

CHAPTER I INTRODUCTION

1.1 Research Background

Holistic education is a comprehensive education as an endeavour to develop human beings as a whole and a well-rounded individual (Mahmoudi, et, al, 2012). It grows humans to own such values: learning to know, learning to do, learning to live together, and learning to be what is mostly known as the four pillars of education. Side by side with UNESCO's four pillars of education, holistic education puts education as a direction for developing human beings with the growth of intellectual, emotional, social, physical, artistic, creative and spiritual potentials (Saw, 2013). In short, humans who are raised holistically refer to those who are developed with the four quotients, namely intelligence quotient (IQ); social and emotional quotient and spiritual quotient (SQ) and also adversity quotient (AQ).

Holistic education expects humans to be complete and able to learn all the things in their life. The intelligence quotient leads humans to acquire knowledge and skills which entails using awareness' characteristics to practice abilities like paying attention, listening, perceiving, and cultivating curiosity, intuition, and creativity (Mahmoudi, et, al, 2012). The IQ does not only develop knowledge and skill (learning to know) that help them to become the best that they can be, enable them to experience life, solve problems (Irawan, 2005) and achieve goals (Rianawaty, et. al, 2021); it also flourishes the ability to regulate and express emotions appropriately (learning-to-do) (Nur & Saputro, 2019) to be able to interact with people (Kihlstrom & Cantor, 2019), and grow as a confident adult so they are ready to contribute productively to the community (Rianawaty, et. al, 2021).

Moreover, getting involved as part of society (learning to live together) means respect and appreciation to the diversity of the human race and cultures with caring (Sanny, 2017). This requires social and emotional quotients in which as humans, we have to be able to control our emotions during the interaction with people. When they are able to interact and control at the same time, they create a

social development (social quotient) as they learn to communicate with others and process their behaviours as they mature and recognize their own identity within their group (Kihlstrom & Cantor, 2019). All the quotients above will lead to one value that develops the best version of man (learning to be), with his personality, the complicity of his forms of expression and his various commitments (Saw, 2013) and become more complete by the involvement of God in life for balance and inner peace in life (spiritual quotient).

Children are like an empty canvas that starts feeling up the day they open their eyes. They learn, adapt, and imitate the things from people in the family, neighbourhood, school, and other places, but the first education that children get is from the family. In the family, they have parents as the role whose behaviour will be imitated or adopted by the children. The way parents act and interact with their children might have a big impact on the children's development that will continue till they grow up even in their adult life. As the first persons who are responsible for the education of the family (Sunarni & Rosita, 2018), parents are supposed to give primary knowledge and teach the children about all the things they need. This is the ideal process of raising children. Children who are raised holistically will have the confidence to be in an unfamiliar phase and places, be responsible, have critical thinking and discipline, become more caring to others, have better communication and proactive, and of course wide knowledge (Hare, 2010).

In contrast, children who are raised without concerning holistic education from parents could show different results, e. g, when the parents put too much attention to one quotient will reveal no significant outcome on their development. Too emphasizing on the IQ value will bring the children academically noteworthy but fail and incapable of doing social skills or having fewer social skills (Gondal & Husain, 2013). Besides, as the spiritual quotient is the source of all human intelligence, children who lack spirituality will have a decreasing moral (a moral crisis). They reveal their actions with no empathy and sympathy, absence of responsibility, etc. (Jumala, 2017). Children need to have a balanced education; intellectually, emotionally, spiritually.

As part of the parents and children relationship, the portrayal of holistic education by parents to the children is one of the new and interesting topics to be reviewed in the literature. Implicitly, one of many literary authors is Louisa May Alcott. She wrote a book called “Little Women” that was released into two volumes. This book became really popular and has been adapted into films. The newest adaptation was released in 2019 by a filmmaker, and an actor – Greta Gerwig. She is listed in Time Magazine as one of the 100 lists of the most influential people in the world. She is well known for her performance in several films and her amazing skill as a director of Lady Bird and Little Women, who won several nominations and awards. Lady Bird was the film of Gerwig's debut Gerwig as a director. It was released in November 2017 and got widespread critical acclaim. Not only that, it also was listed as one of the top ten films of 2017 by Time magazine. After the successful debut of Lady Bird, she continued in 2018 creating her second film – Little Women and released in 2019. Gerwig was nominated for the Best Director award, along with the movie nominations as Best Picture, Best Actress for Saoirse Ronan, Best Adapted Screenplay, and Best Supporting Actress for Florence Pugh at the 92nd Academy Awards or popularly known as Oscar.

This film told a story about a heart-warming love in the family, love between man and woman as well, sisterhood, and hardship during the American Civil War. The four sisters – Meg, Jo, Beth, and Amy. The oldest, Meg March, is the wisest girl in the family. The second girl, Jo March, is with her strong character, a girl who does not want to be born as a girl. Beth March is the sweetest musician in the March family. She is a peacemaker. The youngest, Amy March – the artistic one. It begins in their youth after their father was sent to the Civil War. They spent Christmas sharing happiness to help poor young women as Christmas presents as Marmee taught them to be kind women and make their dad proud. Jo was the most confident one, who would do anything to catch her dream as a writer, but her aunt was always doubting her since she was a girl. The four young women made friends with Laurie. Back in their youth, when Jo and Meg got an invitation to go to the theatre with Laurie but Amy the young was not, she was angry and did something unexpected to Jo's work. Here, the audience would see Laurie's one-sided love for Jo. When

Amy March in Europe, she met Laurie. Other conflicts always came up, after Marmee was asked to go to Washington since her husband – the four sisters' father was not in a good condition. Laurence always helped them. Furthermore, the love lines of the March sisters.

With her success in adapting *Little Women*, Gerwig fully devoted herself to the source of the story which is *Little Women* by Louisa May Alcott said Ide. It made the adaptation livelier and became a successful adaptation after several being adapted into the screen. The old literature work never felt so alive until she made it to the magnificence adaption. Gerwig combined her creativity with the masterpiece from Loisa May Alcott becoming the true adoption (Ide, 2019). Moreover, the storyline about the March sister is really something interesting to be discussed. As the characters of the four March sisters developed during their lifetime with Marmee, Gerwig successfully created this adaptation focused on their characters. Just as stated by Molly Freeman from Screen Rant, Gerwig's movie mostly focuses on the intricacies of its female characters' lives, chronicling their ups and downs with the care that confirms the filmmaker's – Gerwig's devotion to honestly representing these stories. This makes the viewers feel every moment they watch.

The moment and relationship between Marmee and the girls built up during Marmee's growing the March and also values that have been taught to the girls become the core of this study. Therefore, this study is aimed to analyse and find out the holistic education in the way Marmee raises her children in *Little Women* written by Greta Gerwig and its impact on the girls' capability in dealing with life problems. This analysis uses holistic education that covers children's quotients; intelligence quotient, emotional quotients, spiritual quotient, and adversity quotient (Tjahjono & Hamami, 2017) and social quotient.

1.2 Research Question

Related to the title of the research, therefore, the discussion focused on:
How is the holistic education performed by Marmee in raising her children?

1.3 Research Objectives

This study is aimed to analyse and discuss holistic education in the way Marmee raises her children in *Little Women* written by Greta Gerwig and its impact on the girls' capability to face life and all the problems. This analysis uses holistic education that covers children's quotients; intelligence quotient, emotional quotients, spiritual quotient, and adversity quotient (Tjahjono & Hamami, 2017) and social quotient.

1.4 Scope of The Research

This study was limited and focused on holistic education that was depicted by Marmee in *Little Women* by Greta Gerwig in 2019 was used as the guidelines when raising children. This was leading to children's development with the value of intellectual quotient, spiritual quotient, emotional quotient, social quotient, and adversity quotient that affected children's lives and development.

1.5 Research Benefit

With this study, the benefits can be drawn theoretically and practically. The theoretical benefits would become knowledge or science in the field of education concerning the human quotients that are IQ (intellectual quotients), SQ (spiritual quotient), EQ (emotional quotients), social quotient, and AQ (adversity quotient) towards children or learners' development. The practical benefits would be beneficial especially for the writer who later would become an adult and parents so that this research could be a source and information of holistic education as a guideline when raising children holistically.

1.6 Definition of Terms

In order to avoid a misunderstanding on the terms that are used in this thesis especially in the title, these are the definitions of the terms before going to further discussion. They are:

1. **Holistic education** is a philosophy of education that an individual or a child can find the identity of the meaning and the purpose of life through its

relationship with the community of the natural environment, and spiritual values (Nuraini & Rusman, 2018).

2. **Spiritual Quotient**, according to Howard Gardner's conceptualization, a spiritual quotient defined as a critical problem-solving ability that involves spiritual value (Mahmood, Arshad, & Ahmed, 2018).
3. **Emotional Quotient** is defined as someone's ability to be capable of managing his or her emotion and feeling effective when working, interacting, and or having relationships with other people (Nur & Saputro, 2019).
4. **Intellectual Quotient** or IQ is described as someone's ability or capability to think, solve problems with his or her knowledge that they get from the education field (Labola, 2018).
5. **Adversity Quotient** is described as someone's intelligence to solve the difficulties that occur in his or her life (Fadhila & Gistituati, 2019)
6. **Social Quotient** is the capacity to know oneself and to know others. It develops from experience with people and learning from success and failures in the society people live.