

**THE IMPORTANCE OF ACTIVE LEARNING IN TETSUKO  
KUROYANAGI'S TOTTO-CHAN (1984) , *THE LITTLE GIRL AT  
THE WINDOW* : A SOCIOLOGICAL PERSPECTIVE**



**Submitted as a Partial Fulfillment of Requirement  
for Getting Bachelor Degree of Education in English Department**

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**APPROVAL**

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**A 320 150 158**

The research paper is approved to be examined by the Consultant  
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Accepted and Approved by the Board of Examiners  
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Herewith, I testify that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this paper and mentioned in the bibliography

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Surakarta, May 17<sup>th</sup>, 2019

The Researcher



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**Abstrak**

Penelitian ini focus pada isu pembelajaran aktif dalam novel Tottochan. Penelitian ini untuk mengetahui indicator dari pembelajaran aktif dan bagaimana pembelajaran aktif tergambar dari novel ini. Tipe penelitian ini adalah tipe penelitian kualitatif dan jenisnya adalah deskriptif kualitatif. Peneliti menggunakan penelitian Sosiologi. Dalam metode ini, peneliti menggunakan dua tipe data yaitu data primer dan data sekunder. Sumber data primer adalah novel *Totto-chan* oleh Tetsuko Kuroyanagi. Sumber data sekunder meliputi buku-buku sastra, artikel-artikel dan website yang berhubungan dengan novel ini. Hasil penelitian ini menunjukkan ada beberapa kesimpulan. Pertama, yaitu indicator pembelajaran aktif. Kedua, penggambaran pembelajaran aktif di kelas. Ketiga, alasan peneliti membahas pembelajaran aktif untuk memberi perhatian kepada para pembaca.

**Kata kunci:** pembelajaran aktif, Tottochan, perspektif sosiologis

**Abstract**

This research focuses on the active learning issue delineated in Totto-chan novel. The objectives of the study are to know the indicators and how the active learning described in this novel. This study is qualitative research and the type is qualitative descriptive. The researcher used Sociological theory. The researcher uses primary and secondary data source. *Totto-chan: The Little Girl at The Window* novel by Tetsuko Kuroyanagi is the primary data source. Other book, journal, and website that relate the issues are the secondary data source. The result of the study showed the following conclusion. First, the indicator of active learning. Second, how the active learning described in this novel. Third, the reason why the researcher addressed active learning such as to reveal the readers to concern the active learning.

**Keyword:** active learning, Totto-Chan, sociological perspective

## **1. INTRODUCTION**

The major issue of this research is about active learning delineated in Totto-Chan novel. According to Bonwell & Eison, the definition of active learning is a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. From the explanation above, it can be concluded that

active learning requires the students to explore the things they want to know. In children, this system is suitable to be applied. Another name of active learning is constructivism. Constructivism theory defines learning as a truly activities, where the students build their own knowledge, search their own meaning, solving problem by themselves, find out about what they have learned, make a conclusion from new concepts and ideas that is already in themselves. The previous study has similarity related to active learning issue, *Totto-Chan: The Little Girl at The Window* by Tetsuko Kuroyanagi.

The first is Children Education Concept (Faizah,2017). The second is An Analysis of Educational Values based on Paulo Freire's perspective (Jamaluddin, 2017). The third is The Implementation of Character Education (Lensun et al, 2018). The fourth is An Analysis of The Intrinsic Elements and Moral Values (Ardayati & Asih Rahayu, 2017)

## **2. METHOD**

Type of study is qualitative research. There are two objects of the study, the material object is the real novel by Tetsuko Kuroyanagi's *Totto-Chan* and the formal object is the active learning. Types of the data consist of primary data and secondary data. The primary data source is Tetsuko Kuroyanagi's *Totto-Chan*. The secondary data source is taken from website, dictionary, journal, book and other sources related the study which supports. For collecting data, the researcher uses six steps as follows: 1) reading the novel repeatedly 2) taking notes of important part 3) underlying the important word 4) arranging the data 5) selecting the data 6) conclusion. Then the data analysed with three process of analyzing data from Miles and Huberman (1984) including data reduction, data display and data drawing conclusion.

## **3. FINDING AND DISCUSSION**

### **3.1 The Indicators of Active Learning**

Based on the data that the researcher found in this novel, the indicators of active learning are classified into five categories. They are students involvement,

students skill, higher order thinking, students engagement and students exploration.

#### 3.1.1 Students Involvement

The teacher asks students to participate in eurythmics lesson. where eurythmics aims to train the mind and body to be aware of the rhythm, to balance the body and soul and also evoke imagination that will enhance creativity. Indirectly, they can balance the awareness of the rhythm brought by the teacher. eurythmics moves train students to adjust tempo, beat rhythm and foster concentration. so, if the teacher changes the rhythm more difficult, students can follow what is instructed by the teacher and adjust the movements with other students.

#### 3.1.2 Students Skill

The teacher will allow students to choose the lessons they will take. because, if they choose the subjects based on their passion, the mindsets or ideas will develop by themselves.

#### 3.1.3 Higher Order Thinking

The teacher will allow students to choose the lessons they will take. because, if they choose the subjects based on their passion, the mindsets or ideas will develop by themselves. With the swimming lessons that are attended by all students, the teacher allows nakedness because of respecting body shape from one friend to another. the teacher said that all the bodies are beautiful. Totto's friend, Yasuaki Chan, has a small or deformed body. the teacher argues, if they are naked and play together, the shame will disappear and it will help students did not feel low self-esteem.

#### 3.1.4 Students Engagement

Student engagement has been built around the hopeful goal of enhancing all students' abilities. communicating between the teacher and the students, it makes easier for each other to understand what the students need. By communicating, the relationship between them will be good. The teacher teaches how to communicate and also how to an independent and responsible person.

### 3.1.5 Students Exploration

The teacher shows the part of the flower namely the pistil and stamens. By walking while learning, students feel not bored and still get fun from the lessons. On the other hand, this improves the questioning skills and answers to the questions asked by the teacher. Not only getting academic lessons, but also getting social lessons, namely being able to ask about something with their friends.

## **3.2 The Description of Active Learning**

Active Learning is a model of teaching where students play an active role in the learning process. which means, they must build ideas to create an argument or be able to solve problems. learning must take place in two directions, so that mutual cooperation can be created. Active learning is useful for fostering skills in students as well as exploring the potential of students and teachers to develop together and share knowledge, skills and experience. through active learning, students can develop the potential they have and also think in a crisis, fast and responsive. In this active learning, the role of teacher in active learning as a motivator, a facilitator, and evaluator.

### 3.2.1 Teacher as a motivator

The teacher can be skilled in interacting with students by considering the purpose and material of teaching, the situation of learning, the number of students, the available of time, and the factors relating to the teacher himself. The ways in which the teacher uses reciprocal relationships with students and also understands the characteristics of students, especially their learning abilities, interest in learning subjects, and by giving the motivation for learning.

### 3.2.2 Teacher as a facilitator

The teacher facilitates student needs such as books, handouts, internet, magazines, journal or practical tool. prepare material that is relevant to the goal, besides that, the teacher is able to describe teaching materials in various forms, for example in the form of problematic questions to be discussed between friends, in the form of scenarios or simulated and demonstrated by students, in the form of statements. The hypothesis to be solved through problem solving, in the form of concepts and



principles to be applied by students. Make a method that be adapted to the situation and condition of the student.

### 3.2.3 Teacher as an evaluator

The teacher also has an important role as a student evaluator. the teacher must assess himself, assess students, in the planning, implementation and learning process. with the evaluation, the teacher can understand the characteristics of students, whether the things that have been taught have an effect on the potential of students, whether students match the program that has been made by the teacher.

### 3.3 Reason for Addressing Active Learning

The active learning learning model emphasizes the importance of student learning in addition to the learning outcomes it achieves. because, the optimal learning process will affect learning outcomes. in this novel, tells an active learning system. with Tomoe Gakuen School, the learning model is that students must be able to think critically and actively communicate with the teacher and with other students. in questions that are discussed with friends, asking for something they don't know, or resolves the problem.

### 3.4 Discussion

After analyzing the findings Totto-Chan novel, there are so many effect that we can found in this novel. Such as active learning that make students create their idea by themselves based on their experienced. For the teacher, it make easier to control the students, because the teacher only as a facilitator. From the active learning, the communication between the teacher and the student often done. From the perspective of the literature is stated by Laurenson and Swingewood, it is explained that novel has relation between literature and society. In addition, not only in educational values, but it built responsibility, honesty and togetherness to another friends. In this novel teach and apply earlier on child to form personality, behavior, character, and habit. The way to treat children well from children perspectives.

#### 4. CONCLUSION

The researcher found three result as follow:

Firstly, the indicators of active learning is the involvement of students. The active learning focuses on students, where students are able to build an active learning. In addition students are trained in various skills, such as: critical thinking, how to solve problems, respect other people's opinions, speaking, listening, and writing. In the implementation of active learning, the role of the teacher is only giving the material and will be developed by the student. With an active learning, students are expected to understand the material easily.

Secondly, active learning described in this novel is to optimize the passion and talents of the students. The students learn the material what they like, feel free to ask everything to the teacher, create their idea based on they have learned, so the process of learning can be received by students.

Thirdly, the teacher gives the opportunity to ask questions, answer or express opinions to students so that the creation of active learning. This novel describes the concerns of the learning model that is less accommodating in students.

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