

KI HADJAR DEWANTARA'S LEADERSHIP TRILOGY AS FOUND IN TETSUKO KURAYANAGI'S TOTTO-CHAN: THE LITTLE GIRL AT THE WINDOW NOVEL

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Abstract

This research analyzed Ki Hadjar Dewantara's Leadership Trilogy as found in Tetsuko Kurayanagi's *Totto-Chan: The Little Girl at the Window* novel. The objectives of this research were to 1) describe Ki Hadjar Dewantara's leadership trilogy as found in *Totto-Chan: The Little Girl at the Window* novel; and 2) find out how the aspects of Ki Hadjar Dewantara's Leadership Trilogy found in the novel can be implemented in real life situations. This research applied a qualitative approach. The data collection technique was the document analysis of O'Leary model, which consisted of three steps, namely plan, interrogate and reflect/refine. The data analysis technique was inductive content analysis, which consisted of four steps, they are: open coding, grouping, creating the categories, and abstraction. The results of this research showed that Ki Hadjar Dewantara's leadership trilogy found in *Totto-Chan: The Little Girl at the Window* novel were *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani*. Ki Hadjar Dewantara's leadership trilogy can also be implemented in the real-life situation, especially in education field, for example at Senior High School of Taman Madya Ibu Pawaiyatan Yogyakarta.

Keywords: *Ki Hadjar Dewantara, leadership trilogy*

Introduction

Totto-Chan: The Little Girl at The Window written by Tetsuko Kuroyanagi, that was translated by Dorothy Britton was published originally as *Madogiwa no Totto-Chan* in 1981. This novel became an instant best-seller by Japan's most popular TV personality. This novel tells about an unconventional education that Kuroyanagi received at Tomoe Gakuen. In this novel, there was a school that was far from government's attention but was precisely able to show the true meaning of education. The educational views of the aspects of life impart educational values on the students. So, in this novel the meaning of education does not only attach importance to the cognitive intelligence of the students. At the school, the students are not only fed with the materials given by the teachers, but the students get the material directly from their own experiences, from the learning process, and the materials about science knowledge to the values of life. The problems of this research were formulated as follows:

1. What are the aspects of *Ki Hadjar Dewantara's* Leadership Trilogy found in *Totto-Chan: The Little Girl at The Window* novel?
2. How could the aspects of *Ki Hadjar Dewantara's* Leadership Trilogy found in the novel be implemented in real life situations?

Review of Related Literature

Literary work is a beautiful form of work either orally or in written. Literature is the art of language. It is created to express the author's thought and is intended for an aesthetic purpose. The author uses language as a medium to create a literary work. Wellek and Warren (9) define "literature" as everything in print. Klarer (1) also states that literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. It means, there is usually adjective as added "aesthetic" or artistic to distinguish literary works from texts of everyday use, such as telephone books, newspapers, legal documents, and scholarly writings.

The definition of novel according to Abrams (190):

is distinguished from the short story and from the work of middle length called the Novelette; its magnitude permits a greater variety of characters, greater complication of plot (or plot), ampler development of milieu, and more sustained exploration of character and motivates than do the shorter, more concentrated modes.

Abrams (190-196) subsumes several subgenres of the novel, they are: Picaresque novel, Novel of character, Epistolary novel, Realistic novel, Non-fiction novel, and Regional.

Meanwhile, *Ki Hadjar Dewantara's* Leadership Trilogy consists of three main things:

a. *Ing Ngarsa Sung Tuladha*

It means that when we are in front we have to give example. According to Tambunan (71) *Ing Ngarsa Sung Tuladha's* criteria are:

1. Being an example.
2. Being a commander and being able to determine the goals.
3. Being able in guiding and being a visionary.

b. *Ing Madya Mangun Karsa*

It means that when we are in the midst of the subordinates we have to build the spirit. According to Tambunan (71) *Ing Madya Mangun Karsa's* criteria are:

1. Having the spirit's awakening, will and creativity towards his subordinates.
2. Giving motivation.

c. *Tut Wuri Handayani*

It means that we have to encourage the growth of creativity while directing it. According to Tambunan (71), *Tut Wuri Handayani's* criteria are:

1. Encouraging other people to be courageous and being able to take responsibility.
2. Giving independence of others.

Research Methodology

Qualitative research approaches data collection through observations, interviews, and document analysis and summarize the findings primarily through narrative or verbal means (Marguerite, Dean, and Katherine:15). In getting the data of this study, the researcher chose the qualitative approach to do the research. The researcher used qualitative approach because the data explained and described *Ki Hadjar Dewantara's* leadership trilogy as found in *Totto-Chan: The Little Girl at The Window* novel.

In the process of collecting the data, the researcher used document analysis. "Document analysis is a systematic procedure for receiving or evaluating documents-both printed and electronic (computer-based and internet-transmitted) material" (Bowen:27). The researcher used five steps in document analysis; they are planning, gathering, reviewing, interrogating, and reflecting/refining (O'Leary:179). In analysing the data, the researcher used Inductive content analysis by Elo & Kyngas. Elo & Kyngas (109-111) state that the process of content analysis includes: open coding, grouping, creating categories, and abstraction.

Findings

1. *Ki Hadjar Dewantara's* leadership trilogy found in *Totto-Chan: The Little Girl at the Window* novel

After reading and analyzing the novel, the researcher could find the aspects of *Ki Hadjar Dewantara's* Leadership Trilogy in *Totto-Chan: The Little Girl at the Window* novel. There were three aspects of *Ki Hadjar Dewantara's* Leadership Trilogy found in the novel: *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani*.

2. *Ki Hadjar Dewantara's* leadership trilogy found in the novel which can be implemented in the real-life situation

Based on the novel, the researcher found that all aspects of *Ki Hadjar Dewantara's* leadership trilogy could be implemented in the education field.

Discussions

1. *Ki Hadjar Dewantara's* leadership trilogy as found in *Totto-Chan: The Little Girl at the Window* novel.
 - a. *Ing Ngarsa Sung Tuladha*
 - 1) Being an example

The researcher found some facts how Mr. Kobayashi as the headmaster being an example to his staff and students. This was shown in the following quotations:

"No matter how busy he was, the headmaster never let anyone else take

these classes for him.” (Kuroyanagi: 168)

In the quotation above, the author explained that Mr. Kobayashi never let anyone else to take his classes. It showed how Mr. Kobayashi was responsible with his obligations to teach the students. Mr. Kobayashi’s responsible attitude shown that he was really a good leader for his students and the teacher in school; his responsibility could be an example for his students and the teachers.

2) Being a commander and being able to determine the goals

Tambunan (71) states that a leader must become a commander. Commander means a person in authority, so he has the power to give direction to whom he leads and is able to determine the goals. The researcher found some quotations which showed a leader’s soul as a commander. The quotation is stated below:

“The headmaster had included eurhythmics in his school curriculum because he felt it was bound to have good results and help the children’s personalities to grow naturally, without being affected by too much adult interference.” (Kurayanagi: 79)

Based on the quotation above, Mr. Kobayashi as a headmaster had included eurythmic in his school curriculum to lead his students to grow naturally. He directed his students to learn about eurythmic, because he wanted to develop students’ personalities. He had known that the purpose of eurhythmics was to balance between minds and body; by learning eurhythmics, students could develop their imagination and creativities without being affected by adult interference.

3) Being able in guiding and being a visionary

- Being able in guiding

According to Tambunan (71), a leader had an important role in guiding subordinates to achieve common goals. This was showing the following quotation:

“He told them all about weeds: how hardy they were; how some grew faster than crops and hid the sun from them; how weeds were good hiding place for bad insects; and how weeds could be a nuisance by taking all the nourishment from the soil. He taught them one thing after another. And while he talked, his hands never stopped pulling out weeds. The children did the same. The teacher showed them how to hoe; how to make furrows; how to spread fertilizer; and everything else you had to do to grow things in a field, explaining as he demonstrated.” (Kuroyanagi: 134)

In guiding student, the farming teacher told them all about weeds, the

farming teacher told that weeds were hard, some of them grew faster than crops and hid the crops to get the sunlight. Besides, the farming teacher explained that weeds were good hiding places for bad insects; they could also absorb all the nutrients in the soil, so the plant's growth was disrupted due to lack of nutrients. The farming teacher did not only tell students, instead he gave a real example and showed students directly; he demonstrated what he said.

- Being a visionary

Vision is wisdom in planning the future (Hornby:495). It means vision as the goal to be achieved in the future. This was shown in the following quotation:

"The *tomoe* is an ancient comma-shaped symbol, and for his school the headmaster had adopted the traditional emblem consisting of two *tomoe*-one black and one white-united to form a perfect circle. This symbolized his aim for the children: body and mind equally developed and in perfect harmony." (Kuroyanagi: 79)

The quotations showed that the headmaster had a purpose in creating the symbol for his school. The headmaster had adopted the traditional symbol consisted of two *tomoe*. *Tomoe* was a traditional comma shape symbol. The headmaster combines the symbol. One was black and one was white which combined into a perfect circle. The symbol described the balance. He wanted the children in his school had the body and mind equally developed and in perfect harmony.

b. *Ing Madya Mangun Karsa*

1) Having the spirit's awakening, will and creativity towards his subordinates.

According to Tambunan (71), a leader must be able to awake the spirit, will and creativity of his subordinates. The researcher found the quotation that the headmaster could awake the spirit of his students, the quotation was stated below:

"After the headmaster had said, "Now you're a pupil of this school," Totto-Chan could hardly wait for the next day to dawn. She had never looked forward to a day so much. Mother usually had trouble getting Totto-Chan out of bed in the morning, but that day she was up before anyone else, all dressed and waiting with her schoolbag strapped to her back." (Kuroyanagi: 24)

Based on the quotation above, after the headmaster said, "Now you're a pupil of this school." Totto-Chan could not wait for tomorrow. Totto-Chan was really enthusiastic to start her day and very excited to come to school; it was seen that day when she was up before anyone else, she was dressed neatly without waiting for her mother to put it on her and she even prepared for her school bag. It looked different, usually Totto-Chan was never been so enthusiastic to go to school, even mother usually had trouble in getting Totto-Chan out of bed

in the morning.

2) Providing motivation

A leader must provide motivation to his subordinate, so the subordinate has a spirit to pass the day. The researcher found the quotation which provides motivation to the subordinate. This was the following quotation:

“You’re really a good girl, you know. That’s what the headmaster used to say every time he saw Totto-Chan. What the headmaster must have wanted to make Totto-Chan understand was something like this: Some people may think you’re not a good girl in many respects, but your real character is not bad.” (Kuroyanagi: 141)

Based on the quotation, the headmaster’s purpose was to make Totto-Chan to believe in herself that she had a good character, personality, and good attitude. He instilled confidence to Totto-Chan by saying that Totto-Chan was a good girl. Mr. Kobayashi wanted Totto-Chan to grow as a confident girl, and that she did not need to think of the other people’s words that told her as a naughty girl, like what she got in her first elementary school.

c. *Tut Wuri Handayani*

1) Encouraging other people to be courageous and being able to take responsibility

A leader must have a courageous soul; it makes him/her to easily lead his subordinates. Not only that, but he must also encourage his subordinates to be courageous and to take responsibility in every due they do. It was showed in the following quotation:

“So, you want twenty Sen,” he said, taking off his glasses. “What do you want it for? I want to buy a piece of bark that tells you whether you’re sick or whether you well,” she replied quickly. (Kuroyanagi: 156) Next morning, mother gave Totto-Chan twenty Sen. She went straight to the headmaster’s office and thrust out the tree bark. (Kuroyanagi: 155)

Based on the quotation above, the headmaster asked Totto-Chan before he lend Totto-Chan the twenty Sen, he wanted to know for what the money that Totto-Chan borrowed from him. The headmaster gave the money not only to let Totto-Chan to buy the bark, but also, he wanted to know whether Totto-Chan could be responsible with what she said or not. Totto-Chan was able to take the responsibility, it was shown from the quotation that she paid back the twenty Sen to the headmaster after her mother gave her the money and let the headmaster had a bite of the bark. Totto-Chan could be responsible, regardless of the trust that the headmaster had given to her so far. It made her understand that she must be responsible for everything.

2) Giving Independence of others

As a leader, we may apply discipline. The discipline is good for an organization, but if the discipline followed by an independence it will be better because it makes subordinates conduct activities according to his will. This is shown in the following quotation:

School normally schedule one subject, for example, Japanese, the first period, when you just do Japanese; then, say arithmetic the second period, when you just do arithmetic. But here was a quite different. At the beginning of the first period, the teacher made a list of all the problems and questions in the subjects to be studied that day. Then she would say, "Now, start with any of these you like!" (Kuroyanagi: 29)

Based on the quotation above, the teacher was giving independence by giving the students the subject and they were free to choose what they liked most, it could be Japanese, arithmetic or anything else. The teacher did it to know what their interests and talents were. It showed how the teacher encouraged the students to be more creative in the subject they liked most by giving independence to them and built a critical thinking by giving problems and questions in every subject they chose.

2. *Ki Hadjar Dewantara's* leadership trilogy found in the novel which can be implemented in the real-life situation

Based on the observation in Magang III in SMA Taman Madya Ibu Pawiyatan Yogyakarta year 2018, the researcher found the aspects of *Ki Hadjar Dewantara's* leadership trilogy in teaching learning proess.

a. *Ing Ngarsa Sung Tuladha*

1) Being an example

The example of this point was the teacher attitude. When opening and closing the class, the teacher always gave a greeting *salam dan bahagia*, this greeting is a characteristic of Tamansiswa School. *Salam* means best wishes and *bahagia* means happiness. *Salam dan bahagia* achieved by the adequacy of food and clothing for physical needs, and free of freedom of the soul and free from physical and mental disorders, also free from fear. *Salam dan bahagia* can be achieved in an orderly and peaceful society. The implementation of *salam dan bahagia*, the teacher always gave freedom to students in expressing their opinions and themselves in the class.

2) Being a Commander and being able to determine the goals

The teacher wanted the students to get good grades, made the student smart, creative, and had good personalities. Students also wanted to get good grades in every lesson, thus the teacher wanted all students could easily understand her lesson. In achieving the goals, the teacher used power point slides which were designed to be attractive and all the materials were packed concisely and clearly to make the students interested and could easily understand her lesson.

3) Being able in Guiding and being a Visionary

- Being able in guiding

In guiding students to get good grades, the teacher used the silent movie in the learning process in the classroom, especially in writing and speaking. They made some short stories claiming they could not tell any stories. The film was muted; it made the students could only watch the visuals. After one film was finished the students were asked to write about the story of the film they had watched. It made the students tell their respective versions as each child that had different view.

- Being a visionary

Teacher wanted her students to be a good leader in the future who had a good personality, smart, diligent, and knowledgeable. To achieve it, the teacher prepared all the material as well as possible. In preparing the material, the teacher followed the lesson plan that she made. In the lesson plan, the teacher included the specific purposes (listening, speaking, writing, and reading), learning instruments (LCD, projector, internet connection, module, and text book), and achievement learning indicators. In giving an assessment, the teacher used a comprehensive and multi-method that included students' performance in knowledge (cognitive), attitude (affective) and skills (psychomotor).

b. *Ing Madya Mangun Karsa*

1) Having the spirit's awakening, will and creativity towards his subordinates.

To awake the spirit of the students, the teacher gave a good example to the students. For example, the teacher admonished gently if the student made a mistake. Moreover, when the teacher had known that the students got bored in following the lessons, the teacher gave an intermezzo, like giving a game or giving appreciation, it made the students interested to continue their lesson again.

2) Providing motivation

In providing motivation, the teacher should know which students who got bored in the classroom, so she did not only stay in front of the classroom but also walked closer to the student bench, and sometimes asked questions about the subjects being studied or whether the students got the difficulties or not. If there were students who got the difficulties, the teacher tried to guide them by calling the other students who were looked enthusiastic in the class to accompany them and the teacher would explained the materials again, so the students who were lazy and less enthusiastic became excited because they are motivated to be like the others.

c. *Tut Wuri Handayani*

1) Encouraging other people to be courageous and being able to take responsibility

The teacher familiarized her students to return what they had borrowed, for example after the class was finished, each student was asked to return the module book to the library, returned the socket and LCD to the administration room, and so on. It would train them to be responsible for whatever they did. This is the way the teacher instilled a sense of responsibility within students.

2) Giving independence

In giving independence, it was shown when the teacher gave the chance to the students to express themselves in the classroom; they could give their opinion and a comment for the learning process at the end of the class, as the teacher let the students to convey their opinions. Students were also free to choose to study in groups; it made the students felt comfortable when they learned with the friends they chose.

Conclusion

The researcher concludes that there are three aspects of *Ki Hadjar Dewantara's* leadership trilogy found in *Totto-Chan: The Little Girl at The Window* novel, they are *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani*. All the aspects of *Ki Hadjar Dewantara's* leadership were found in Mr. Kobayashi as the headmaster and a teacher himself.

Ki Hadjar Dewantara's leadership trilogy can be implemented in the real-life situation, especially in education field. It was implemented well in Senior High School of Taman Madya Ibu Pawiyatan Yogyakarta. The headmaster and the teacher applied *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani* in teaching learning process. Furthermore, the researcher had an opinion that *Totto-Chan: The Little girl at the Window* is a great novel, and many things about leadership can be learned from it.

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