecting words and not numbers. This descriptive method is used to describe the educational values contained in the novel "Totto-chan" by Tetsuko Kuroyanagi which includes religious values, socio-cultural values, moral values, and intellectual values.

In this research, researcher also use Structural approach, is an intrinsic approach: i.e., discussing the essay on the elements that build literary work from within [6]. The structural approach tries to describe the interrelationship and function of each element of literary work as a structural unity which together produces a total meaning [7]. So, the approach in the science of literature is to analyze the structural elements which build the literary work from within and look for the relevance or interrelation of these elements to achieve unanimity of meaning.

2.1 Data Collection and data analysis Techniques

There are several ways to collect data in this research. The first is close reading, close reading is an attempt to gain a full understanding of reading material [8]. The researcher will use close reading to get the real of the data. **b)** Selecting the data: this step is the researcher will elect the data which is suitable for the research. **c)** Searching for secondary data: this step is searching for secondary data from books, articles, journal. which will be able to help and support the completion of this research. **d)** Identification: this step is to identify the data. This written source is the author's guideline for interpreting the educational values in the Totto-chan's Novel:

The Little Girl at the Window by Tetsuko Kuroyanagi. **e)** Giving description: this step is describing The Educational Values which are contained in Totto-chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi. Data analysis technique is a technique for how existing data will be collected to be analyzed.

3. RESEARCH FINDINGS AND DISCUSSION

The educational values which were contained in Totto-Chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi appeared in the reflection of what the goal of education was, how was the teaching, and what was captured from the role of teacher in school. In this novel researcher found nine educational values, they were: the value of simplicity, independence, mutual respect, responsibility, patience, wisdom, friendship, hardworking and never give up and self-maturity.

3.1 Simplicity

Simplicity came from a simple word which means not to overdo something. One of the educational values which was contained in Totto-Chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi was simplicity. The value of simplicity was demonstrated by one of the main characters, Mr. Sosako Kobayashi: the figure of the principal of Tomoe Gakuen's School. Mr. Sosako Kobayashi founded Tomoe Gakuen not only to establish a school but with specific educational goals. The value of simplicity was seen in the plot which begins the story, it was the exposure as well as the setting of the place was shown in the following quote:

Totto-Chan stopped. The gate of the school she used to go to had fine concrete pillars with the name of the school in large characters. But the gate of this new school simply consisted of two rather short posts that still had twigs and leaves on them. "This gate's growing," said Totto-chan. "It'll probably go on growing till it's taller than the telephone poles!" The two "gateposts" were clearly trees with roots. When she got closer, 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."[8].

No one had arrived yet when Totto-Chan got to the door of the railroad car the headmaster had told her would be her classroom. It was an old-fashioned car, one that still had a door handle on

the outside. You took hold of the handle with both hands and slid the door to the right [8].

The school in this novel was different from a common school, the gate consists of two wooden sticks that were not too high. The two stems were covered with twigs and leaves. Both stems were living trees complete with their roots. Tomoe Gakuen's elementary was a school which used an old-fashioned car became the classroom, it was very different from another school. But Totto-chan liked that school much more than her old school, she thought Tomoe Gakuen's school was unique it was like school while doing the travelling. Based on this statement the value of simplicity emerges. In the children's own self, they will embed the value of simplicity and humility. They were not feeling ashamed to have a school which was not made of stately and tall buildings with adequate facilities.

3.2 Independence

Independence was a condition where a person could stand alone without being dependent on others. This independence was usually formed by the habit which was instilled since childhood. Habituation of good things usually works if it is done from an early age or children, because in children there was a very strong memory, if good things were instilled since childhood, then a child had a good provision also when they grow up.

The elementary of Tomoe Gakuen had a unique way of teaching. In other schools each day was filled with several subjects, one subject filled as hour and the subject has been predetermined. But it was different in Tomoe Gakuen's Elementary School, in the first hour of the lesson the teacher gave question about the thing that will be taught that provide exercise to do by themselves and it means no student is sitting idle. If students encounter difficulty really understand, then the teacher will provide exercise to do by themselves and it means no student is sitting idle with an uncaring attitude while the teacher is explaining something. student to explain everything until the the student encounter difficult really understand, then the teacher will provide exercise to do by themselves and it means no student is sitting idle with an uncaring attitude while the teacher is explaining something. This was shown in the setting of the place which was used as a learning process as well as characterizations of Totto-Chan, Sakko-Chan, and other friends, where children had a great

curiosity about something they never knew, this appeared in the following quote:

After they had walked for about ten minutes, the teacher stopped. She pointed to some yellow flowers, and said, "Look like these mustard flowers. Do you know why flowers bloom?"

She explained about pistils and stamens while the children crouched by the road and examined the flowers. The teacher told them how butterflies helped flowers bloom. And, indeed, the butterflies seemed very busy helping. Then the teacher set off again, so the children stopped inspecting the flowers and stood up. Someone said, "They don't like pistols, do they?" [8].

... as they entered the grounds the children scattered in various directions. "Want to see the shooting-star well?" asked Sakko-chan, and naturally Totto- chan agreed and ran after her. The well looked as if was made of stone and came up to their chests. It had a wooden lid. They lifted the lid and peered in. it was pitch dark, and Totto chan could see something like a lump of concrete or stone, but nothing whatsoever resembling the twinkling star she had imagined. After staring inside for a long time, she asked, "Have you seen the star? Sakko-chan shook her head. "No, never." Totto-chan wondered why it didn't shine. After thinking about it for a while, she said "Maybe it's asleep." [8].

From learning independently, the intelligence of children will appear. Children not only learn the theories they must memorize, but in this case children learn independently. Their intelligence will naturally be developed children's intelligence appears from the attitude's changing after doing or facing something.

3.3 Mutual Respect

Mutual respect was an attitude where everyone respected each other; the act that signified solemnity or reverence. Unwittingly, students at Tomoe Gakuen's Elementary School learned a lot from the frequent walk activities. Mutual respect grew in students as time passed.

When swam at school, the headmaster; Mr. Sosako Kobayashi let his students swam naked. "Because according to him, it was not natural for boys and girls to be too curious about the differences in their bodies, to exceed the limits of reasonableness" [8]. According to him, it was not natural if there were people who tried desperately to hide their bodies from others. He wanted to teach his students that all bodies were beautiful.

Besides that, the headmaster; Mr. Sosako Kobayashi wanted to instill an attitude of mutual respects for his students. In Tomoe Gakuen's School there were some children who suffered from physical disabilities. The headmaster, Mr. Sosako Kobayashi hoped that his students can appreciate every difference in themselves. This was evident in the characterization of Mr. Sosako Kobayashi in the following quote:

He wanted to teach the children that all bodies are beautiful. Among the pupils at Tomoe were some who had polio, like Yasuaki-chan, or were very small, or otherwise handicapped, and he felt if they bared their bodies and played together it would rid them of feelings of shame and help to prevent them developing an inferiority complex. As it turned out, while the handicapped children were shy at first, they soon began to enjoy themselves, and finally they got over their shyness completely [8].

Mr. Sosako Kobayashi had properties that were very helpful to children, what was instilled in the children will always be recorded in the children's brain. Mr. Sosako Kobayashi did not want his students to excommunicate their friends because of differences in physical form. This was how Mr. Sosako Kobayashi asked for respect for one another, for no child who wanted a small heart or a high heart.

Mutual respect was also shown when on a picnic trip to a hot spring. On the trip by the toyoko train at jiyugaoka station all students behave well. Not many instructions were given by the principal, but they naturally became good children. This was shown in the storyline, after the summer holiday over the children of Tomoe are invited to a picnic to the hot spring. Mutual respect was shown in the following quote:

"Now then," said the headmaster when they were all together. "We're travelling by train and by ship, and I don't want any of you to get lost. Do you understand! All right, off we go!" That was the only instruction he gave, yet when they got on the Toyoko train at Jiyugaoka, the 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; that unruly behavior

was something to be ashamed of; that whenever they came across litter, they should pick it up; and that they should try not to do anything that annoyed or disturbed others. [8].

Those positive attitudes that were ingrained in Tomoe's students, independence and mutual respect grow in children as time passes and the days they spend at Tomoe. Totto-chan also changed because of the way of teaching at this school, she was always studying and try to be kind.

3.4 Responsibility

Responsibility was a condition where someone was obliged to bear everything. Every human being must have a sense of responsibility, only the awareness of the responsibility was developed or allowed to die. If the responsibility could die, it meant that the human being had raven in instilling the values of life.

Totto-chan had a responsible attitude, even though she had experienced being expelled from Akamatsu Elementary School, but on the other hand, Totto-chan had many positive qualities. And that day Totto-chan went to the toilet before school started. Previously, her mother had reminded her not to look at the toilet hole again, because Totto-chan had repeatedly done this. But Totto-chan forgot about Mother's warning, suddenly he peeked into the toilet hole. At that time, she was carrying her favorite wallet, maybe she must have loosened her hold, suddenly her beloved wallet fell into the hole. Because it was her beloved wallet, she intended to take it.

Everything she tried; she went to the janitor's shed to get the ladle which was used for watering the plants. Totto-chan got to work, rummaging through all the dirt in the hole and lifting it while looking for her beloved wallet. After almost all the dirt in the hole in the lift, she could not find her wallet, until Mr. Sosako Kobayashi saw the incident and said, "what are you doing?" he asked Totto-chan (Kuroyanagi, 198:20). Totto-chan answered Mr. Sosako Kobayashi's question when she was looking for her wallet while continuing to raise the dirt in the hole. Mr. Sosako Kobayashi was not angry to see the incident and told Totto-chan to put the dirt in the hole when she found her wallet. Totto-chan said firmly, passionately, and responsibility that she would put things back as they were. This is evident in the character of Totto-chan, responsible for her action as shown in the following quote:

Time when by and she still hadn't found the purse. The foul-smelling pile was getting higher and higher. The headmaster came by again. "Have you found it?" he inquired. "No" replied Totto-chan, from the center of the pile, sweating profusely, her cheeks flushed. The headmaster came closer and said in a friendly tone, "You'll put it all back when you've finished, won't you?" Then he went off again, as he had done before. "Yes" Totto-chan replied cheerfully, as she went on with her work [8].

By that incident Totto-chan learned how to be responsible. She had done such a great thing that maybe almost all adults would rebuke or even get angry seeing it. All the dirt in the toilet, which smelled bad, she had brought it to the ground. But Totto-chan happily took the responsibility for her action to return all the dirt she had brought to the ground.

3.5 Patience

Patience was enduring trial, staying calm, and not giving up easily. Patience means peace of mind in facing trial. Many things both consciously and unconsciously have changed Totto-chan's life. Starting from being expelled from her old school then found a new school which was changing her attitude.

Totto-chan's mother who was patient and was not angry to listen the story from Totto-chan's homeroom teacher who said that Totto-chan must leave school. In general, a mother or father would be angry if they knew their children were expelled from school. But Totto-chan's parents, especially her mother, really understood about the children. the value of patience instilled in this story and shown in the characterization, the attitude of the mother and the attitude of the ex of Totto-chan's homeroom teacher as seen in the following quote:

Well to begin with, she opens and shuts her desk hundreds of times. For instance, say we are going to write the alphabet, your daughter opens her desk again, takes out her notebook, and bangs the top down. Then she opens her desk again, puts her head inside, gets our pencil, quickly shuts the desk, and writes an 'A'. if she's written is badly or made a mistake, she opens the desk again, gets out an eraser, shuts the desk, erases the letter, then opens and shuts the desk again to put away the eraser [8].

"I wouldn't mind if that was all." Mother flinched as the teacher leaned forward. "When she's not making a clatter with her desk, she's standing up. All through class!" "Standing up!

Where?" asked Mother, surprised. "At the window," the teacher replied crossly. "Why does she stand at the window?" Mother asked, puzzled. "So, she can invite the street musicians over!" she almost shrieked. [8].

The following two quotes show how a teacher lacks understanding of children and lacks patience. Not only when dealing with students who act a lot, but also in maintaining emotions when talking to the parents of students. A teacher should have an ethic in communicating with anyone and be able to maintain emotion when talking with the parents of students.

With this accident, it was normal for parents to be angry or sad when they heard the information that their children had been expelled from school. However, Totto-chan's Mother who was the entrepreneurial character in the story has an extraordinary character. Totto-chan's Mother was not angry or sad at all with Totto-chan. Totto-chan's Mother just think which school that would like to accept her only daughter with a hyperactive nature. But facing this, Totto-chan's Mother was always patient and tried to find a new school for Totto-chan. The value of patience which was embedded in Totto-chan's Mother can be seen in the following quote:

Mother pictured her delightedly opening and shutting the lid of this new desk. And Mother didn't think it was all that naughty either. Anyway, Totto-chan would probably stop doing it as soon as the novelty wore off. But all she said to the teacher was, "I'll speak to her about it." [8].

The value of patience was also shown in the characterization of the principal character of Tomoe Gakuen Elementary School, Mr. Sosako Kobayashi which was shown in the following quote:

For you see, Mother and Totto-chan arrived at the school at eight, and when she had finished talking and the headmaster had told her she was a pupil of the school, he looked at his pocket watch and said, "Ah it's time for lunch." So, the headmaster must have listened to Totto-chan for four solid hours! [8].

What a patient Mr. Sosako Kobayashi, which teacher faithfully listened to his student's story for up to four hours! Mr. Sosako Kobayashi also really understood the world of children, how to educate children, teach children, and to scold children in an educational way.

3.6 Wisdom

A person was said to be wise when he or she used his or her mind, smart and careful when he faced difficulties. While wisdom itself is cleverness in using one's mind. Not everyone can be wise, because this wisdom was owned by people who were able to process all problems and seen problems with their intellect. The characters in novel of Totto-Chan: The Little Girl at the Window who's capable of being wise are Totto-chan's Mother and Mr. Sosako Kobayashi. Mr. Sosako Kobayashi prioritized the needs and interests of others, especially children in education. That day, when Totto-chan remembered her old school, the old school had a school song, while Tomoe Gakuen's no. totto-chan immediately discussed it with her classmates to ask Mr. Sosako Kobayashi to compose a school song. Mr. Sosako Kobayashi also agreed with Totto-chan's brilliant idea. This is where the author shown the value of wisdom contained in the characterization of Mr. Kobayashi's character which was contained in the following quote:

"Let's get the headmaster to make up a school song!" said Totto-chan. "Yes, let's!" agreed the others, and all trooped over to the headmaster's office. After listening to Totto-chan sing the song from the other school and after considering the children's request, the headmaster said, "All right, I'll have a school song for you by tomorrow morning." [8].

Thus Mr. Sosako Kobayashi appreciated every opinion of his students. Not only respect but also pay attention to every development of their students. According to Mr. Sosako Kobayashi that's where the development of the children. Children will continue to develop if parents always respect every opinion expressed by the children and the Totto-chan request was extraordinary request which other children did not necessarily have though like Totto-chan.

Mr. Sosako Kobayashi was a wise teacher. In fact, when one of the teachers taught and unwittingly said words that might made a student discouraged, Mr. Sosako Kobayashi reprimanded the teacher, not in front of the children but in the kitchen near with his house which was far from the reach of students, even though Totto-chan and Oe were eavesdropping on the conversation. This statement was indicated by the author in the following quote:

"What made you say so thoughtlessly to Takahashi that he had a tail?" It was their homeroom teacher who was being reprimanded.

"I didn't mean it seriously," they heard her reply. "I just happened to notice him at the moment, and he looked so cute."

"But can't you see seriousness of you of what you said? What can I do to make you understand the care I take regarding Takahashi?" [8].

Starting from the smallest things to the biggest things that were related to children, Mr. Sosako Kobayashi always paid attention. Mr. Sosako Kobayashi possessed wisdom and was applied to anyone, to the family, the students, and the teacher at Tomoe Gakuen Elementary School.

3.7 Friendship

Totto-chan was classified as a sociable child, she did not have the weakness of others and always cared for others. Totto-chan's attention appeared to Yasuaki-chan, one of her disable male friend. Totto-chan wanted to be Yasuaki-chan's friend even though Yasuaki-chan was suffering from polio so he had to drag his way of walking. Totto-chan was not ashamed of having friends with disabilities and instead cared for Yasuaki-chan also to Takahashi, Takahashi was a ne student at Tomoe Gakuen Elementary School, his body was small because at a very low age his body growth starts to stop. This friendship spirit was shown by the author in the characterization of the Totto-chan character to her friend which was shown in the following quote:

"Yes, polio," he whispered. "It's not only my leg, but my hand, too." He held it out. Totto-chan looked at his left hand. His long fingers were bent and looked as if they were stuck together.

"Can't they do anything about it?" she asked concerned. (Kuroyanagi, 1984:13). "Let's talk to him," said Toto-chan to Miyo-chan and Sakko-chan. They went over to Takahashi. As they approached him, he smiled affably, and they smiled back. He had big round eyes and looked as if he wanted to say something. Would you like to see the classroom in the train?" Totto-chan offered. [8].

This caring and friendly nature to anyone was what made Totto-chan have many friends at her new school. Not only with her classmates but also with her senior, and anyone she met anywhere. Friendly attitude and loyalty were also shown by the author in the following quote:

Imagine dying so soon," thought Totto-chan. "I haven't even finished Uncle Tom's Cabin that Yasuaki-chan said I ought to read and lent me before the vacation. She remembered how

crooked his fingers had looked when she and Yasuaki-chan said goodbye before spring vacation and he handed her the book. She recalled the first time she met him, when she had asked, "Why do you walk like that?" and his soft reply, "I had polio." (Kuroyanagi, 1984:85).

Yasuaki-chan lay in the coffin with his eyes closed, surrounded by flowers. Although he was dead, he looked as kind and clever as ever. Totto-chan knelt and placed her flower by his hand and gently touched it- the beloved hand she had held so often. [8].

3.8 Hard Working and Unyielding

Hard working and unyielding souls were inherent in Totto-chan. She always finished everything she did even though it required extra energy. This unyielding and hardworking nature was shown by the author in the following quote:

She wanted so badly to have Yasuaki-chan climb her tree. She dragged the stepladder over, amazed at her own strength, and was delighted to find that it almost reached the fork. "Now, don't be afraid," she said in a big-sisterly voice. "This isn't going to wobble.

But Yasuaki-chan trusted Totto-chan completely. And Totto-chan was risking her life for him. With her tiny hands clutching him, she pulled with all her might. From time to time a large cloud would mercifully protect them from the blistering sun.

At long last, the two stood faces to face on the tree. Brushing her damp hair back, Totto-chan bowed politely and spoke. "Welcome to my tree." (Kuroyanagi, 1984:30).

At Tomoe Gakuen Elementary School, each child had a tree which they planted by themselves, they considered the tree which they planted to be their tree. So, whoever wanted to climb into another friend's tree must ask the owner's permission first. All the children could climb into their own tree, only Yasuaki-chan could not climb. Therefore, Totto-chan wanted Yasuaki-chan to feel what was like to climb up in the tree. For the sake of her friend, Totto-chan was willing to risk her life to raise her friend to a tree. Her harder effort paid off thanks to her hard work and unyielding spirit that was inherent in her, Totto-chan managed to make her friend happy.

3.9 Self-Maturity

One of the educational values in Totto-chan's novel was self-maturity. It was shown by

all the characters in this novel. While all were filled with panic, anxiety, and fear, Totto-chan's sadness grew even more. Where the character's maturity appeared when facing the inevitable reality. The Japanese American war had started, many soldiers had died, the food was hard to come by, and everyone was living in fear. The entertainment began to be rarely held, Totto-chan's father of concert began to be rarely held, the entertainment which Japanese people usually heard on the radio were rarely, the broadcast in radio only broadcast about the news of the war. The self-maturity process appeared when Totto-chan and all the characters had to face a crisis caused by repeated attacks. Everyone was unable to work, the food reserves were low, the outside was too dangerous to work. This maturation process grows over time. The maturation process appears in the story line when things get worse. This was shown by the author in the following quote:

Concerts were certainly becoming scarce. In the first place, more and more musicians were being called up and the orchestra was short of players. Radio broadcasts were almost entirely given over to programs connected with the war, so there was not much work for Daddy and his colleagues. (Kuroyanagi, 1984:88).

Lots of soldiers had died, food had become scarce, everyone was living in fear-but summer came as usual. And the sun shone on the nations that were winning as well as on the nations that weren't. (Kuroyanagi, 1984:90).

The war of Japanese-America which took place in 1941-1945 years made all Japanese citizens scared, especially children. Living in fear, their happiness slowly fades away. The school was haunted by unrest about what would suddenly happen. The peak of heartbroken and maturity of the figures was shown by the author in the following quote:

Tomoe burned down. It happened at night. Miyo-chan, her sister Misa-chan, and their mother-who all lived in the house adjoining the school-fled to the Tomoe farm by the pond at Kuhonbutsu Temple and were safe. Lots of incendiary bombs dropped by the B29 bombers fell on the railroad cars that served as schoolrooms.

The school that had been the headmaster's dream was enveloped in flames. Instead of the sounds he loved so much of children laughing and children singing, the school was collapsing with a fearful noise. The fire, impossible to quench,

burned it down to the ground. Fires blared up all over Jiyugaoka. [8].

The educational values which were contained in this novel brought changes for the reader. Positive values which can be emulated can be seen from the characters and characterizations, event by event experienced by the characters, and the social setting where both figures and figures interact with their social life with the society. The educational values which was contained in this novel also was able to change the readers to be better in living life.

3.10 The Relevance of Novel Value Wwith Learning Literature in High School

Totto-chan's Novel: The Little Girl at the Window was Japanese novel by Tetsuko Kuroyanagi. Everything which was told in this novel was set in Japan with all forms of Japanese customs and culture. Automatically the educational values in this Totto-chan: The Little Girl at the Window was reflection of the life process which was experienced in Japan which cannot be separated from the culture behind it.

The educational values which were contained in Totto-chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi with a Japanese cultural background was relevant with the aim of education in Indonesia. Although the Totto-chan's Novel: The Little Girl at the Window was originating translated novel from Japan, but in the syllabus of Indonesian language subject, the translated novel was used as a medium for learning literature, therefore the carrying of educational values in this novel was relevant for literary learning in Indonesia as well as relevant with the aim of education in Indonesia. Beside these reasons, basically education had the goal of producing the changes needed in human behavior.

The educational values which were found in the novel include: the value of simplicity, independence, mutual respect, responsibility, patience, wisdom, friendship, hardworking and unyielding, and maturity. The nine of these educational values were the result of the educational process which took place within the characters. Both formal, non-formal and informal education. These values were needed in life, especially in interacting with other people.

In formal education in Indonesia, the values of this education were taught either directly or indirectly, as evidenced by the existence of civic or PKN subject which was until now have been

taught at Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). In non-formal education, which is organized by certain educational institutions, it did not escape the cultivation of educational values. The example of non-formal education in Indonesia are Early Childhood Education (PAUD) which was currently being developed in various regions in Indonesia, Al-Qur'an Education Park (TPA), Sunday School, and Other Course Institution like: English Course, Arabic Course, and many others. In these educational institutions, both explicitly and implicitly educational values were inculcated, for example: throwing rubbish in the trash, a child must respect elders, teach children that lying was not good, and so on. Apart from formal and non-formal education there was also informal education.

Informal education was a family and environmental education pathway in the form of independent learning activities carried out consciously and responsibly. In the sense of parents toward children was very influence, parents were fully responsible for children's behavior and children's involvement in social interaction. The matters which were related to manner when interacting with society in the end the responsibility will be returned to the parents, that was why actually the cultivation of the values of life was dominated by parents, family, and the environmental influences.

The condition of Indonesian society was very heterogeneous with various variations, such as culture, custom, ethnic, natural resource, and even human resource. Each region has different readiness and capabilities in implementing education. The issue of the relevance of education so far has been directed at the government's lack of trust in the region to organize their education system in accordance with the objective condition in their regions [5]. In Indonesia, there were still many schools in remote village which used simple facilities but produce the quality output. As a concrete example, one of the schools in my village is Islamic Boarding School Al-Ma'arif Mirqootussa'adah, Sukaraja Village. This school is in the middle of the village where this school was still has minim facilities, but that was not making the spirit of the teacher and students less, every year this school sent their students to Pare to get an English course even ask the tutor from pare to teach in the cottage because this school is become cottage also, not only English but also

Arabic language also, then the result is in this cottage use three language English, Arabic and Indonesia.

4. CONCLUSIONS

The educational values in this novel were shown by the characters in the story. Each character had their own character in the story, various events which were experienced by the characters brought positive values that can be emulated. Positive value was the value which can be picked up and taken by the readers. As for the educational values which was contained in Totto-chan's Novel were the value of simplicity, independence, mutual respect, responsibility, patience, friendship, wisdom, hardworking and unyielding, and self-maturity.

The educational values which were contained in Totto-chan's Novel: The Little Girl at the Window by Tetsuko Kuroyanagi with a Japanese cultural background was relevant with the aim of education in Indonesia, because both Indonesia and Japan were members of PBB, where PBB seen education as a milestone in improving the quality of the nation. Both Indonesia and Japan had the same education goal also. Although the Totto-chan's Novel: The Little Girl at the Window was translated novel originating from Japan, but in the syllabus of Indonesian language subject, the translated novel was used as a medium for learning literature, therefore the carrying of educational values in this novel was relevant for literary learning in Indonesia as well as relevant with the aim of

education in Indonesia. Beside these reasons, basically education had the goal of producing the changes needed in human behavior.

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