

# Literary Sociology of *Kobayashi Sôsaku In Novel Madogiwa No Tottochan*

**Nooke J. Hosang**

Japanese Education Study Program  
Faculty of Language and Arts – UNIMA  
Manado, Indonesia  
[nooke\\_hosang@yahoo.com](mailto:nooke_hosang@yahoo.com)

**Mariam F Toliwongi**

Japanese Education Study Program  
Faculty of Language and Arts – UNIMA  
Manado, Indonesia  
[mariam\\_toliwongi@unima.ac.id](mailto:mariam_toliwongi@unima.ac.id)

**Sherly F. Lensun**

Japanese Education Study Program  
Faculty of Language and Arts – UNIMA  
Manado, Indonesia  
[sherlylensun@unima.ac.id](mailto:sherlylensun@unima.ac.id)

**Abstract:** Literature is a product of society. It is in the midst of society because it is formed by members of the community based on emotional or rational demands from the community (Jacob Sumarjo, 1979: 12). Literature or better known as literary work is a thing that cannot be released in a particular society. This means that literary works are indeed created as social creatures and for other people, not for themselves. A child who is well educated and gets the right influence from adults both by his school teacher and his environment will be able to make him adapt and bring influence both in the social relationships of children with their environment and become individuals who are good at adjusting to others. This is as described by Kobayashi that in guiding the mentality of his students, he strives to foster self-confidence, determination, and respect for others, whatever the circumstances of the person are. The novel also teaches the values of education and its influence on the social relations of children / students in the community later, namely as follows: 1) Simple Look, 2) Having a Friendly Attitude, 3) Being a Good Listener, 4) A Warm and Loving Person, 5) Having Wise attitude, 6) Feelings of a Father, 7) Eliminating Low Levels of Feelings in Children Who Have Limitations, 8) Training Children to Dare to Speak in Front of People and Listening Well when Others Speak.

**Keywords:** novels; totto chan; studies; sociology.

## I. INTRODUCTION

Literary works are the creative results of imagination that represent real life. Literature is basically creation, a creation is not merely an imitation. Literary work is an object for authors in expressing their emotional turmoil, for example feeling sad, disappointed, happy and so on. Teaching the appreciation of novels in general can take an important role in helping the younger generation develop themselves to become superior beings. Teaching literary appreciation (novel) can support the achievement of good language and literary teaching [1]. Literature is a language used in writing, writing that has the value of art, literature, scripture. Literature is a unit that cannot be separated from everyday life. Literature is an expression of the soul in the form of language. Literature as a paper and if language contains creative power and a multidimensional imagination. The literature itself is divided into two namely prose and poetry. Prose is a literary work that is not bound for example novels, short stories, and drama. While poetry is a literary work that is bound, for example poetry and poetry.

The novel is a variety of prose in addition to short stories and novels besides poetry and drama, in which there are events experienced by the characters systematically and structured. This is in line with thinking which states that the novel is a long-term custom prose, presents characters, and displays a series of events and backgrounds in a structured manner. Among the main genres of literature, namely poetry, prose, and drama, the proverb genre, especially the novel, which is considered the most dominant in displaying social elements. Reasons that can be put forward, including: a) the novel displays the most complete elements of the story, has the most extensive media, presents the most extensive social problems, b) the language of the novel tends to be everyday language, the most common language used in society. Therefore, it is said that the novel is the most sociological and responsive genre because it is very sensitive to sociohistorical fluctuations[2].

The need for public understanding of the literary works produced by the author, this study uses the Sociology Literature research method. Sociology of Literature is an understanding of literature by considering its social aspects[2]). Sociology of Literature is applied in this study because the purpose of Sociology of Literature is to increase understanding of literature in relation to society, explaining that imagery is not contrary to reality in this case literary works are constructed imaginatively, but the imaginative framework cannot be understood outside its empirical framework and literary work not merely an individual symptom but a social symptom [2] This research is focused on figures, because figures are important elements and activators in the story, so that making works is easy to understand. Without the presence of a character a story will feel bland and incomplete.

Intrinsic elements in literature especially novels are very interesting to study. As in the little girl Totto-chan novel in the window that tells the story of a child who has a myriad of curiosity. He is seven years old and is in the first grade of elementary school. It's like most children, but according to the teacher in the old school, the little girl has made a mess of her class, Totto-chan was transferred to her new school, Tomoe Gakuen, when mama and Totto-chan entered the room of their headmaster to meet a man, the person had thin hair, some of his front teeth were dated, but his face still looked fresh. His body was not too tall, but his shoulders and arms were sturdy.

“その人は、頭の毛が薄くなって、前のほうの歯がぬけていて、顔の血色がよく、背はあまり高くないけど、肩や腕が、がっちりしていて。 sono hito wa, atama no ke ga usukunatte ite, mae no hou no ha ganukete ite, kao no

*kesshoku ga yoku, se wa amari takakunai kedo, kataya ude ga, gacchiri shite ite*" (Kuroyanagi, 1991:29).

He wore a clean and neat black suit even though he looked old. While bowing respectfully, Totto-chan asked excitedly, "What is this father, headmaster or stationmaster?" The man replied, "I am the headmaster". Obviously Totto-chan asked if the man was the headmaster or head of the station because, the classrooms at Tomoe Gakuen were made of railroad cars that were not operating. In Tomoe Gakuen the principal has a unique way of applying learning, which is to free his students to start with which subjects they like. Unlike other schools that already have a fixed lesson schedule. Sosaku Kobayashi also has a unique and simple way to set dietary rules, such as balanced food by telling his students to bring "Something from the sea, and something from the mountains".

The author chose the novel "Totto-chan Little Girl in the Window" to be the object of research by reading novels and analyzing the characters Sosaku Kobayashi because the character Sosaku Kobayashi has a unique way of educating and feeling great love for young children. For this reason, the writer wants to explain the social dimension of the character Sosaku Kobayashi.

## II. LITERATURE REVIEW

### *Sociology of Literary Theory*

Literary sociology has developed rapidly since the researches using structuralism theory are considered to experience setbacks, stagnation, and even considered involution. Analysis of structuralism is considered to ignore the relevance of society which is its origin. Triggered by the realization that literary works must function in the same way as other aspects of culture, the return of literature is carried out in the midst of society, as an inseparable part of the overall communication system. [2]Ratna suggests that literature has a close relationship with society as follows:

- Literary works written by the author, told by the storyteller, copied by copyists, while the three subjects are members of the community.
- Literary works live in the community, absorbing aspects of life occurring in the community, which in turn is also enabled by the community
- The medium of literary works, both oral and written, is borrowed through community competencies, which in itself contain social problems
- In contrast to science, religion, customs, and other traditions, in a literary work contained aesthetics, ethics, even logic. The community is clearly very interested in these three aspects.
- As with society, literature is the essence of intersubjectivity, society finds its image in a work.

The purpose of Sociology of Literature is to increase understanding of literature in relation to society, explaining that imagery is not contrary to reality[2] in this case literary works are constructed imaginatively, but the imaginative framework cannot be understood outside the framework suggesting that literature has close links with the community as follows:

- Literary works written by the author, told by the storyteller, copied by copyists, while the three subjects are members of the community.
- Living literature in society, absorbing aspects of life that occur in society, which in turn also functioned by the community

- The medium of literary works, both oral and written, is borrowed through community competencies, which in itself contain social problems
- In contrast to science, religion, customs, and other traditions, in a literary work contained aesthetics, ethics, even logic. The community is clearly very interested in these three aspects.
- As with society, literature is the essence of intersubjectivity, society finds its image in a work.

The purpose of Sociology of Literature is to increase understanding of literature in relation to society, explaining that imagery is not contrary to reality[3] in this case literary works are constructed imaginatively, but the imaginative framework cannot be understood outside the framework.

## III. RESEARCH METHODOLOGY

### *Research Methods*

The method used in this thesis research is literature psychology research methods. Literary psychology is the analysis of text by considering the relevance and study of psychology[4]. This means that psychology plays an important role in analyzing a literary work by working from the psychological point of view of the literature both from the authors, figures and readers. With the focus of attention on the characters, it will be able to analyze the inner conflicts contained in literary works. Literary psychology research can be done in two ways, namely first, through understanding psychological theories then analyzing a literary work. Second, by first determining a literary work as the object of research, then psychological theories are determined which are considered relevant for conducting the analysis.

### *Research Techniques*

*Data Collection Techniques:* The author uses a literature study technique, namely the author collects data from various sources of books, which are useful for research. The literature study includes systematic identification of the findings of analysis of documents that contain information relating to research problems. The researchers collected data through articles from the internet that support research material.

*Data Processing Techniques;* Data analysis techniques used in this study include content analysis and description. Data analysis techniques can be interpreted as drawing conclusions through the discovery of message characterization and taking place in an objective and systematic manner (Moleong 199: 63).

## IV. RESULTS AND DISCUSSION

This chapter will discuss the description of the Novel and Sociological structure of Sosaku Kobayashi in the Madogiwa No Totto-chan novel by Tetsuko Kuroyanagi:

### *1. Simple Appearance*

Sosaku Kobayashi is known as a simple person that can be seen in his appearance.

"Her hair is thin, some of her teeth are dated, but her face looks fresh. Even though his stature is not too high, his shoulders and arms look sturdy. He wore a clean and neat black suit even though he looked old. "

”  
ひと あたま け うす まえ  
“その人は、頭の毛が薄くなって、前  
は かお けつしよく  
のほうの歯がぬけていて、顔の血色  
せ たか かた うで  
がよく、背はあまり高くないけど、肩や腕  
が、がちりしていて、ヨレヨレ黒の三つ揃  
くろ み ぞろ  
いを、キチンと着ていた。”  
(Tetsuko Kuroyanagi, 1981:30)

## 2. Have a Friendly Attitude

Sosaku Kobayashi is a friendly headmaster, which can be seen from the following quote:

"The headmaster pulled a chair near Totto-chan then sat facing the little girl. When they were sitting comfortably, he said, Now tell me all about yourself. Tell me everything and what you want to say."

こうちょうせんせい とつと まえ こ  
“校長先生は、トットちゃんの前にをひ子  
き ちか いち あ  
をひっぱって来て、とても近い位置に、むかい合  
こし  
わせに腰をかけると、こういった。”  
せんせい はな はな  
さあ、なんでも、先生に話してごらん。話  
ぜんぶ  
したいこと、全部。”

(Tetsuko Kuroyanagi, 1981:30)

"However, the principal made him feel safe, warm and happy. He wants to be with the principal during his time.

こうちょうせんせい あんしん あたた  
それが、校長先生といると、安心で、暖  
きも  
かくて、気持ちがよかった。  
(Tetsuko Kuroyanagi, 1981:34)

"The principal approached and said kindly," you will return everything when it's finished, right?" Then the man left again, as usual".

せんせい とつと かお すこ かお ちか  
先生は、トットちゃんの顔に、少し、顔を近  
ともだち  
づけると。友達のようなどっかにいていった。”  
わったら、みんな、もどしとけよ'そして、ま t s  
、さっきと同じように、どっかにいていった。  
(Tetsuko Kuroyanagi, 1981:70)

## 3. Become a Good Listener

In the sociology of the reader and the social impact of literature, the extent of the literature is explored. Rarely does a teacher want to listen to the story / outpouring of his students for hours, maybe some teachers consider such a thing to waste time, but not Kobayashi. He listened attentively, and responded to what Totto-chan was telling. That experience for Totto-chan was very impressive because it was the first time in his childhood he met an adult like Kobayashi who wanted to provide more than

three hours to hear his heart without being angry, feeling bored or yawning. Sosaku Kobayashi was a listener well it can be seen in the following quote: "No one has ever listened to him for hours like the principal. More than that, the principal does not evaporate or seem bored. He always seemed interested in what Totto-chan said, just like Totto-chan himself."

そして、その長い時間のあいだ、一だつて、あくびをしたり、退屈そうにしないで、トットちゃんが話してるのと同じように、身をのり出して、一生懸命、聞いてくれたんだもの。  
(Tetsuko Kuroyanagi, 1981:27)

"The headmaster looks at him with a wait attitude. "What do you want to say?" Ask again, leaning forward."

せんせい ひざ で き  
“先生は、膝を、のり出づようにて聞いた。”  
なんだい？”  
(Tetsuko Kuroyanagi, 1981:272)

## 4. Warm and Liked Personality

The headmaster of Kobayashi is also an educator who has a warm personality and is very loved by students. The indications are in the following quote.

「おい、よせよ、よせよ」と、真っ赤な顔で  
わら  
笑いながらいうんだけど、その子たちは、  
いちど せんりょう せんせい からだ  
一度、占領した先生の体から、はなれ  
ひつし  
まい、と必死だった。

"Hey, stop it, stop it", the Headmaster shouted with his face red, laughing, but the children were diligently in the body of his teacher and didn't want to leave him.[5]

He wants to show the children a friendly attitude so that they do not have to be afraid and anxious about learning. He becomes a teacher as well as his best friend this is shown by the attitude of associating with his own students, so they feel comfortable when studying with the principal.

## 5. Have a Wise attitude

Sosaku Kobayashi's wise attitude is also shown in the following quote:

とつと ま “うみ  
“さて、トットちゃんが待つた “海のもの  
やま べんとう じかん き  
山のもの”のお弁当おの時間が来た。この、“  
うみ やま  
海のもの山  
のもの”つて、なにが、といえ、それは  
こうちょうせんせい かんが べんとう  
校長先生が考えた、お弁当  
べんとう  
のおかずのことだった。ふつうなら、お弁当  
こども よしみき  
のおかずについて、「子供が好着嫌  
くふう  
いをしないように、工夫  
えいよう かたよ  
してください」とか、栄養が、片寄

らないようにお願ねが  
いします」とか、いうところだけど、  
こうちょうせんせい うみ やま  
校長先生はひとこと、「海のもの、山  
ま こども  
のものを待たせてください」と、子供たちの  
うち ひと たの  
家の人に、頼んだ、というわけだった。[5]

"Now it's time to, something from the sea and something from the mountains, the lunch hour that Totto-chan has been looking forward to patiently. The principal used the phrase to describe a balanced meal of the type of food that he hoped students would take to lunch as a complement to rice. "Instead of saying train the children to eat anything" or "Please make sure they bring lunch with balanced nutrition," the headmaster instead asked parents to fill their children's lunch boxes with "something from the sea and something from mountains".

Sosaku Kobayashi wants to teach parents to be wise in providing nutrition for children. Don't just because you don't want to bother giving food that is not nutritious. The principal asserted that parents do not need to think hard or excessively to fulfill the two recommendations. Food from the mainland can only be kinpira goboo (spiced incisions) or omelet, and food from the sea may be just fish chips. Or more simply, children may be given nori (a type of dried seaweed) for "sea" and pickled plums for "mountains".

#### 6. Feelings of A Father

Sosaku Kobayashi's fatherly attitude is also shown in the following quote:

"His face more depicts the face of a father who is concerned because he cannot fulfill his daughter's request rather than the face of a principal."

それは、校長先生、というより、娘  
こま ちちおや かお  
に、ねだつられて、困っている父親の顔  
せんせい  
だった。それから 先生  
は、トットちゃんに、いった。[5]

Sosaku Kobayashi teaches about the values of emotional intelligence between parents and children, not as teachers who only teach but especially in the attitude of guiding and protecting students

#### 7. Eliminating Low Self-Esteem in Children Who Have Limitations

Children who attend school in Tomoe are not only normal-bodied children but also children who have limitations / disabilities, for example children with polio and others. Usually children who have limitations in their bodies will feel inferior to their friends. To overcome this, during swimming lessons, Kobayashi recommends that children be naked when swimming, by not forcing[6]. He also believes, in the world of children, it is natural that children who have a sense of curiosity in accordance with his age about gender differences. He instilled a lesson, that all bodies are beautiful so that children who have disabilities from an early age do not feel inferior and try not to cover up their

disabilities in clothing. He wants children to feel other people's acceptance of their disability. Kobayashi believes that if children are naked, then shame and inferiority will disappear. Like the following quote.

と校長生徒は生徒たちに教えたかったトモエの生徒の中には泰明ちゃんのように小児麻痺の子や背がとても小さいというようなハンディキャップを持ったこも何人かいたから裸になって一緒に遊ぶということがそういう子供たちの羞恥心を取り除きひいては列等意識を持たさないのに立つのではないかと校長生徒はこんなことも教えていたのだった[5]

He wants to teach the children that all the bodies are beautiful. Some of Tomoe's students are suffering from polio, such as Yasuaki-chan, whose body is very small or defective. The headmaster feels that if they are naked and play together, their shame will disappear and that will help them get rid of the inferiority. What he taught by Kobayashi proved to be true, as follows:

初めは恥ずかしそうにしていたハンディキャップを持っている子もそのうち平気になり楽しいことのほうが先きたって恥ずかしいなんて気持ちはいつのまにかなくなっていた[5]

"At first the disabled children felt embarrassed, but those feelings soon disappeared, and finally they really managed to get rid of their shame." that whoever our friends are, we must still love our friends even though they have limitations. Kobayashi's teacher also teaches that a child / student must not demean other people who have disadvantages. This makes the children / students in Tomoe love and love each other. So that social relations such as friends will be well interwoven without dropping each other and humbling.

#### 8. Train Children to Dare to Speak in Front of People and Listen Well When Others Talk to Us

Usually a child is afraid to express his ideas in public, afraid of being wronged or laughed at by friends. Therefore, Kobayashi teaches children to want to tell something during lunch alternately with free themes without fear. Kobayashi does not require the child to be able to speak like a good speaker, he emphasizes the child to be free to talk about whatever he likes. This will make children dare to speak / express their opinions in class / in front of people without any fear. As shown in the following quote.

このあいだ校長生徒がみんなもっと話が上手になったほうがいいな  
Jどうだい今度からお弁当の時みんなが食べてる間毎日違う誰さんがひとりみんなの輪のまん中に入ってお話するってのは? [5]

"One day the principal said, I think we all have to learn to speak better. What do you think? From now on, while having lunch, we will ask someone, alternating with the others, to stand in the middle of the circle and tell us something. What do you think?"

そしてもう一つ ( )  
これから子供は人の前に出て自分の考えをはっきりと自由に恥ずかしがらずに表現できるようになることが絶対に必要だ)と考えていたからそろそろ始めてみようと思ったのだった[5]

Except that, he thought it was important for them to practice standing in front of a crowd and express their ideas clearly

and freely without feeling embarrassed. That's how the principal practices his ideas.

いいかい上手にお話しようとかそんなふうには  
なくていいんだよそして話も自分のしたいことな  
んでもいいからねとにかくやってみようじゃない  
か? [5]

you don't need to feel you have to be a good speaker. he said. You can talk about what you want to do. Anything. What's important, let's try first. that children / students must have courage and should not be afraid when expressing ideas / opinions in front of other people. No need to worry / worry first before delivering, the important thing is we must try and try first. The Kobasahi teacher also assures the child / student that when conveying ideas to other people it does not have to be smart or that the important thing is to convey the idea first, whether or not the idea is accepted, it should not be a burden, the most important has been tried. Good social relations are when we take turns listening to what we or others say / talk about, so that mutual respect and respect will be realized.

## V. CONCLUSION

A child who is educated well and gets the right influence from adults both by his school teacher and his environment will be able to make him able to adapt and bring good influence in the social relations of children with their environment and become a person who is good at adjusting to others. This is as described by Kobayashi that in guiding the mentality of his students, he strives to foster self-confidence, determination, and respect for others, whatever the circumstances of the person are. This novel also teaches the values of education and its influence on the social relations of children / students in the community later, namely as follows:

1. *Simple appearance*; Sosaku Kobayashi wants to teach about simplicity, no need to live with an attitude of extravagance or with a luxury attitude. He is known as a simple person that can be seen in his appearance.

2. *Having a Friendly Attitude*; Sosaku Kobayashi always shows a friendly attitude to his students so they feel like a friend

3. *Become a Good Listener*; We must respect each other and respect others. Like, when someone is talking to us, then we must pay attention and listen well. So that communication can work well with anyone. well. So that trust is built well between one another creates harmonious social relations

4. *A warm and liked person*; The headmaster of Kobayashi is also an educator who has a warm and very personal personality. He wants to show the children a friendly attitude so that they do not need to feel afraid and anxious in learning, He becomes a teacher as well as their friend. like to hang out with their own students, so they feel comfortable when studying with the principal.

5. *Having a wise attitude*; Sosaku Kobayashi wants to teach parents to be wise in providing nutrition for children. Don't just because you don't want to bother giving food that is not nutritious.

6. *A Father's Feelings*; Sosaku Kobayashi teaches about the values of emotional intelligence between parents and children, not as teachers who only teach but especially in the attitude of guiding and protecting students

7. *Eliminating Low Self-Esteem in Children Who Have Limitations*; Whoever our friends are, we must still love our

friends even though they have limitations (disabilities). Kobayashi's teacher also teaches that a child / student must not demean other people who have disadvantages. This makes the children / students in Tomoe love and love each other. So that social relations such as friends will be well interwoven without dropping each other and humbling.

8. *Train Children to Dare to Speak in Front of People and Listen Well when Others Talk to Us* that children / students must have courage and should not be afraid when expressing ideas / opinions in front of others. No need to worry / worry first before delivering, the important thing is we must try and try first. The Kobasahi teacher also assures the child / student that when conveying ideas to other people it does not have to be smart or that the important thing is to convey the idea first, whether or not the idea is accepted, it should not be a burden, the most important has been tried. Good social relations when we take turns listening to what we or others say / talk about, so that mutual respect and respect will be realized.

## REFERENCES

- [1] S. Lensun, "Pembelajaran Empat Keterampilan Berbahasa," 2015.
- [2] D. Ratna, *Teori-terori Belajar & Pembelajaran*. Jakarta: Erlangga, 2006.
- [3] N. Kutha Ratna, *Sastra dan Cultural Studies: Representasi Fiksi dan Fakta*. Yogyakarta: Pustaka Belajar, 2005.
- [4] A. Minderop, *Psikologi Sastra, Karya Sastra, metode, teori, dan contoh kasus*. Jakarta: Yayasan Obor, 2010.
- [5] T. Kuroyanagi, *Madogiwa No Totto-chan*. 1991.
- [6] Koeswara, *Teori-teori Kepribadian Edisi II*, 2nd ed., vol. 13, no. 3. Bandung: PT Eresco, 2010.