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The Implementation of Character Education in Madogiwa No Totto-chan Novel

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Abstract—Character Education is a system that instills character values in students, which contains components of knowledge, individual awareness, determination, and the willingness and action to carry out values, both towards God Almighty, self, fellow human beings, environment or, nation. A novel is a literary work that can be a media to deliver educational values. Madogiwa No Totto-chan showed the right education method in educating children especially in giving the value of character education, because the messages that have been delivered by the author, Tetsuko Kuroyanagi, through the novel are derived from the problems that exist in society, which the problem we had in most schools. This study aims to describe (1) character education values in Madogiwa novel No Totto-chan (2) The process of education and the application of educational values in Tomoe School in Madogiwa No Totto-chan novel. This study uses a qualitative descriptive approach as a research procedure that produces descriptive data in the form of words. Understanding the meaning as a whole is done to interpret and categorize the data contained in Madogiwa No Totto-chan novels, which are then analyzed based on their categorization. So that from the results of the analysis and understanding of the meaning we can found educational values that can increase the knowledge of the readers. The results of this study indicate that the values of character education contained in Madogiwa No Totto-chan's novel consist of personality values, which include (1) the courage to live, (2) independence, (3) responsibility, (4) Empathy, (5) humble and (6) creative. As well as social values which include (1) respect, (2) help, (3) courtesy, (4) togetherness in life, (5) mutual respect, (6) simplicity of life, (7) forgiveness and (8) good personality. The author's way of describing the process of study and the application of educational values in Tomoe School in Madogiwa No Totto-chan novel are: (1) curriculum, (2) ratio of the teachers and students (3) inclusive education, (4) school rules, and (5) open and independent education method

Keywords— education, character, literature, novel

I. INTRODUCTION

Sastra (Literature) comes from Sanskrit, namely Susastra. Su means good or beautiful, while literature means books, writings, or letters [1]. Furthermore according to literature comes from the word "sas" which means teaching, the suffix "tra" means a tool, so literature means a tool of learning. Therefore, literature in the past was educational. Many things can be obtained from literature. Tjokrowinoto [2] introduced the term "pancaguna" to explain the benefits of old literature, namely (1) to strengthen religious education and character, (2) to increase the sense of patriotism, (3) to understand the sacrifices of national heroes, (4) to increase knowledge history, (5) selfish and entertaining. Haryadi further proposes nine benefits that can be taken from old literature, namely (1) can play as an entertainment and educational media, (2) the contents can foster love, pride and respect for the ancestors, (3) the contents can broaden the horizon of trust, customs and civilization of the nation, (4) performance can foster a sense of unity and unity, (5) the process of its creation fosters a creative, responsive, and dynamic spirit, (6) a source of inspiration for the creation of other art forms, (7) process its creation is an example of diligent, professional, and humble work methods, (8) the performance provides an example of a harmonious and harmonious collaboration, (9) the foreign influences contained in it provide an overview of the relationship and broad outlook on life.

This fact shows that literature is very relevant to character education. Since 2010, the government through the Ministry of National Education has launched the implementation of character education for all levels of education, both elementary and tertiary. This program is proclaimed not without a reason. Because, so far, education

world is considered being less successful in delivering the nation's generation into dignified individuals. Along with the number of educational institutions that are competing to increase the value of brain intelligence, but ignoring the intelligence of heart, soul, and behavior, education seems to experience a weakness in achieving its goals. Character according to the Big Dictionary of Indonesian Language means psychological characteristics, morals, or character. Character can be interpreted as character, namely temperament or action that is always done or habit. [3] defines character as a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation and state. Pritchard (1988:467)[4] defines character as something related to the habits of life of individuals who are permanent and tend to be positive.

Character education can be a very interesting offer to do, because it can be seen as an important character education for education in Indonesia. In the 2013 curriculum, through the emphasis on character in various educational institutions, both formal, informal and non-formal, it is expected that students and young people will be able to answer various challenges and problems that are increasingly complicated and complex. The Ministry of National Education states that noble values are the foundation of the nation's character including: religious, honest, tolerant, hard work, creative, independent, curious, friendly, peaceful, socially caring, responsible.

One of the novels that promotes educational values is the Madogiwa No Totto-chan novel (Totto-chan Little Girl in the Window). Novel Madogiwa No Totto-chan is an autobiographical novel written by TetsukoKuroyanagi. Madogiwa No Totto-chan tells the story of the past Kuroyanagi who was familiarly called Totto-chan during her childhood. Totto-chan is a naughty child and is difficult to accept in public schools. The Kobayashi Principal applies different methods of education from other schools. He applies free and independent teaching methods. This method can make children develop in their own way without coercion from others.

The Kobayashi Principal argues that every child brings good character and personality when they were born into the world. There are various effects caused by environmental influences and the bad influences of adults in their growth. Therefore, he tries to find good character and personality so that children can grow into distinctive personalities. Headmaster Kobayashi is also an educator who is very pleasant and never scolds his students because according to him educating children is without anger but with advice, praise, and trust by paying attention to the education methods applied by the Kobayashi Principal to achieve optimal educational goals. The value of education is something that is believed to be true and encourages people to do positive in their own lives or in the community. So that the value of education in this literary work is the values that aim to educate a person or individual to become a good human being in the sense of being educated, especially about character education itself. In the Madogiwa No Totto-chan novel (Totto-chan Little Girl in the Window), it can be found the value of the Japanese society which is depicted and abstracted through the novel.

II. RESEARCH METHODS

The method used in this research is qualitative method. According to Subagyo [5]) qualitative research is data in the form of information, descriptions in the form of prose materials are then associated with other data to get clarity on a truth or vice versa, so as to obtain a new picture strengthen an existing picture and vice versa. The research technique used is literature study, because all data is taken from books and other sources. The literature study in question is to obtain complete information and to determine the actions to be taken as important steps in scientific activities. The source of the data in this study is the main data source Madogiwa No Totto-chan novel by TetsukoKuroyanagi, and the author also uses books on literature and education.

III. RESULTS AND DISCUSSION

A. Character education values in Madogiwa No Totto-chan novel

Education is an effort that is done consciously in order to guide and direct the development of children towards adults. Planting noble values from an early age is a capital for self-development towards a better direction.

The function of literary works relates to the cultivation of human values in the form of beauty, morality, religion and humanity. This was confirmed by Aminudin [6] as his opinion that "literary copy always presents the values of beauty and exposure to events that are able to give inner satisfaction the reader also contains views related to the complexity of life" who argued that "the work literature can be used as a means of teaching or moral, religious and ethical guidance "

Likewise, the educational process that takes place at Tomoe School is not only focused on academic education but also helps students to balance their souls and minds so that they can develop and be perfectly balanced. Supporting factors for the success of education in the school environment are factors of learning activities, teacher and student ratios in class, learning methods and systems, and teacher quality. It can be concluded that the success of education in schools is not only dependent on the education system, but many other factors. The character education values in this novel are:

B. Independent

What is meant by an independent attitude here is to take full responsibility for his life without relying on others. Independent students can serve their own needs while being responsible for themselves.

Totto-chan's personality develops into an independent person. According to Prayitno [7], if parents know the needs or desires of a child to do something that is match the level of ability, then they will develop into a child who has the feeling of being able to regulate their own muscle movements, and able to regulate themselves. Like Totto-chan who was given the trust and freedom by the Headmaster of Kobayashi to be able to solve her own affairs, making Totto-chan able to develop into an independent child and can solve her own problems. This value is contained in the text quote:

朝、ママがただき起こしても、まだベッドの上でポニヤリしてることの多いトットちゃんが、この日はかりは

誰からも起こされない前に、もうソックスまで歩いて、ランドセルを背負って、みんなの起いの待っていた。(Kuroyanagi, 2010: 38) Normally mom has trouble waking Totto-chan in the morning, but that day she woke up before the others were awake, already neatly dressed, and waited with school bags slung over her shoulder.

From the above quotation, it can be concluded that Totto-chan, who is usually still lazing when she was awakened to get ready to go to school, after receiving education at Tomoe School, Totto-chan's personality developed into an independent person. Evidenced by her attitude that prepares everything himself without anyone's help. She had also dressed, carried a backpack, and was ready to wait for everyone to wake up.

C. Confident

Confidence is an extraordinary force. Confidence portrays as a reactor that evokes all the energy that is in a person to achieve success. Self-confidence needs to be instilled early on for children. This is shown by Totto-chan where she has high self-confidence to tell her friends during lunch break, even though what she told the same story over and over again. But Totto-chan is sure she will tell the story well, we can see this attitude from the following text:

でも、トットちゃんのお姫さまと王子さまの話は有名で「いつもお休みの時間にしてあげると、みんなが「もう飽きたよ」、というぐらいだけどやっぱり、それにしよう、と思っていた。(Kuroyanagi, 2010: 144) Every time he wanted to tell the story during recess, his friends always said "we are tired of hearing that story". But Totto-chan decides the story that will be told.

Based on the above quote, it can be explained that Totto-chan is confidently sharing with her friends, including sharing happiness so that they can laugh and be happy. In the quote above, Totto-chan always tells her friends about interesting stories even though the story has been repeatedly told but Totto-chan is full of confidence, she can retell well.

D. Courage

Courage can be expressed through everyday behavior. For example, courage in maintaining family security from others. Courage means to be responsible. In addition, courage in making decisions. In life, humans are faced with various problems that must be resolved properly. Here someone needs a courage in making a decision, because every decision has its own risk. This value is contained in the text quote:

トットちゃんは泰明ちゃんの小児麻痺で指がくっついてたままの手を取った。トットちゃんの手より、ずっと指が長くて、大きい手だった。トットちゃんは、その手をしばらくにぎっていたそして、それから、いった。寝るかつかうにしてみようか?

[8] Finally Totto-chan held the hand of her friend whose fingers clung to each other due to polio. Yasuaki-chan's palm was bigger than Totto-chan's palm and her fingers were longer.

The old girl was holding her friend's hand. Then she said, "Lie down, I'll try to pull you here," Yasuaki-chan trusted Totto-chan completely. And Totto-chan is risking her life

for her friend. Finally, after a long effort, the two children stood opposite the branch.

Based on the above quote, it can be explained that Totto-chan is full of courage to help her friends to get new experiences in her life even though the risks faced are also great. But with full confidence and never give up Totto-chan managed to raise her friend Yasuaki-chan to the tree.

E. Persistent

Persistence is the spirit of never giving up which is followed by a strong and steady belief in achieving your dreams and ideals. In living the life the value of persistence is needed by each individual so that they always have great enthusiasm and are not easily discouraged in achieving their goals. The persistence shown by Totto-chan can be seen from the following text:

それから、トットちゃんの、大仕事が始まった。ひしゃくを中に、つっこんで、汲み出し始めたのだった。初めは、だいたい落ちた方向のあたりをしゃくたけれど、なにしろ、深いのと、暗いのと通りかかった。先生は、トットちゃんのやってることを見て、聞いた。「なにしてんたい?」トットちゃんは、手を休みめる時間もおかしいから、ひしゃくを、つっこみながらこたえた。「お財布、落としたの」。

[8] Then Totto-chan starts working. She began to scoop the contents of the dirt container. At first he rummaged through the place where her wallet fell. Piles of dirt on the ground were high enough when the principal happened to pass by. "What are you doing?" He asked Totto-chan, "my wallet is falling", Totto-chan replied, while continuing to look down. She doesn't want to waste time.

In the above quote it can be concluded that Totto-chan has an unyielding attitude / persevering in fighting for what she wants by working hard. What she wanted to find was painstakingly and unyielding. It was proven that when her beloved wallet fell in a dirt tank, she did not feel disgusted but tried to find it.

F. Responsible

A sense of responsibility needs to be kept in mind from an early age, later students will grow into individuals who are serious in carrying out their activities. This sincerity and responsibility will lead students to achieve the desired success. This indication of attitude is shown by Totto-chan by quoting the following text: トットちゃんは、校長先生との約束どおり、山をすぐして、完全に、もとのトイタ。

(Kuroyanagi, 2010:76-80)[8]. Totto-chan fulfilled his promise to the Headmaster to return everything to its original place.

In the above quote it can be concluded that Totto-chan's personality is a responsible person. It was proven that after digging a dirt collection pit, she then re-entered the excavation as before and fulfilled his promise.

G. Humility

Humans are perfect beings. Human beings must have their own privileges. But the privilege is not to be boasted or proud of other people. When there is a joint cooking event at the school, Totto-chan feels very enthusiastic to prepare

everything. Starting from preparing the ingredients to be used for cooking and observing carefully how the mother cooks. Arriving at school Totto-chan immediately offered to slice vegetables and prepare soup. The results of tottochan cuisine were praised by her friends, but Totto-chan was not arrogant with the humble attitude she said; :

もう、お母さんになったような気さえした。みんなはトットちゃんの、おつけものに感心した..トットちゃんは両手を腰にあてて、謙遜した風にいった。「ちょっと、やってみただけだよ」。

(Kuroyanagi, 2010: 212)[8] Totto-chan really feels as if she has become a mother! Everyone says pickles are delicious. "Oh, I just want to see if I can make it," she said modestly.

H. Kindness

This kindness is indicated by the following text:小林先生は、トットちゃんをかかると、いつもいった。君は、本当は、いい子供なんだよ!たしかにトットちゃんは、いい子のところもたくさんあった。みんなに親切だったし、特に肉体的なハンデックャップがあるために、よその学校の子にいじめられたりする友達のためには他の学校の生徒に、むしゃぶりついていて、自分が泣かされそ、そうのの子ししととし、必死我をたたたた。

(Kuroyanagi, 2010:215)[8] "You're really a good kid, you know that, right? That's what the principal always said every time he passed Totto-chan. Actually, in many ways Totto-chan is a good child. She is kind to anyone - especially to her friends who have disabilities. she always defends them. If there are other schoolchildren who call their disabled friends, she dares to fight with that evil child, even though she finally cries.

I. Empathy

An attitude of empathy is a tendency that is done by someone, if the word is in someone else's situation. Empathy arises as a result of feelings that are effective in other people's situations and driven by positive emotions, as if he took part in the movements carried out by others [9]. The attitude of caring / empathy cannot grow by itself. Because it requires training, introduction and intense planting so that the values of caring will grow and be firmly rooted in someone. The ability of empathy in children makes children feel the mood of others, for example by feeling the sadness and problems of friends. Children who develop empathy will not be able to keep away from their friends, even trying to be a good friend. It can be concluded that empathy is a feeling that participates in the situation of others so that there is a desire to help if the other person has a problem. Totto-chan's personality that shows empathy is found in the following quote.... トットちゃんはみんなに親切だったし、とくに肉体的なハンデックャップがあるために、よその学校の子にいじめられたいりする友達のためには、ほかの学校の生徒にむしゃぶりついていて。 [8] Totto-chan is kind to everyone, especially to people who have disabilities. He always defends them if there are other school children who treat them badly ...

From the above quotation, it can be concluded that Totto-chan has a sense of empathy for her friend, so that there is a sense of compassion towards the condition so that a sense of desire to protect arises. Seen when there are people who hurt

their friends, especially children with disabilities, she will defend because there is a feeling of compassion that arises in her.

J.

reative

In Indonesian Law No. 20 of 2003 concerning the National Education System, in essence National education functions to develop the ability as well as to form dignified national character and civilization in order to educate the life of the nation and aim to develop the potential of students to become faithful and fearful people of God, noble, healthy, knowledgeable, creative, independent, and a democratic and responsible citizen.

If we look closely at the contents of the law, it is clear that one of the functions of education is to form humans to have creative character. With all its potential students can be trained to initiate creative ideas based on their life experiences. This is in line with Semi argues, "Literature is a form of creative work whose object is human and life by using language as the medium, Semi [10]. One example of this creative attitude is the teaching model held at Tomoe's school. Tomoe's school type is a natural school. Natural schools are schools that balance compulsory learning in the classroom with learning schedules outside the classroom. In lessons outside the classroom, students are introduced to nature because according to the Head of the Kobayashi School the nature holds various kinds of knowledge. This is explained by quoting the following text.

「これは、菜の花ね。どうして、お花が咲くか、わかる? 」といった。そして、それから、メシベとオシベの話をした。先生はちょうちょも、花を咲かせるお手伝いをしている、といった。

[8] "This is a mustard flower. Why can this flower bloom? Know? " After that the teacher explained the pistil and stamens. The teacher also explained that butterflies also help flower blooms.

In the text quoted above, the teacher explains the factors that cause a flower to blossom. The teacher explained the pistil and stamens and the pollination of plants assisted by butterflies. From the excerpt from the text above, it can be concluded that the roads carried out by the teacher and students are very useful because the students get very valuable lessons about natural science. In other schools, students only formally study theory in the classroom but are different from the Tomoe School that balances theory and practice in its teaching. Theoretical lessons only emphasize written words and are more likely to narrow students' view of nature. According to the Head of the Kobayashi School, bringing students closer to nature will make them feel the presence of God more as creator of nature and can develop sensitivity in imagination. Educational methods that balance theory and practice can make students understand and absorb learning quickly because they not only imagine but directly apply it in real life.

K.

espect

Everyone should have an attitude of respect for others. With this attitude people will feel valued, happy and happy. As in the following text quote:

After singing, Totto-chan bowed respectfully. When she raised her head, she was surprised to see tears running down the soldier's cheeks. She thought she had done something bad. But then, the soldier, who looked older than a daddy, patted his head again, and said, "Thank you! Thank you!".

L.

respecting Others

The Kobayashi Principal instills moral education in order to always be kind and respectful towards girls. This is found in the following text. 女の子には親切に、だって ...」 Kuroyanagi [8] a "He said he must be friendly to girls ...". From the quote from the text above, it can be concluded that the Headmaster of Kobayashi teaches that he is always friendly and doing good towards girls. After getting the right education at Tomoe School, Oe-kun's attitude turned friendly.

In everyday relationships, respect for others must be nurtured. If people respect others, then others will appreciate it. Appreciation in attitudes or behavior makes people valuable, not inferior, and does not feel neglected. The following text quote contains the educative values above:

The next respect was shown in the implementation of the education system at Tomoe School. The head of the Kobayashi school held an inclusive education system. This means education services for groups of children with special needs who are educated with other normal children to be able to optimize their potential. One of the groups in question is a child with a disability. The inclusive education system is different from the regular and abnormal education systems. The regular education system is education provided to normal students, while the abnormal education system is an education for students who have difficulty in following the learning process due to physical, emotional, mental, and social abnormalities it can be concluded that the inclusive education system is an education system that combines normal children with children who suffer from disorders in an education system. The purpose of this education system is to eliminate the difference between normal children and children who have abnormalities so that children who have abnormalities can feel the same education as other normal children. This is contained in the following quote.

モエの生にはは、ちゃにう、小麻痺麻痺の、背背とてさい、いうなよな、なキからら ...

[8] Among Tomoe's students, there is a child suffering from Polio, whose body is very small like Yasuaki-chan, and there are also some disabled children ...

The excerpt above explains that among the students at Tomoe School there were several disabled children, one of whom was Yasuaki-chan who had a small body due to polio. It can be concluded that the education system in Tomoe School combines normal children with children who are not normal in one educational service to achieve one goal of education.

M.

Help each other

At Tomoe School, students are trained to arouse social feelings and help each other. This is contained in the following quote. まず、黒板消しで、はくぼくをふ、その後は、みんなが共同で、モップだ、床を、をれいののだの。

(Kuroyanagi, 2010:290)[8] First erase the blackboard. After that, everything was swept together and mopped until it was completely clean. The quote above explains that students sweep and mop the floor together clean. Students are trained to help each other after music lessons to remove chalk streaks. Headmaster Kobayashi directs students to be able to interact with other students, so that caring will grow. This method is used to train social development in students.

N.

eing polite

Good ethics will reflect good behavior and attitude. Ethics leads humans to behave with the laws and expectations that apply in a particular social group. This value will be shown in the text excerpt below: モエの生徒は一回も、「一例にお行儀よく並んでくと!」とか「、「たべものの、かすをがこう; 学校でおそ; 教わったことはった。ただ、じぶん; 自分より; 小さい; だ、ということや、散らかっているろを見見ら、とのでは手は、なのははは、なるべくに、といのが、毎毎の生活の中で、つの間にか、体の中に入っていた (Kuroyanagi, 2010:)[8]. Tomoe's students have never been taught in school that they have to queue and run properly, or that they have to be calm on the train or that they cannot throw their food garbage carelessly. But somehow their daily lives in Tomoe have taught that they should not encourage people who are smaller or weaker than them, that being rude means embarrassing themselves, that every time they see garbage they have to take it and throw it into a place rubbish, and that they cannot do things that make other people upset or disturbed.

O.

eing Humble

Simplicity in living a life Simple value as taught at Tomoe's school as in the following text: 校長先生は、トモエの生、学校番寄こ「、学校学校寄こしと、とつもい、; "汚したら、お母さん叱し; れられる"; "とか"; "破けるから、みんなと遊ばない"; "ということは、子供にとって、とてもつまらないことだから、どんなに泥んこになっても、破けても、かまわない、一番わるい洋服を着せてください、というお願いだった (Kuroyanagi, 2010:128)[8]. The principal always asks parents to ask their children to wear the most used clothes to attend Tomoe. He wants all students to wear clothes so they don't have to worry about their clothes getting muddy or torn.

B. The educational process and the application of educational values in Tomoe School in Madogiwa No Totto-chan novels are:

1. Curriculum; The curriculum that applies at Tomoe school is a contextual curriculum, this can be seen from:

a. Class room at Tomoe school used former train carriage unlike most Japanese schools.

b. Learning schedule is arranged by the students themselves. They can determine where the lessons will be learned. Learning is not only done in schools, outside of school, even teachers and students learn new things. One example is walking to the Kuhonbutsu temple. Along the

way to the Kuhonbutsu temple, the teacher explains how flowers can bloom.

c. Eurithmic lessons. Eurithmic is a kind of education about rhythm. When students hear the rhythm of music, they don't just stop at the hearing senses, but also learn to cultivate. When the teacher plays the piano, students begin to walk in style as they please to the music. In Eurithmic lessons, students train the body to be more sensitive and able to understand the rhythm so that their personalities become rhythmic. This is found in the following text.

リトミックを行と、性格が、リズムカルになます、強
ズミカ格格、にの法則にがががが
います。」[11] "By carrying out the Eurithmic, the person becomes rhythmic. The rhythmic person is a person who is beautiful, strong, obedient and in harmony with nature.

Based on the text quoted above, it can be concluded that Eurithmic lessons make the child's personality rhythmic. The rhythmic person is a person who is beautiful, strong, obedient, and in harmony with nature because by studying Eurithmic, it will raise students' sensitivity more. This Eurithmic lesson will make it easier for educators to develop students' personalities naturally without coercion.

d. Public Speaking Exercises; Tomoe School has a public speaking practice schedule. It aims to train the courage to speak to students. One indication is learning to talk when lunchtime. This is found in the following text. „お話しするってのは? ”. (Kuroyanagi, 1991: 157-158)[11] "I think it's all better to be smart in talking. What if at mealtime, every day we take turns talking in the middle of the circle? "

Based on the text quoted above, it can be explained that the Headmaster of Kobayashi invites students to be smarter in speaking. Students are asked to take turns every day to speak at lunchtime. Educational methods like this can train students to have the courage to appear in public. If this speaking practice continues, students will no longer be awkward to appear in public and the way they speak will also be better.

e. Lesson Schedule and Play Schedule; Tomoe School not only has a mandatory lesson schedule, but also has a play schedule for students. The lesson schedule must be carried out from the morning before lunch time, while the play schedule is held after lunch until the bells go home. Play schedules for students are included in the following text.

さて、今日の午後のことだった。トモエの生徒、みんな放課後。(Kuroyanagi, 1991:251)[11] satay, kyō no gogo no kotodatta. tomoe no seitōwa, minnahoukago, omoiomi no koto o shite, asondeita. This afternoon, after the lesson was over, Tomoe's students all played as they pleased.

The text quoted above explains that Tomoe School students are playing and doing what they like. In this case, they are given the freedom to play and do not force them to study in full day classes. Playing is very important for children because it contains two functions, namely (1) cognitive function. Through play, children can explore their environment, study the surrounding objects, and learn to solve the problems they face. Through the game allows children to develop competence and skills needed in a fun way, and (2) emotional functions. The game solves some of the emotions of children, learning to overcome anxiety and inner conflict. The game allows the child to release excessive physical energy and free up pent-up feelings

because inner stress is released in the game, so that the child can overcome problems in his life. So it can be concluded that playing is an important time for children because it is able to have a positive impact on children's cognitive development and emotional development.

f. Teaching and learning activities; Tomoe school is a natural school. Natural schools are schools that balance compulsory learning in the classroom with learning schedules outside the classroom. In lessons outside the classroom, students are introduced to nature because according to the Head of the Kobayashi School the nature holds various kinds of knowledge. This is explained by quoting the following text. 「これは、菜の花ね。どうして、お花が咲くか、わかる? 」といった。そして、それから、メシベとオシベの話をした。先生はちょうちょも、花を咲かせるお手伝いをしている、といった。(Kuroyanagi, 1991: 62-63)[11] "This is a mustard flower. Why can this flower bloom? Anyone knows why? " After that the teacher explained the pistil and stamens. The teacher also explained that butterflies also help flower blooms.

In the text quoted above, the teacher explains the factors that cause a flower to blossom. The teacher explained the pistil and stamens and the pollination of plants assisted by butterflies. From the excerpt from the text above, it can be concluded that the roads carried out by the teacher and students are very useful because the students get very valuable lessons about natural science. In other schools, students only formally study theory in the classroom but are different from the Tomoe School that balances theory and practice in its teaching. Theoretical lessons only emphasize written words and are more likely to narrow students' view of nature. According to the Head of the Kobayashi School, bringing students closer to nature will make them feel the presence of God more as creator of nature and can develop sensitivity in imagination.

2. Paying attention to the Ratio of Teachers and Students in the Classroom

Teacher and student ratios here have a comparison between the number of teachers and the number of students in the class. The total number of students in Tomoe School from first to sixth grades in total was only about fifty students. This is found in the following text.

「ほかの生徒は、どこにいるの? 「これで全部なんだよ。」 「全部?! 学校じゅうで、五十人くらいなの? 」 校長先生は、「そうだ」といった。(Kuroyanagi, 1991: 37) "Where are the other kids?" "Everything here." "Everything? All students are only about fifty people?" "Yes," said the Principal. Based on the text quoted above, it can be concluded that students in Tomoe School number only about fifty people, that means one class is only filled by eight or nine students. Limiting the number of students in the classroom aims to provide education in a focused manner. According to Belmont and Marolla in Prayitno [7], children who are educated together with a slightly higher amount of intellectual compared to children who are educated together in large numbers. This is because more attention is paid to children who are educated in small numbers. If the number of children is large, the teacher must share his attention, causing the child to not get enough attention. From the description above it can be concluded that the comparison between the teacher and the number of

students in the class is one in eight or one in nine. Students in Tomoe School each class only consists of nine to ten people. This is evidenced by the existence of lesson lessons that can develop competence and skills and reduce inner conflicts in children, natural lessons that can develop theoretical and practical knowledge, eurhythmic lessons that can develop a child's personality naturally, and latihan talk in public to foster courage.

3. Inclusive Education System

The system is a set of rules, principles, facts, etc. which are classified or arranged in an orderly form to show logical plans relating to various parts. In this case, the education system at Tomoe School uses an inclusive education system. The inclusive education system is an educational service for groups of children with special needs who are educated with other normal children to optimize their potential. One of the groups in question is a child with a disability. The inclusive education system is different from the regular and abnormal education systems. The regular education system is education provided to normal students, while the abnormal education system is an education for students who have difficulty in following the learning process due to physical, emotional, mental, and social abnormalities. It can be concluded that the inclusive education system is an education system that combines normal children with children who suffer from disorders in an education system. The purpose of this education system is to eliminate the difference between normal children and children who have abnormalities so that children who have abnormalities can feel the same education as other normal children. This is found in the following text. *モエの生ははは、ち泰明ちのう、児児麻痺背、背がといいい、といなななもも何人かいたから ...* (Kuroyanagi, 1991:95)[11] Among Tomoe's students, there is a child suffering from Polio, whose body is very small like Yasuaki-chan, and there are also some disabled children ... The text quoted above explains that among students at Tomoe School there were several disabled children, one of whom was Yasuakichan who had a small body due to polio. It can be concluded that the education system in Tomoe School combines normal children with children who are not normal in one educational service to achieve one goal of education.

4. Free and Independent Education Methods

The method is a regular way of achieving the intention to acquire knowledge or a systematic way of working to facilitate an activity in achieving its purpose (Salim, 1991: 261). In this case, the education method at Tomoe School uses a free and independent education method. In this case the teacher makes a list of lessons before the lesson begins, while students will begin lessons that are appropriate to their interests and talents. For students, starting the day from the lesson they like is a very pleasant thing. At Tomoe School, every day students are free to determine the lessons they will learn. The indications are in the following text excerpt. 「さあ、どれも好きなのから始めてください」. (Kuroyanagi, 1991:47)[11] "Now, start from which one you like". The text quote above is a text quote from a teacher's words when starting the lesson. It can be seen that the teacher gives students the freedom to choose and start learning from what they like. This method of education

makes teachers observe areas of interest to students, including their ways of thinking and characters. From all the descriptions above concerning education systems and methods at Tomoe School, it can be concluded that Tomoe School uses an inclusive education system with free and independent teaching methods.

5. Elements of Educators

According to Ahmadi [9], the feeling of being fast is contagious. If educators face their students sharply, satire, hatred, and antipathy, will cause a negative influence on the child and be heartbreaking. Conversely, if educators are agile, friendly, happy, have a lot of humors and sympathetic people, will have a beneficial impact on education. Education can quickly be absorbed by children because educators can provoke an atmosphere of learning. As an educator, the Kobayashi Principal is a pleasant person. 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、一度、占領した先生の体から、はどれまい、と必死だった。(Kuroyanagi, 1991: 306-307)[11] "Hey, stop it, stop it," the Principal shouted with a red face, laughing, but the children were persistently in the teacher's body and didn't want to leave it. The text quoted above explains that the Kobayashi Principal is a person who is favored by students, as evidenced by the existence of several students who are persistent to be in the body of the Kobayashi Principal and do not want to leave the position. The cheerful expression of Headmaster Kobayashi's face with a blushing face showed that he was a friendly person. The friendly attitude of the Kobayashi School Principal in dealing with students can make students like their figure. This can have an impact on the education process. The education process can run smoothly because of the feelings of students who are always happy, so that there will be no students who consider school or teacher to be something to fear.

The next thing the teacher does is giving suggestions or motivation. Suggestion is the influence of one's soul or actions so that it influences thoughts, feelings, and will [9]. Even in school, suggestions can be given by teachers to students as a form of motivation in increasing the spirit of learning, increasing interest and attention, increasing self-confidence, and creating an exciting atmosphere in learning. The Kobayashi School Principal always gives these suggestions as a form of motivation to students. One of the indications is during the sports competition. After the match was over, Tomoe School students got fresh vegetables as a greeting from the school. Many students are embarrassed to bring the gift to their home because usually at that time, most schools present notebooks, pencils or erasers if they win a race. The Kobayashi Principal who knows this then gives suggestions to students so that they are proud of themselves. The indications are in the following text excerpt.

「なんだ、いやかい? 今晚、お母さんにこれを料理してもらってごらん? 君たちが自分で手に入れた野菜だ。これで家の人みなの、おかずができるんだぞ、いいじゃないか! きっと、うまいぞ!」. [11] "Why you do not want? Tonight ask your mother to cook this. This is a vegetable that you get from your own business. With this, you have

fed the people at home because of your efforts. It's good, is not it! Must be delicious! "

The text quoted above explains that Headmaster Kobayashi gave suggestions to Tomoe School students. The Kobayashi Principal who saw students disliking the gifts they got then convinced them, that bringing things themselves to their homes is a pride, especially if they can provide food to their families. The suggestions given by the Kobayashi Principal produced motivation so they were proud of themselves. From all of the above, it can be concluded that the Kobayashi Principal is a friendly educator and always motivates students.

6. School Rules

Other schools at that time tend to force students with various school rules. Unlike the Tomoe School, the school does not have rules that force and put pressure on students. At Tomoe School, students may choose a sitting position at will without any rules requiring them to sit in one seat in the same position for one full school year. This can be seen in the following text quote. の学校は、だれかさんは、どの机隣れ、前はだれ、と決まっていた ...

[11] In other schools, it is determined on the bench where they sit and who sits in front. But in this school they are free to choose.

From the text above, it can be concluded that students are not forced to sit in one place, but that they can sit in their seats at anytime, anywhere. This is a good alternative in attracting students' learning interest, because the free seating arrangement can avoid boredom when learning.

In the matter of dressing, the Tomoe School did not have school uniforms. At that time, schools in Japan required every student to wear uniform and neat school clothes, but it was different from the Tomoe School which encouraged each student to wear old clothes as everyday clothes to school. This is found in the following text.

校長先生は、「一番悪い洋服を着せて、学校によこしてください.[11] The principal always said, "Please use old clothes to wear to school".

Based on the text quoted above, it can be seen that the Kobayashi Principal asked students to use worn clothes to school. In this case, the Kobayashi Principal allows children to play as much as they like without having to think about their clothes being dirty or torn. The Kobayashi Principal understands child development very well, that children still like to play. If the child wears good clothes, there will be lots of dirty or torn clothes every day. This can incriminate students' parents. At the age of elementary school children, children always want to try everything new. If children are left to wear good clothes, children will not feel their childhood because they are tormented to maintain the cleanliness and integrity of their clothes

III. CONCLUSION

The role of literature in the formation of national character is not only based on the values contained in it. Appreciative literary learning is also full of character education. Reading, listening, and watching literary works are essentially instilling diligent character, critical thinking, and broad-mindedness. At the same time, feeling sensitivity is developed so that readers tend to love kindness and defend the truth. Character education values contained in Madogiwa No Totto-chan consist of personality values which include (1) Courage in life, (2) independence, (3) responsibility, (4) Empathy, (5) humility and (6) creative. As well as social values which include (1) respect, (2) help, (3) courtesy, (4) togetherness in life, (5) mutual respect, (6) simplicity of life, (7) forgiveness and (8) personal fun. The author's way of describing the process of education and the application of educational values in Tomoe School in Madogiwa No Totto-chan novel are: (1) curriculum, (2) ratio of teachers and students (3) inclusive education, (4) school rules, and (5) open and independent education method.

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