CHAPTER I

INTRODUCTION

In this chapter, the writer discusses the introduction of the research. This chapter is divided into five sections, namely research background, research problem, research objectives, research benefits, and definition of terms.

1.1 Research Background

"Perhaps the greatest social service that can be rendered by anybody to the country and to mankind is to bring up a family."
(Shawn, 2005, p. 25)

Indonesia faces the complex challenges in entering globalization era. Internally, we are still not capable to get out from multidimensional (economic, social, political, and cultural) crisis. Externally, Indonesia faces the reality of global competition worldwide. The main key lies in the quality of human resources. Indonesia's improvement in 10 -20 years ahead is determined by today's young generation.

The highlighted cases about child and adolescent delinquency are being unfinished homework for adults in Indonesia. For instance, throughout the year 2013, a total of 255 cases of violence had occurred that killed 20 students all over Indonesia. Secretary of KNPAI, Rita (in KNPAI, 2016), claims that by 2014, KNPAI receives 2,737 cases or 210 cases per month including cases of violence by abusers of children who turned out to rise up to 10 percent. In association with the data from the Indonesia Commission for Child Protection (Komisi Perlindungan Anak Indonesia Daerah, KPAID) Branch Kalimantan, during 2015, the children as abusers, including a brawl between students, will increase by approximately 12-18 percent. Here the seeds of radicalism grew. Not only the increasing of children violence in 2011 to 2015, the data states that the children prostitution increasing prevalently (Putra, 2015).

Recently, some elementary school students express their love to their same age- boy/ girlfriend via *Facebook* goes viral in Indonesia cyberspace. Ironically, 23 students of primary school age (7-9) get caught in way to have fight with other elementary school students, while their friends playing happily in school yard. In very young age, their knowledge and emotion reasoning should in low level, but why their behavior is not like children from normal

primary school age in. Hastaning, (Prasetyo, 2016) analyses that these children imitate the adults' daily habits, for example, television and the using of other media to show violence. Negative behavior that continually displayed in the mass media will be considered as socially correct behavior and become a replicable model of children. "This condition is aggravated when in the family (children) did not get a good moral education. In fact, they might not get attention from both parents," she concluded. Along with Sakti, chairman of the Indonesia National Commission for Child Protection (*Komisi Nasional Perlindungan Anak Indonesia*, KNPAI), Aris Merdeka Sirait, says that parents should provide enough information about moral, health, and sex education. "Because, if their parents cannot answer their curiosity, children will get the knowledge from google" (Simanjuntak, 2015).

Television and social media seems to be the worst influence in people's moral decline nowadays. Adults who portray shameless behavior will be a very bad role model for young generation. Jacob (1999), an anthropologist from University of Gadjah Mada Yogyakarta, precisely describes that the moral webbing almost entirely torn and humiliating the nation. The moral bridge of Indonesia is nearly fragile. Religious and cultural resistance starts to weaken. It shows how this nation has lost its character and the noble values that embraced over the years.

The problem to create human resources and high-quality future generations are not that simple yet easy. Indonesia is being challenged by society itself in upholding the values. When the society at large is not really committed to leading a good and moralistic life, what can we expect our youngsters to follow? Implementing Pancasila as national philosophy of character education must begin with promoting moral in early education. Establishing the human high-quality future generations start with setting a good condition of three strategic environments: the schools, the society and the family. Environment plays an important role in shaping the personality and character of a person. The family is an early environment that affects the development of children, after which the school, then the community. Family is the first and the foremost environment for every human being. In a family, children are required not just able to grasp and recognize the values, norms, knowledge and skills, but also have to be able to put them into practice in everyday life.

Ryan in Arjoon (2001) advocates that public schools should not teach particular points of view about moral and other provocative substances. Originally, parents are the main moral educators of their children. Family influence is the greatest role for children. Since the issue of moral education is related to values and ethics that are specifically applied in certain areas

and cultures, it cannot simply be given to schools and teachers as moral educators. He concludes that in the teaching of ethical values, parents are the trigger point.

As the writer state above, the major institution to promote the moral development to children is family. Campbell (2002) states that the various activities of care and the high level of stress in the family being associated in disorders in childhood. Negative parenting families often predict the emergence of sustainable behavior problems in children. Parenting risk, inconsistent, and full of rejection will bring children to anger, disobedient, and frustration. Otherwise, the ability of adults (parents or caregivers) to encounter the child's need, guidance, support, and share positive emotions will adjust the level of positive behavior development such as confident, self-understanding, empathy, and social skill. Further Campbell emphasizes the effects of cultural and surrounding communities are also considered relevant as an influential factor in the formation of the child's behavior.

Unfortunately, children's healthy environment is not always sterile from bad influences. Children begin to develop certain form of social behaviors through the interaction with parents, family members, adults, and other peers. As social being, children develop socio-moral skills by interacting with their environments. This is what Bandura in Flemming (2006) empathizes on children also learn from other adults, from peers, from newspaper and other media, watching television or movies. Bandura's findings also indicate that aggression in children happen as because children become witnesses when watching the behavior of another person. In this stereotype world, people easily tend to judge other people by their looks, religion, or origin. It is dangerous if parents still continue instill their narrow-minded belief to their children. The condition described above, can be found in Exupery's The Little Prince. In this novel, the Little Prince learns not to appreciate people from their appearances but from their behavior. The novel's background within World War II, which are absolutely lack of humanity and moral decay, is still relevant to teach children about something essentials than a matter of consequences (e.g.: numbers, size, or appearances). The Little learns from The Fox says, "It is only with the heart that one can see rightly; what is essential is invisible to the eye." (Saint-Exupery, 2015, p. 65). People need to be genuallty positive like a child where people around them often judge everything from the money they make, the position in society, and the luxury. Exupery raises these issues to emphasize the role of adults (parents and caregivers) should set an example when instilling the moral values in daily life. Furthermore, this novel teaches that children should be encouraged to develop their talents.

Exupery (1900-1944) is a member of France air force. He wrote some novels that was inspired by his own back ground, airplanes and flying. His first story *"L'Aviateur"* ("The Aviator") was published in a literary review magazine in 1926. Two years later, he wrote his first adult novel, *Courrier Sud* (Southern Mail), which was published in 1929 (Maillard, 2011). His debut as a professional author continues with the receipt of the *Prix Femina* award for his second adult novel "*Vol de nuit"* (Night Flight), which sold over 150,000 copies after being published in 1931. The Little Prince is his only novel that dedicated to children based on Exupery's enlightenment after recovery from several injuries. The death of his beloved brother at young age, François, deeply influences any of Exupery's writings about death and courage. He puts his brother's feeling in the Little Prince novel. ".. It is too far. I cannot carry this body with me. It is too heavy." (Saint-Exupery, 2015, p. 80).

The Little Prince is a nostalgic journey from the narrator, a pilot, who meets a boy-look alien when his plane crashes in the Sahara desert. The pilot begins to learn more about the Little Prince. The Little Prince came from asteroid B612, left his planet and his beloved rose, landed on other asteroids (asteroids 325, 326, 327, 328, 329, 330), and finally approached to planet earth. In his journey, the Little Prince met the King of asteroid B325 who claims to rule over all with absolute power. In asteroid B 326, the Little Prince met the Conceited man who is wearing a hat and sees himself as the cleverest handsome guy. In asteroid B 327, the Little Prince met the Drunkard who lives alone with his collection of bottles and spends his time drinking to forget that he is ashamed of drinking. The Businessman in asteroid B 328 was such very busy gentlemen. Asteroid B 329 was home for the Lamplighter whose job is a useful one: to light the lamp at sunset and light it off when daytime. The Geographer in Asteroid B 330 was a man who writes down geography books but never leaves his own planet. In Planet Earth, the last planet The Little Prince visited, he also met the fox and the roses in the garden, and other creatures in his searching meaning of life. In the end of the novel, the Little Prince death by snake's bite and his soul returns to his planet.

In association with the children moral education, the writer intended to dig deeper about the relationship between children and adults in surrounding. The moral evolution of humanity is an ongoing growth of connection and cohesion. The purpose of parenting is to provide knowledge and skills for children to be able to socialize. Caring is a process of channeling affection, moral education, attitude planting, and interaction. As a unity, it is included in the series of parenting style. It is interesting to analyze how parenting style will

impact the perception toward future and children's life. By the process of moral reasoning children will learn something about the nature of behavior and the consequences of personal interaction. In one sense they become aware of the value of virtues even in diversity

To satisfy the writer curiosity of the adults' character promoting moral education, the writer decided to bring the novel into a study entitled **The Role of Adults on Children's Moral Education in Antoine De Saint-Exupery's The Little Prince.**

1.2   Research Questions

Based on the research background above, the main problems can be formulated in the following questions:

1.   How are the adults' characters presented in Antoine de Saint-Exupery's The Little Prince?

2.   How is the role of adults in contribution of children's moral education in Antoine de Saint-Exupery's The Little Prince?

1.3   Scope of the Research

This study is intended to analyze the adults' character in Antoine de Saint-Exupery's The Little Prince and their roles in the main's moral education. The three adults whose character will be reviewed are The Narrator, The Rose, and The Fox. These three characters have a strong role in the moral construction of The Little Prince through the conflicts and problems that are illustrated in this novel. That is way the major purpose of this research is to describe the role of adults and their contribution in instilling children's moral education through parents' role modelling.

Considering the fact that the family is the first institution in cultivating the moral awareness, then the writer intends to limit the range of influence of adults in children's moral education on parenting style as seen on characterization of the adults' character. The adults' character are; the Narrator, the Fox, and the Rose.

1.4   Research Objectives

Based on the problem formulation, the writer formulates two objectives of this study. Those two objectives of this study are as follows:

1.   To analyze the adults' characters presented in Antoine de Saint-Exupery's The Little Prince.

2.   To present the role of adults in contribution of children's moral education in Antoine de Saint-Exupery's The Little Prince novel.

1.5   Research Benefits

This study is expected to give benefits both theoretically and practically. **Theoretically**, this study hopefully gives positive contribution especially for in English Literature or Education Department in giving different perceptions and enriching knowledge by understanding Exupery's The Little Prince from parents' side.

Practically for reader, students from English Literature or Education Department and future researcher who are getting involved in children moral education, this study can provide such a new understanding in cultivating moral aspects and values in literary work through the adults' character based on the novel.

1.6   Definition of Terms

There are terms that need to be classified in this study in order to avoid misinterpreting and misunderstanding. The first is **Adult**. Adult definitions by Aristotle (Perry, 2011) is such a function of human being that reaches into maturity. Biologically, adults humans are expect to be fully developed into to its final cause. In this research, adults refer to parents and other person who's18 years old or older, including searchers, caregivers, and extended families on children environment. According to Armstrong, adulthood divides into three stages. These are Early adulthood (ages 20-35, life stage to go out and make personal achievements); Midlife (ages 35-50, in this age, adult have responsibilities to reflect upon the deeper meaning of their lives); Mature Adulthood (ages 50-80, proven themselves in their work life, raised families and become contributors to the society); Late Adulthood (age 80+, have wisdom experiences that can use to help guide others).

The second term is **Children.** The United Nations Convention on the Rights of the Child defines child (plural: children) as "a human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier". (The Policy Press, 1989). Etymologically, the term "child" comes from the Latin infants which mean" the one who does not speak ". For the Roman, this term designates the child from its birth, up to the age of 7 years (*Rights of the Child : The meaning of the child and the rights of the children, n.d,).*

The third term is **Moral Education**. Lickona (Arjoon 2001) stresses that moral education is intentional effort to cultivate virtue in its cognitive, affective, and behavioral

aspects of morality. The concept of the moral education in children focuses on character formation through emphasis on reinforcement and imitation or practice. In Indonesia, moral education is integrated with religious education and citizenship education (they are not taught separately). Therefore, people tend to associate religious education with moral education and/or citizenship education. Moral values are introduced mainly in these two subjects (Rahim & Raheim, 2012). In this research, moral education is the way adults (parents, teachers, caregivers, etc.) provides such experiences that promote moral functioning.

The forth term is **Parenting.** Parenting does three central goals: confirming children's health and security, preparing children for life as productive adults and transmitting cultural values (*American Psychological Assosiation: Parenting, n.d,).* Megawangi (2007) clarifies that the parenting refers to the atmosphere of teaching and learning activities that emphasize warmth rather than toward a one-way or no-emotional education. Thus, parenting is the way parents educate children directly or indirectly.The fundamental keys in parenting is nurturing and shaping children personality. A healthy parent-child relationship is critical for healthy development.