

MORAL VALUES ANALYSIS OF MARCH FAMILY IN *LITTLE WOMEN*

(1868) NOVEL BY LOUISA MAY ALCOTT

FINAL PROJECT

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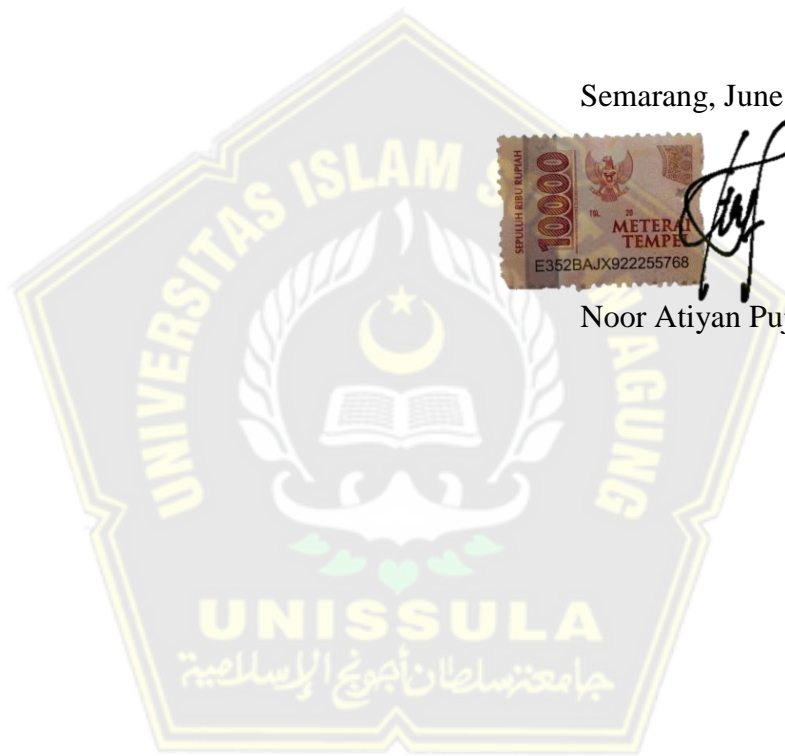
STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, June 9th 2022



Noor Atiyan Puji Lestari



MOTTO:

“Whenever you knock me down, I will not stay on the ground.”

DEDICATION:

I dedicate this final project to my family and my best friends. A special feeling of gratitude to my loving parents whose words of encouragement and push for tenacity gives me strength, my brother who is always cheering me up, my supportive best friends who are always helping me in every process until the completion of this final project. I also dedicate this final project to myself. It is a big achievement for me and a big step in my journey.

“Indeed, without the permission of Allah, as well as all the help from the good people around me, I would not have been able to get to this stage. I am nothing without all the support I receive. From the deepest of my heart, I would like to say thank you for everything! I owe every single one of you!”

ABSTRACT

Lestari, Noor Atiyan Puji. 30801800030. Moral Values Analysis of March Family in *Little Women* (1868) Novel by Louisa May Alcott. Final Project of Language and Communication Science Faculty. English Literature Study Program. Sultan Agung Islamic University Semarang. Advisor: Destary Praptawati, S.S., M.Hum.

A literary work can convey many messages including a lesson about moral values shown in the story. This can be seen in the *Little Women* (1868) novel by Louisa May Alcott that is used in this study. The purposes of this study are to describe the components of good character found in *Little Women* (1868), as well as to explain the moral values portrayed by the March family in *Little Women* (1868) using Thomas Lickona's components of good character theory.

The method applied in this study was descriptive qualitative. The data were taken from the novel, such as dialogues, narration, and monologues. There were several steps conducted to collect the data, such as reading the novel, identifying the data, classifying the data, and reducing the data.

Arriving at the conclusion, there were two results found in this study. First, the components of good character such as moral knowing, moral feeling, and moral action is found in *Little Women* (1868) that were portrayed by Mrs. March, Josephine, Meg, Beth, and Amy. Second, *Little Women* (1868) portrayed moral values depicted on the March family's behaviors that are mentioned by Thomas Lickona.

Keywords: Components of Good Character, Moral Values, March Family, Little Women

INTISARI

Lestari, Noor Atiyan Puji. 30801800030. Analisis Nilai Moral Keluarga March dalam Novel *Little Women* (1868) karya Louisa May Alcott. Skripsi Program Studi Sastra Inggris Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung Semarang. Pembimbing: Destary Praptawati, S.S., M.Hum.

Sebuah karya sastra dapat menyampaikan banyak pesan termasuk pembelajaran tentang nilai-nilai moral yang ditampilkan dalam suatu cerita. Hal ini terlihat dalam novel *Little Women* (1868) karya Louisa May Alcott yang digunakan dalam penelitian ini. Tujuan dari penelitian ini adalah untuk mendeskripsikan komponen karakter baik yang terdapat dalam *Little Women* (1868), serta untuk menjelaskan nilai moral yang digambarkan oleh keluarga March dalam *Little Women* (1868) dengan menggunakan teori komponen karakter baik Thomas Lickona.

Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data diambil dari novel, yang mencakup dialog, narasi, dan monolog. Ada beberapa langkah yang dilakukan untuk mengumpulkan data, seperti membaca novel, mengidentifikasi data, mengklasifikasikan data, dan mengurangi data.

Kesimpulannya, ada dua hasil yang ditemukan dalam penelitian ini. Pertama, komponen karakter yang baik seperti pengetahuan moral, perasaan moral, dan tindakan moral ditemukan dalam *Little Women* (1868) dimana tercermin pada karakter Mrs. March, Josephine, Meg, Beth, dan Amy. Kedua, *Little Women* (1868) menyajikan nilai-nilai moral yang tergambar pada perilaku keluarga March dimana disebutkan oleh Thomas Lickona.

Kata kunci: **Komponen Perilaku Baik, Nilai Moral, keluarga March, Little Women**

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I do realize this final project is way far from perfection. Thus, any suggestions and criticisms will be very meaningful for this final project. Lastly, I hope that this final project could still provide enlightenment or benefit to anyone who reads it.

Semarang, June 9th 2022



Noor Atiyan Puji Lestari

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CHAPTER I

INTRODUCTION

A. Background of Study

Literature has a broad definition of a context that its creator wants to convey. This is supported by Widdowson, who states that the literature has various meanings depending on the context that the speakers refer to (4-5). Literature can be an expression of emotion from its creator which is expressed through a work. As it is known, there are many kinds of literary work which can be in the form of novels, poems, screenplays, songs, or so on. Widdowson also mentions that literature is defined as "creative writing." Therefore, the term literature is most often used to refer to works of creative imagination, including non-fiction works. However, in addition to expressing emotions, authors create literary works to be enjoyed, understood, and also utilized by the public (Pradopo et al as cited in Setiani, 2020).

Literature has a fairly close relationship with the reality of human life where various aspects of life can be found in literature. The creator of literary work uses it as a place to describe individual problems to problems that are common in society. Literature can contain various phenomena that are currently happening such as social problems that include culture, politics, crime, and others. It can be said that literature is a form of reflection of human life. As Wellek and Warren said, they liken literature as a mirror of human life that shows feelings, thoughts, and human perceptions that can be seen based on personal judgment (3).

Therefore, literature includes everything that happens in society where the author expresses his ideas and thoughts in written form. The author usually takes ideas from events that occur in their lives. The author's life environment can also be an inspiration in creating a literary work. In accordance with Damono in Faruk as cited in Murtiasih (2019) which states that literature is a reflection of society. So, literature can draw life between humans and someone. Therefore, a literary work can convey many messages. From literary work, people can analyze an issue with several points of view such as politics, culture, and others. A literary work also can learn about moral values that are shown in the story.

Morality is the thing that people care about the most when forming impressions of a person (Goodwin et al 2014). People care about a person's morality more so than nearly any other factor, including their competence, sociability (friendliness), and a variety of other personality traits. Morality is a potent factor when it comes to evaluating others on a global level.

Basically, morality is the guidelines put forward by individuals or society about what is right and wrong based on moral standards. Therefore, it is very important to teach morality so that it can develop a good character. Aristotle defined good character as “the life of right conduct in relation to other persons and in relation to oneself” (Lickona 50). According to Thomas Lickona, the character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior (51). Good character consists of knowing the good, desiring the good, and doing the good. In other words, good character portrays the habits of the

mind, habits of the heart, and habits of action. All of them are necessary to lead a moral life and make up for moral maturity. Moral values are usually conveyed in literary works to be conveyed to their readers. It is one of the important elements in the novel that also play an important role in everyday real life. In the novel, moral values are described through the attitudes and behavior of the characters; whether the character has a good or bad attitude. This can be seen in the novel *Little Women* by Louisa May Alcott.

This study uses *Little Women* novel because it contains moral values that are portrayed by the characters of March Family which are Mrs. March, Meg, Josephine, Beth, and Amy. The mother really shows what kind of mother in general. She is so kind-hearted and has a really good behavior. The good behavior of the mother is seen in the daughters' character. Their attitude and behavior reflect the moral values in the story. The individual values which were shown through the characters of the March family are very interesting to learn.

This study focuses on analyzing the good character and the moral values that are portrayed in *Little Women* using the components of good character by Thomas Lickona. This study focused on analyzing the character's behavior to describe the components of good character that they have. Then, it is continued to the explaining of moral values portrayed by the characters of March Family in *Little Women*.

B. Problem Formulation

1. What are the components of good character found in *Little Women*?

2. What are the moral values portrayed by the March Family in *Little Women*?

C. Limitation of the Study

This study is limited and only focused on analyzing the components of good character that are found in the novel *Little Women* as well as to find out the moral values that are portrayed in *Little Women* by the characters of March Family.

D. Objective of the Study

Based on the problem formulation above, this study formulates the objective of the study into the following objectives:

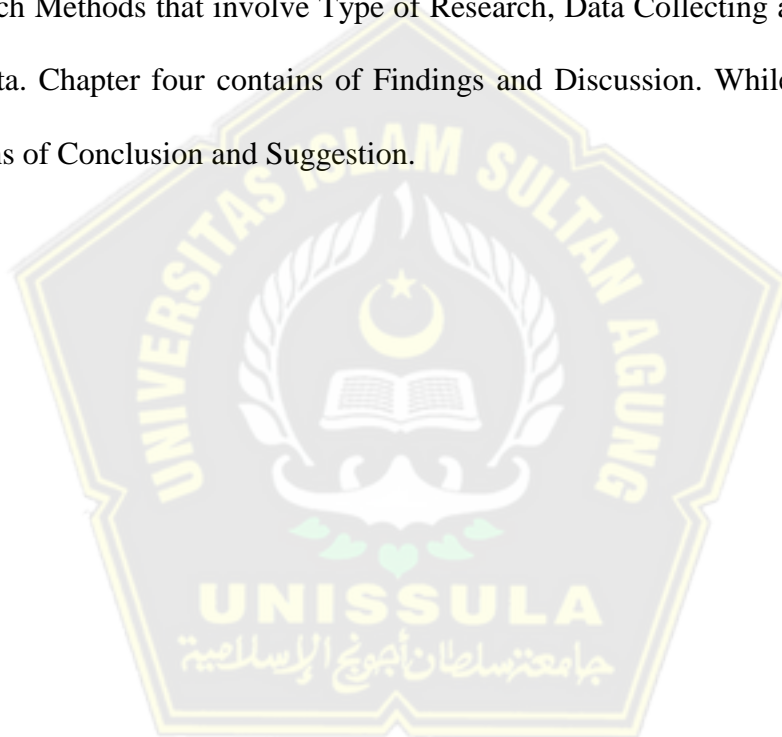
1. To describe the components of good character found in *Little Women*.
2. To explain the moral values portrayed by the March Family in *Little Women*.

E. Significant of the Study

This study can offer new perspectives, add knowledge to readers, further study and enrich the literary work, as well as being a reference for those who are interested in analyzing similar types of literary works (novels). In addition, readers are also expected to benefit from getting to know the kinds of moral values. There are not many previous authors who have also used the study of Moral Values by Thomas Lickona so that readers can increase their knowledge of literary theory about it.

F. Organization of the Study

This study is divided into five chapters. Chapter one provides Background of the Study, Problem Formulations, Limitation of the Study, Objectives of the Study, Significance of the Study and Organization of the Study. Chapter two explains Review Literature that consists of Synopsis of *Little Women* movie, Components of Good Character, and Moral Values. Chapter three explains Research Methods that involve Type of Research, Data Collecting and Analyzing the Data. Chapter four contains of Findings and Discussion. While Chapter five contains of Conclusion and Suggestion.



CHAPTER II

REVIEWS OF RELATED LITERATURE

A. Synopsis of *Little Women* by Louisa May Alcott

This study analyzes the novel entitled *Little Women*, written by American author Louisa May Alcott. She was born in Germantown, Philadelphia, Pennsylvania on November 29, 1832 and was raised in New England by her parents Abigail May and Amos Bronson Alcott. The success of *Little Women* has made her name even more recognized. *Little Women's* great success led many directors to adapt it in films. Since this novel was released, it has been recorded 7 times that this novel has been adapted into films. This novel has a very interesting story where there are issues that make the atmosphere even more intense.

Little Women told about a family called March family who lived in New England during the world war. The March family had four daughters, namely, Margaret, Josephine, Elizabeth, and Amy. They lived with their loving mother named Mrs. March. Meanwhile, their father had to leave them at home and went to join the war. The daughters were always waiting for their father to come home from the battlefield, especially when they were celebrating Christmas.

Meg and her three sisters have prepared gifts as a Christmas present for their mother. They were waiting for their mother at home, as well as waiting to hear the news from their father. While waiting for her mother to come home, Josephine or who is usually called Jo began to complain seeing the condition of her family at that time. Jo thought that Christmas won't be a Christmas without any presents.

Not only Jo, her eldest sister, Meg also felt tired of living poor. Meanwhile, Amy felt that it was unfair if other women had lots of beautiful things while other women didn't have them at all. They were still lamenting that their life is not what it used to be. Before their father left for war, the March family was well-off. However, ever since their father went to war and became quite ill, the March family's economic situation had become increasingly difficult. March's father contracted pneumonia and had to be treated there. Because of this, the March family, who initially lived richly, had to learn to live simply and work hard. Mrs. March also worked harder than used to provide for their family while raising her daughters.

Meg, Jo, Beth, and Amy had different personalities. They had their own desires and principles of life. Meg, the eldest child, looked very feminine. She was very beautiful and had a wise mind. She had a desire to become an actress. Meanwhile, Jo had a tomboyish behavior. She even wished that she could be born a boy. Jo had strong principles about life. She didn't want to think too much about marriage. Beth, as the third child also had an attitude that is quite mature and wise. Meanwhile, Amy, as the youngest child, is still childish and spoiled.

On that Christmas day, Mrs. March told her daughters about the family that lives across the street. She told them how the family had six children and they didn't have food to celebrate Christmas. They were suffering from hunger and cold. Mrs. March asked her daughters if they would be willing to help the family and they said yes. Mrs. March was really caring towards other people. She had a

good behavior that reflects a good character or morality. Mrs. March, Meg, Jo, Beth, and Amy went to the family home with food and warm clothes. After helping that family, Mrs. March brought a letter that had come from her husband. The letter contained very warm words that told how he missed being with his family. Mrs. March and her daughters were happy to read the letter.

One day, Jo met Laurie at a party. Laurie is the granddaughter of the Laurence family. It turned out that he lived not far from the March family. Despite being born rich, Laurie was lonely because he had no friends. By meeting Jo and her sisters, Laurie no longer felt lonely. Since that day, they often play together. One time, while the March daughters were playing at Laurie's house, Beth saw a piano that had not been played in a long time. Seeing how Beth was happy playing the piano, Laurie's grandfather presents his late daughter's piano to Beth.

Conflicts often arise in the March family. The four sisters often quarreled with each other, whether it was a small issue or a big issue that kept them from talking to each other. One day Meg and Jo would go to the theater with Laurie. Laurie had reserved three seats for Jo, Meg, and him. However, at that time Amy really wanted to go to the theater because she felt alone at home. Unfortunately, if Amy came along, she would not get a seat and would have to be alone in the back. Meg and Jo couldn't have left her alone in the back. Meanwhile, if Amy sat in the reserved seat, they would feel awkward with Laurie. Because Amy insisted on coming along, Jo lost her temper and scolded Amy. Eventually Meg and Jo left Amy at home. Amy cried and was furious at Jo for not accepting her harsh words.

Then, Amy burns Jo's book. When Jo found out that Amy had burned the book she had written, she was furious. Amy felt no one would love her anymore before she apologized. She felt very guilty for burning the book that Jo wrote. Amy did everything she could to make Jo forgive her but Jo didn't care. When Jo and Laurie went skating, Amy followed behind them with the intention of apologizing. Unfortunately, Jo ignored Amy and left her skating in the middle which was not safe. Shortly after, Amy fell into the broken ice. Jo felt guilty and very sorry for what happened. As a parent, Mrs. March gave advice to her children to improve themselves.

When growing up, Meg, Jo, Amy, and Beth chose their own paths in life. Meg married a school teacher named John and buried her dream of becoming an actress. Jo pursued her career as a writer in New York. Amy went to Paris to study to be an artist, while Beth stayed home and played on the piano. Sadly, one day Beth fell ill and then she died.

There was more conflict about Jo's relationship. Laurie confessed his love to Jo, but Jo refused. Laurie then went to Paris and there he met Amy. Over time, Laurie realized that he loved Amy. Then, Laurie and Amy were in a relationship, while Jo still loves Laurie. At that time Jo had no desire to marry. However, day by day passed and then she realized that she needed a man in her life. Jo fell in love with a professor named Friedrich. The three daughters finally had a family of their own. Several times they gathered at their parents' house. March's family relationship was getting closer and their affection was getting stronger.

B. Components of Good Character

According to the American Dictionary of Psychology, morality is defined as a system of beliefs or set of values relating to right conduct against which behavior is judged to be acceptable or unacceptable. Morality is indirectly used to teach people in society to act according to prevailing morals and to avoid bad deeds. Thus, the existence of morals that apply in social life can make a person a good person. In simple terms, morality shows separating right and wrong, what to do and what to abandon.

According to Timmons (2002), a moral theory is a set of statements used to systematize and codify our judgments concerning standards of conduct or behavior. Morality is the relationship between living things, ranging from fellow humans, people with animals, and people with the environment. Therefore, morality also contains relationships between family members, raising children, and others. In the analysis, the adjective as well as noun form of morality, which is moral, is also used alternatively besides the noun “morality” (Vandenbos, 2007:590). In this book, moral could also mean:

1. Practical lesson that a story, an event or an experience teaches.
2. Standards of behavior and principles of right and wrong.
3. The ethical values or principles that people use to guide their behavior.

Aristotle defines good character as “the life of right conduct in relation to other persons and in relation to oneself” (Lickona 50). Good character will lead

people to good moral values. There are some components about morality that build good character. As Lickona said in the book which entitled “Educating for Character”, she said.

Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good. It is also the same as habits of the mind, habits of the heart, and habits of action. (52)

These three things are certainly needed in creating morals in people's lives and making up moral maturity. Moral education is carried out through the family to form good character for children. Lickona categorizes three components of good character. The three components are:

B.1. Moral Knowing

Moral Knowing has many different types of showing the moral challenges of life. Lickona divides moral knowing into six goals to educate character. The six elements consist of moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge.

B.1.1. Moral Awareness

People sometimes do not know the right or the wrong thing, even the old one. It's a common thing that people may fail at seeing situations that involve moral issues and require moral judgment. Lickona calls it moral blindness. Usually this happens to young people who act without thinking about right

and wrong. Sometimes in making moral judgments, people cannot decide something is right or wrong before they have their own awareness of the situation that occurs.

B.1.2. Knowing Moral Values

Lickona defines moral values as things related to traits and behavior that can be done to become a good person. Knowing moral values is important to a person so that they can avoid doing bad stuff.

B.1.3. Perspective-taking

Perspective-taking is the ability to assess a problem from various perspectives or points of view. One of the goals of moral education is to be able to position oneself as another person. It is starting from seeing the situation that occurred and imagining what the person who faced the situation would feel, think, and do. By seeing the point of view of others, it becomes a good lesson to respect each other.

B.1.4. Moral Reasoning

Moral reasoning is important in moral education. Moral reasoning has been the focus of psychological research in moral development since the 19th century, which is written in Jean Piaget's book "The Moral Judgment of the Child". Moral reasoning helps developing children to find out why having good morals is needed and understands why good moral reasons are in judging, making choices, or acting.

B.1.5. Decision-making

Making moral decisions is absolutely necessary in life. Each problem usually requires an appropriate choice with the least risk. Lickona explained that decision-making is studied to help people determine what to choose, and the consequences that must be faced.

B.1.6. Self-knowledge

Self-knowledge is the most important thing and needed to develop personality. Even so, self-knowledge is a quite difficult thing to do. To develop self-knowledge, it is necessary to have an awareness of the strengths and weaknesses of a personal character. Then, look for ways to turn those weaknesses into things that can support strengths.

B.2. Moral Feeling

Feelings/emotions are natural things that humans have. Without realizing it, emotions become one of the important things in an individual's character. Kant (as cited in Zhouhuang, 21017) believed that “moral law acts according to your moral nature”. He acknowledges that moral feeling is the foundation of morality. Kant in *Observation on the Feeling of Beautiful and Sublime* (1764) determined that feeling is a principle of virtue.

Thus true virtue can only be grafted on principles, and it will become the more sublime and noble as the more general they are. These principles are not the speculative rules, but the consciousness of a feeling that lives in every human

breast and that extends much further than to the special grounds of sympathy and complaisance. (217)

Moral feeling education is important to avoid this kind of thing from happening. Lickona said that a person's great concern for being honest, fair, and courteous towards others clearly influences whether moral knowledge leads to moral behavior. There are five aspects of moral feeling in life that can be guaranteed to create a good character such as: conscience, self-esteem, empathy, loving the good, and self-control.

B.2.1. Conscience

Lickona distinguishes conscience into two sides, namely a cognitive side and an emotional side. The cognitive side knows something that is realistically true according to logic, while the emotional side shows a feeling that requires you to do the right thing.

B.2.2. Self-esteem

Everyone needs to have self-esteem to create positive energy in themselves, so they are able to treat others well. Self-esteem can be in the form of appreciating personal abilities, appreciating the physical form of a personal body, and appreciating what you have. By teaching self-esteem to children, children will grow with positive energy.

B.2.3. Empathy

Lickona defined empathy as "an identification with, or vicarious experience of the state of another person" (59). Empathy is the emotional side of judging things from the perspective of others. According to Keen (2007), "Empathy is defined to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it. It has to do with how one can understand the same feelings that other people experience." Empathy needs to be instilled in everyone from an early age because empathy has a strong influence in improving humanity.

B.2.4. Loving the Good

The highest form of character includes being genuinely attracted to the good. When people love good things, they will be happy to always do the good things. People who love good things tend to do good things because of a sincere desire, not because there is something to do.

B.2.5. Self-control

Self-control represents the capacity to override tempting desires for the sake of long-term goals (De Ridder, as cited in Stavrova 2020). Most existing definitions of self-control emphasize the ability to engage in goal-setting behavior. This is the most important benefit of having high self-control where people can avoid behaving which then has bad intentions. According to Gillebaart (2018), "The importance of self-control for behavior and well-being is undeniable."

B.3. Moral Action

According to Thomas Lickona, moral action is about understanding what moves a person to act morally. People who have moral qualities of intellect (moral knowing) and emotion (moral feeling) are likely to do the right thing. Lickona divides moral action into three aspects, namely Competence, Will, and habit. Examples of behaviors that reflect this moral action are beneficence and courage.

B.3.1. Beneficence

The language of a principle or rule of beneficence refers to a normative statement of a moral obligation to act for the others' benefit, helping them to further their important and legitimate interests, often by preventing or removing possible harms (Beauchamp, 2019).

B.3.2. Courage

The term courage is usually used to denote someone who is not afraid to face danger or difficulties. In addition, courage can also be used to describe someone who is able to fight against fear. Shelp (1984) defines courage as follows.

Courage is the disposition to act voluntarily, perhaps with fear, in dangerous circumstances, where the relevant risk can be reasonably assessed, in an attempt to obtain or maintain some perceived good for oneself or another by acknowledging that the desired good may not be materialized. (354)

There are four components of courage proposed by Shelp, namely: (1) free choice to accept or not accept the consequences of actions, (2) risk or danger, (3) feasible ending, and (4) uncertainty of outcome.

C. Moral Values

Lickona defines moral values as things related to traits and behavior that can be done to become a good person. There are eleven behaviors mentioned by Lickona that show morality.

C.1. Respect

Immanuel Kant in Milne (1986) describes respect as a “humanity principle” that recognizes the intrinsic value inherent in all humans their potential for autonomy (as cited in Browne, 1995). Respect is considered a core value, where this value is attached to a reciprocal relationship to one another that recognizes freedom of choice, where everyone has equal rights (Howard, 1975; McDougall et al 1980; Browne, 1995). Like the argument of Rokeach (1979) who said respect as a human value which is related to a sense of humanity and justice for every human right. Respect for others is a very important behavior applied in social life. Respect is addressed to every human being and to anything, including respect for other cultures.

C.2. Responsibility

Responsibility is an important moral behavior in social life. Aristotle considers that moral responsibility comes from decision makers and the ability to think rationally, act free from external coercion, and be aware of actions and their

consequences (Bivins 20). Responsibility is usually closely related to the fulfillment of duties and obligations. A person who has a sense of responsibility will show accountability to someone for his or her actions, and is ready to be held accountable for those actions. Therefore, responsibility is the free choice of each individual where someone can act otherwise. Doing something responsibly means doing something with care and attention.

C.3. Honesty

According to Cherrington (1993), "Honesty means being free from deception and deception, being open and aboveboard in your dealings, and being fair and just in the way people treat others." Cherrington then mentions four things that show honesty, namely through actions not to say things that are not true, not taking other people's valuables, not intentionally giving a false impression, and following applicable rules. Honesty can be formed by the motives that guide one's behavior. Honest people tend to have a genuine concern for doing the right thing and being fair, which will be the principles of their life in society. When an honest person makes a mistake, he will regret it and have a genuine sense of guilt.

C.4. Fairness

According to the VIA Institute on Character, Justice is being fair to someone, without taking personal feelings into account to bias his decisions about other people. Fair does not mean giving equality based on quantity, but based on the right that should be received. For example, it provides a fair opportunity according to one's rights. Therefore, it is possible that what is fair to one person

may not be fair to another. In addition, Character Counts explained that there are five actions that a person can take to reflect justice, namely acting according to the rules, sharing and taking turns, trying to open minds about the rights of others, listening to others, and not trying to take advantage of others.

C.5. Tolerance

Helen Keller called tolerance the highest result of education. According to the Unesco Declaration of Principles on Tolerance, "Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human." Basically tolerance is a willingness to accept differences. This willingness can be in the form of sympathy or acceptance of feelings, habits, or beliefs that are different from one's own. A person who has a high tolerance is usually free from fanaticism so that he is able to be fair, objective, and permissive towards differences of opinion, belief, practice, racial or ethnic origin, etc.

C.6. Courtesy

Courtesy can simply be interpreted as polite behavior. Behaving politely shows wise consideration of others. Politeness should come naturally and sincerely. Even so, one needs an example of good manners from the closest environment, which is family. Parents need to model ways to be polite, such as saying "please" and "thank you". Considering others more valuable can also help to always be polite to others. In the Encyclopedia of Ancient Greek Language and Linguistics, it is more specifically explained about three factors that are the

foundation of interrelated manners, namely: (a) how to greet when starting a conversation; (b) the means of mitigating illocutionary acts (requests, directive expressions); (c) how to answer and/or end a conversation for example, saying “no”, “thank you”, “sorry”, “goodbye” and their combinations.

C.7. Self-discipline

According to the Cambridge Dictionary, self-discipline is defined as "the ability to make yourself do the things you know you should do even when you don't want to." Then explained by the Oxford Dictionary which defines self-discipline as "the ability to control one's feelings and overcome one's weakness." Self-discipline can be demonstrated by various behaviors, such as perseverance, self-control, endurance, thinking before acting, finishing what has been started, and being able to carry out one's decisions and plans, regardless of discomfort, difficulty or obstacles (Gorbunovs et al 2016). Someone who has high self-discipline usually has a good ability to control himself. By having self-discipline, a person can avoid something that causes bad effects in the future.

C.8. Integrity

Integrity is important in social life. Whatever people do reflects the integrity they have. Therefore, having integrity is one of the most important things, especially at work. Integrity is usually known as being honest. Hubert (2014) argues that integrity has at least eight perspectives, namely with the keywords wholeness and coherence; professional responsibilities; moral reflection; values such as incorruptibility, laws and rules; moral values and norms; and exemplary

behavior. Integrity is also considered as professional wholeness or responsibility where someone can be professional in carrying out their duties and be responsible for their work. As Karssing (as cited in Hubert 2018) said, integrity is a professional who carries out his duties adequately, works carefully and responsibly without forgetting the relevant interests.

C.9. Kindness

According to Caldwell (2017), being kind is an implicit assumption where being nice and doing good stuff is an ethical-based moral obligation. Ryon (2013) argues that kindness is a sincere act with the aim of helping others. A person naturally has an intuitive understanding for being kind. Being kind has a very broad meaning in general. Therefore, Theory of Reasoned Action notes that acts of kindness as behavior are derived from 1) cognitive ability to understand other people's needs and emotional intelligence in constructing appropriate responses; 2) affective attitudes about values related to being kind and compassionate, emotional capacity to empathize, one's personal responsibility to act; 3) one's intention to then act in a good way to respect the cognitive and affective relationship that is considered an obligation; and 4) one's actions in treating others in a way that is considered good and morally appropriate (Fishbein, Ajzen, 2010).

B.10. Compassion

Affection is a natural thing that a person has to involve his feelings to other people with the aim of maintaining or comforting them. As Jean Jacques Rousseau puts the point in the following:

Compassion is a natural feeling, which, by moderating the violence of love of self in each individual, contributes to the preservation of the whole species. It is this compassion that hurries us without reflection to the relief of those who are in distress. (119-200, as cited in Archer 2018)

Compassion is not only an awareness to help someone who is suffering, but also how one behaves by not judging others and tolerating one's own distress when facing the suffering of others. Kanov et al (2004) argues that affection consists of three aspects: noticing, feeling, and responding. 'Noticing' involves being aware of one's suffering, either by recognizing this suffering cognitively or by experiencing an unconscious physical or affective reaction to it. 'Feeling' is defined as responding emotionally to that suffering and experiencing 'empathic concern' through adopting the person's perspective and imagining or feeling their condition. While, 'responding' involves wanting to act to relieve the person's suffering.

C.11. Gratitude

Gratitude is the feeling people experience when they feel good about something they already have or receive. In addition, gratitude can also arise when receiving benefits from others (Bono et al 2012). It can be said that having gratitude is a way of being appreciative of life. People who are good at being grateful usually have a calm and comfortable feeling because they are not motivated by something bad that has happened to them. Robert Emmons and Michael McCullough (2000) define gratitude as a two-step process: 1)

“recognizing that one has obtained a positive outcome” and 2) “recognizing that there is an external source for this positive outcome” (As cited in Bono et al 2018).



CHAPTER III

RESEARCH METHOD

A. Type of Research

This study used qualitative as the type of research. Qualitative research focuses on collecting non-numeric data by observation. This means, the analysis focused on the discovery of the content, meaning, structure, and discourse of a text. Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions of a person or group towards something. According to Sunday in his book:

Qualitative data is transcripts of individual interviews and focus groups or field notes, copies of documents, audio and video recordings from observation of certain activities. The data are related to concepts, opinions, values and behaviors of people in a social context. (12).

In other words, the data to be studied in this study will be interpreted using a descriptive method. The data are not presented in statistical analysis methods such as numbers, but in the form of words, phrases or sentences, prologues, dialogues, or monologues, quotations or paraphrasing.

B. Data Collecting

B.1 Data Collecting Method

These are the stages of collecting the data of the study:

B.1.1 Reading the Novel

The first stage of the data collecting method was reading the novel several times. The first reading process was quick reading. At this step, the main purpose of quickly reading the novel was to obtain general knowledge such as identifying the characters, understanding the theme, conflict, and plot. The next step was pleasure reading, which aims to enjoy the author's style, feel the emotion, as well as grasp the most interesting issue or aspect of the movie. Then, the last step in this stage was close reading, which involves analytical reading. This last step aims to: 1) develop a sense of connectedness between the novel and its background context; and 2) read the novel critically in order to present a more objective perspective.

B.1.2 Identifying the Data

After reading the novel several times, identifying the potential data in a sequential order becomes the necessary stage in this study. This stage specifically paid attention to dialogues, descriptions, and expositions related to the problem formulations. Sentences that were suspected as potential data were then underlined to facilitate the identification of data at a later stage. This stage aimed to separate the data and non-data. Clearly, only potential data related to the two problem formulations considered in this process.

B.1.3 Classifying the Data

The next stage of the data collecting method was data classification. Classification was conducted by grouping the data based on the corresponding problem formulations. After the data were arranged, the data listed into a table.

Given that there were two problem formulations being addressed in this study, there would be two tables of classified data. The table was known as an appendix which contained columns of numbers, quotes from the movie script, page, and type of analysis, type of data, comment, and reference.

B.1.4 Reducing the Data

This stage aimed to finalize classified data through elimination and selection methods. This means, similar or weak data was eliminated to refine and simplify the data. In this stage, only strong and the most relevant data were used to answer the problem formulations. The final data supporting each problem formulation were stored in the table of finalized data and used to support the analysis in Chapter IV.

B.2 Type of Data

The data of this study is divided into two types:

1. The primary data was taken from the novel *Little Women* (1868) by Louisa May Alcott.
2. The secondary data was taken from journals, books, articles which are related to this study.

C. Analyzing the Data

The last stage of this study was analyzing finalized data and reporting the data analysis. This study used qualitative descriptive analysis as the method to analyze the data. In addition, this study also used Thomas Lickona's Components of Good

Character theory to analyze the data. The data were taken from the novel such as dialogues, narratives, and monologue. Analysis and findings were then reported in Chapter IV: Findings and Discussion.



CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the answers to the two problem formulations that have been stated in chapter one. It viewed what components of good character found in *Little Women* by March family characters, as well as the moral values portrayed by the March family in *Little Women* (1860) novel by Louisa May Alcott.

A. The Components of Good Character in *Little Women* (1868) Novel

Aristotle defines good character as “the life of right conduct in relation to other persons and in relation to oneself” (Lickona 50). Good character will lead people to good moral values. There are some components about morality that build good character. As Lickona, a developmental psychologist said in the book entitled “Educating for Character”, he said.

Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good. It is also the same as habits of the mind, habits of the heart, and habits of action. (52)

According to Lickona, these three things are certainly needed in creating morals in people's lives and making up moral maturity. Moral education is carried out through the family to form good character for children. Lickona categorizes three components of good character. The three components of good character are

moral knowing, moral feeling, and moral action. People can give moral values by having the components of good character in their behavior.

A.1. Moral Knowing

The first component of good character is moral knowing. Moral knowing has many different types of showing the moral challenges of life. Lickona divides moral knowing into six goals to educate character. The six elements consist of moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge. There are some proofs that show the elements of moral knowing in *Little Women* (1868) which are perspective-taking, decision-making, and self-knowledge.

A.1.1. Perspective-taking

The first element of moral knowing that is found in *Little Women* (1868) novel is perspective-taking. According to Lickona, perspective-taking is the ability to assess a problem from various perspectives or points of view. It is starting from seeing the situation that occurred and imagining what the person who faced the situation would feel, think, and do. By seeing the point of view of others, it becomes a good lesson to respect each other. The perspective-taking that shown moral knowing by Mrs. March can be seen through the dialogue below:

"I won't be so silly, or hurt Marmee's feelings, when she took so much pains to get my things. It's a nonsensical notion of mine, and I'm not going to give up to it..." (Little Women 84)

In this part, Meg tells Jo that she will use Mrs. March even though the items were not as beautiful and luxurious as those of her friends. Meg realized that Mrs.

March had worked so hard to get them so she didn't want to hurt her mother's feelings. In doing so, Meg demonstrates the thought she takes from the perspective of a mother trying to give her child what she needs. Meg's actions fit in Lickona's theory where perspective-taking is described as the ability to assess a problem from various perspectives or points of view. It is starting from seeing the situation that occurred and imagining what the person who faced the situation would feel, think, and do. According to the reference, Meg portrayed moral knowing which is shown by her ability to take perspectives from various points of view.

A.1.2. Decision-making

The next element of moral knowing that is shown in *Little Women* (1868) is decision-making. Lickona explained that decision-making is studied to help people determine what to choose, and the consequences that must be faced. The element of moral knowing decision-making have is shown by Jo's action that can be seen through the dialogue below:

“...But, my dear, it was not necessary, and I’m afraid you will regret it, one of these days,” said Mrs. March.

“No, I won’t!” returned Jo, stoutly, feeling much relieved that her prank was not entirely condemned.

“What made you do it?” asked Amy, who would as soon have thought of cutting off her head as her pretty hair.

“Well, I was wild to do something for father,” replied Jo, as they gathered about the table, for healthy young people can eat even in the midst of trouble. (Little Women 159)

This dialogue explains that Jo decided to cut her long and beautiful hair which was then sold to the salon. Mrs. March and her siblings are shocked by Jo's decision. However, Jo admits that she will not be disappointed. Jo had realized the consequences and she accepted it. Jo's actions are in accordance with Lickona's theory which states that decision-making is studied to help people determine what to choose, and the consequences that must be faced. In this way, Jo portrayed moral knowing by decision-making she has.

A.1.3. Self-knowledge

The last element of moral knowing that is found in *Little Women* (1868) novel is self-knowledge. According to Lickona, self-knowledge is the most important thing and needed to develop personality. To develop self-knowledge, it is necessary to have an awareness of the strengths and weaknesses of a personal character. Then, look for ways to turn those weaknesses into things that can support strengths. The element of moral knowing that experienced by Meg is self-knowledge that can be seen from the quote below:

"Don't be sorry, I won't let it hurt me; I'll forget all the bad, and remember only the good; for I did enjoy a great deal, and thank you very much for letting me go. I'll not be sentimental or dissatisfied, mother; I know I'm a silly little girl, and I'll stay with

you till I'm fit to take care of myself. But it is nice to be praised and admired, and I can't help saying I like it," said Meg, looking half ashamed of the confession. (Little Women 96)

In this part, Meg tells Mrs. March about the embarrassing incident that happened to her when she was with her friends. Meg had no idea that she would be treated by her own friends. Even so, Meg told Mrs. March not to worry about it. In the dialogue above, Meg reveals that she will not allow herself to be hurt. Meg is aware that she has had bad behavior from other people. However, she decided to forget about it and only remember the good things. Meg recognizes her weaknesses and tries to turn them into her strengths. This is in accordance with Lickona's theory where to develop self-knowledge, it is necessary to have an awareness of the strengths and weaknesses of personal character. That way, Meg shows moral knowing which can be seen from her self-knowledge. Furthermore, there is another proof of self-knowledge that experienced by Mrs. March that can be seen from the quotes below:

“I know it, Meg, for I’ve tried it; and I seldom give advice unless I’ve proved its practicability. When you and Jo were little, I went on just as you are, feeling as if I didn’t do my duty unless I devoted myself wholly to you. Poor father took to his books, after I had refused all offers of help, and left me to try my experiment alone. I struggled along as well as I could, but Jo was too much for me. I nearly spoiled her by indulgence. You were poorly, and I worried about you till I fell sick myself. Then father came to the rescue, quietly

managed everything, and made himself so helpful that **I saw my mistake, and never have been able to get on without him since. That is the secret of our happiness; he does not let business wean him from the little cares and duties that affect us all, and I try not to let domestic worries destroy my interest in his pursuits.** Each do our part alone in many things, but at home we work together, always.”

(Little Women 379)

In this dialogue, Mrs. March tells Meg about her difficulties at the young age of her marriage. She told Meg who was going through the same thing. In this section Mrs. March shows how she realized her mistakes as a wife and corrected her mistakes. She realized her weakness at that moment and turned it into strength. In accordance with Lickona's theory which states that to develop self-knowledge, it is necessary to have an awareness of the strengths and weaknesses of a personal character. Thus, based on the reference Mrs. March shows self-knowledge that portrays moral knowing.

A.2. Moral Feeling

The next component of good character is moral feeling. Feelings/emotions are natural things that humans have. Kant (as cited in Zhouhuang, 21017) believed that “moral law acts according to your moral nature”. He acknowledges that moral feeling is the foundation of morality. Moral feeling education is important to avoid this kind of thing from happening. Lickona said that there are five aspects of moral feeling in life that can be guaranteed to create a good character such as: conscience, self-esteem, empathy, loving the good, and self-control. There are

three aspects of moral feeling that are found in *Little Women* (1868) novel by Louisa May Alcott which are empathy, loving the good, and self-control.

A.2.1. Empathy

The first aspect that is found to portray moral feeling in *Little Women* (1868) is empathy. Empathy is the emotional side of judging things from the perspective of others. According to Keen (2007), “Empathy is defined to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it. It has to do with how one can understand the same feelings that other people experience.” The empathy that portrayed moral feeling as the component of good character can be seen through the dialogue below:

“Merry Christmas, little daughters! I’m glad you began at once, and hope you will keep on. But I want to say one word before we sit down. **Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?**” (Little Women 19)

In this dialogue, Mrs. March's behavior shows the good character that she has, which is empathy. Mrs. March told the daughters on Christmas Eve about her neighbor who lived in poverty. The family lived in poverty with hungry and cold

children. They don't even have food to eat at Christmas. The mother of the family also recently gave birth to a baby. Mrs. March provides understanding so that her daughter can feel the situation experienced by her neighbor so that her daughter is willing to help them. According to the references, Mrs. March's behavior shows that she has empathy for other and portrayed moral feeling.

A.2.2. Loving the Good

The second aspect that is found to portray moral feeling in *Little Women* (1868) is empathy. According to Lickona, "The highest form of character includes being genuinely attracted to the good." People who love good things tend to do good things because of a sincere desire, not because there is something to do. Loving the good that portrayed moral feeling as the component of good character can be seen by Meg through the quote below:

"That's loving our neighbor better than ourselves, and I like it,"

said Meg, as they set out their presents, while their mother was upstairs collecting clothes for the poor Hummels. (*Little Women* 20)

From the quote above, Meg expresses how she loves her neighbor more than herself. Meg is being genuinely attracted to the good. She loves good things and she is happy to always do the good things. People who love good things tend to do good things because of a sincere desire, not because there is something to do. In the dialogue, Meg implies that she likes to help her neighbors who need help. At that time Meg with her three siblings and Mrs. March comes to her neighbors' house to feed them for Christmas and help look after the baby. Everything she did was because Meg liked to do so.

A.2.3. Self-control

The third aspect of moral feeling that is found in the *Little Women* (1868) novel is self-control which is shown by the March family. De Ridder said that self-control represents the capacity to override tempting desires for the sake of long-term goals (as cited in Stavrova 2020). There are six proofs of self-control that are shown by the March family in the *Little Women* (1868) novel. The first one is the self-control that is portrayed by Meg which can be seen through the quote below:

“We shouldn’t enjoy ourselves half so much as we do now. But it does seem so nice to have little suppers and bouquets, and go to parties, and drive home in a carriage, and read and rest, and not grub...” (Little Women 37)

The quote above explains how Meg gives advice to her younger siblings that they shouldn't be too happy with what they get. This indicates that Meg can control herself not to overdo it. Meg's actions are in accordance with De Ridder's theory where Meg shows self-control over things that become long-term goals. Meg can also emphasize the ability to engage in goal-setting behavior. Based on the reference, Meg has a moral feeling that is shown by the self-control she has. The second one is the self-control that is portrayed by Mrs. March in the dialogue below:

“Yours, mother? Why, you are never angry!” and, for the moment, Jo forgot to remorse in surprised.

“I've been trying to cure it for forty years, and have only succeeded in controlling it. I am angry nearly every day of my life, Jo, but I have learned not to show it, and I still hope to learn not to feel it, though it may take me another forty years to do so.” (Little Women 80)

Mrs. March shows her self-control through this dialogue when she has a deep conversation with Josephine. Mrs. March told Jo who was still young that she still learnt how to control her anger. It took her forty years to cure her anger until she succeeded in controlling it. It means that Mrs. March has been doing self-control for her anger, so that in the future she can be a good person that doesn't make things worse. At this point, according to the references Mrs. March successfully controlled herself which makes her avoid the negative emotion and bad intention. The third one is the self-control that is portrayed by Mrs. March which can be seen through the quote below:

"Yes, I've learned to check the hasty words that rise to my lips; and when I feel that they mean to break out against my will, I just go away a minute, and give myself a little shake, for being so weak and wicked," answered Mrs. March, with a sigh and a smile, as she smoothed and fastened up Jo's disheveled hair. (Little Women 80)

In the quote above, Mrs. March told how in her youth she was easily angered and found it difficult to contain her anger. Mrs. March used to often easily utter hasty words. But over time, Mrs. March is able to control her inner emotions and keep her word. She told Jo this to be a lesson for her. Mrs. March's behavior fits

De Ridder's theory where Meg shows self-control over things that make her do something bad. It shows that Mrs. March has now emphasized the ability to engage in goal-setting behavior which she can avoid behaving that then has bad intentions. Based on the reference, Mrs. March has a moral feeling that is shown by the self-control she has.

Furthermore, another self-control that is portrayed by Mrs. March can be seen in the dialogue below:

"No; never repeat that foolish gossip, and forget it as soon as you can," said Mrs. March, gravely. (Little Women 94)

In this dialogue, Mrs. March advises Meg to control her mind so she doesn't get influenced by what other people say about her. Mrs. March shows self-control by ignoring the gossip that circulates and she teaches it to her daughter. Self-control by Mrs. March is in accordance with De Ridder's theory which states that self-control represents the capacity to override tempting desires for the sake of long-term goals. In this case, Mrs. March's long-term goal is that in the future she will not be hurt because of the gossip or other people's malicious talk against her. Based on the reference, Mrs. March portrayed a moral feeling that is shown by the self-control she has.

The other proof of self-control aspect found in *Little Women* (1868) novel is shown by Jo in the narration below:

Jo opened her lips to say something rude; but checked herself in time, colored up to her forehead, and stood a minute, hammering down a wicket with all her might, while Fred hit the stake, and

declared himself out, with much exultation. **She went off to get her ball, and was a long time finding it, among the bushes; but she came back looking cool and quiet, and waited her turn patiently.**

(Little Women 124)

In this section it is narrated that Jo is holding her lips in order not to say harsh words. This clearly shows how she exercises self-control on herself. Jo did not want to spoil the atmosphere at that time, because if she takes out her anger then there will be bad consequences in the future. Jo preferred to remain calm to keep her lips from saying bad things. In accordance with the reference, De Ridder stated that self-control represents the capacity to override tempting desires for the sake of long-term goals. This means that Jo portrayed a moral feeling which is shown through his self-control.

The last one is self-control that is shown by Beth which can be seen in the narration below:

Beth was very patient, and bore her pain uncomplainingly as long as she could control herself. (Little Women 177)

In the narration above, the author clearly said that Beth's character is very patient. Beth can control herself, so that she can bore her pain. It described how Beth didn't want to make the thing get worse, instead she override tempting desires for the sake of herself. According to the references, Beth portrayed a moral feeling that shows by her self-control.

A.3. Moral Action

According to Thomas Lickona, moral action is about understanding what moves that a person to act morally. Lickona divides moral action into three aspects, namely Competence, Will, and habit. The examples of behaviors that reflect this moral action are beneficence and courage. This study found that the *Little Women* (1868) novel shows beneficence behavior that is portrayed by the March family.

A.3.1. Beneficence

According to Beauchamp (2019), the language of a principle or rule of beneficence refers to a normative statement of a moral obligation to act for the others' benefit, helping them to further their important and legitimate interests, often by preventing or removing possible harms. There are some proofs of beneficence behavior which portrayed moral action that is shown by the March family in *Little Women* (1868) novel. The first one is shown by Mrs. March behavior that can be seen in the narration below:

Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as if it had been her own. (Little Women 20)

From the narration above, Mrs. March shows her care for other people. She helps her neighbor by giving them food as a Christmas present, even though her economic condition wasn't good enough. Mrs. March understood that her neighbor family needed the food more than them. Mrs. March even helped the neighbor to dress the little baby. Mrs. March points out that the neighbors' experiences are more important where the little baby needs warmth. Beneficence

is a behavior that shows one's concern for others. According to the reference, Mrs. March sincerely acts for the others' benefit. This study found out that Mrs. March portrayed the moral action by behaving beneficence.

The second proof is shown by Beth that can be seen through the narration below:

Beth was too bashful to go to school; it had been tried, but she suffered so much that it was given up, and she did her lessons at home, with her father. Even when he went away, and her mother was called to devote her skill and energy to Soldiers' Aid Societies, **Beth went faithfully on by herself and did the best she could. She was a housewifely little creature, and helped Hannah keep home neat and comfortable for the workers, never thinking of any reward but to be loved.** (Little Women 41)

From the narration above, the author described Beth as a housewifely little creature. She helped Hannah who was the maid to keep home neat and she did not think of the reward. Beth tried to do the best as she could for helping people, and she never think any reward. Beth action reflects the beneficence which is one of the examples of moral action. Beth fully understands what moves she should do to act morally. It shows how Beth acts for others' benefit, which in this case is Hannah who is her maid.

The last proof of beneficence is shown in the quote below:

"I shall take some up to mother, though she said we were not to think of her, for she'd take care of herself," said Meg, who presided, and felt quite matronly behind the teapot. (Little Women 110)

In the quotation above, Meg seems to have concern for her mother, Mrs. March. Even though Mrs. March told her not to think about it, Meg would still bring her food and drink for her mother. In accordance with the reference which states that beneficence refers to a normative statement of a moral obligation to act for the others' benefits. Meg exhibits beneficence behavior with a willingness to help Mrs. March to her advantage even without a request from her. Thus it can be seen that Meg portrayed a moral action.

With the explanations above, it can be seen that all three of the components of good character are found in *Little Women* (1868) novel through the characters of March family which are Mrs. March, Meg, Jo, Beth, and Amy.

B. Moral Values Portrayed by the March Family in *Little Women* (1868) Novel

A developmental psychologist, Lickona defines moral values as things related to traits and behavior that can be done to become a good person. There are eleven behaviors mentioned by Lickona that show morality namely respect, responsibility, honesty, fairness, tolerance, courtesy, self-discipline, integrity, kindness, compassion, and gratitude.

B.1. Respect

The first behavior that portrayed moral values according to Lickona is Respect. Immanuel Kant in Milne (1986) describes respect as a "humanity principle" that recognizes the intrinsic value inherent in all humans their potential

for autonomy (as cited in Browne, 1995). Respect is considered a core value, where this value is attached to a reciprocal relationship to one another that recognizes freedom of choice, where everyone has equal rights (Howard, 1975; McDougall et al 1980; Browne, 1995). Like the argument of Rokeach (1979) who said respect as a human value which is related to a sense of humanity and justice for every human right. Respect for others is a very important behavior applied in social life. Respect is addressed to every human being and to anything, including respect for other cultures. Respect behavior in *Little Women* (1868) novel shown by Jo character is portrayed in the narration below:

She did neither, but she remembered this scene, and gave the Professor her heartiest respect, for she knew it cost him an effort to speak out then and there, because his conscience would not let him be silent. (Little Women 342)

Through this narration, it is clear that Jo gives respect to her professor. She appreciates professors who have a conscience and speak sincerely because of the passion she has. Based on the reference, Jo shows one example of moral values, namely respect.

B.2. Responsibility

The second behavior that portrayed moral values according to Lickona is responsibility. Responsibility is an important moral behavior in social life. Aristotle considers that moral responsibility comes from decision makers and the ability to think rationally, act free from external coercion, and be aware of actions and their consequences (Bivins 20). Responsibility is usually closely related to the

fulfillment of duties and obligations. A person who has a sense of responsibility will show accountability to someone for his or her actions, and is ready to be held accountable for those actions. Therefore, responsibility is the free choice of each individual where someone can act otherwise. Doing something responsibly means doing something with care and attention. Responsibility behavior in *Little Women* (1868) novel shown by Meg character is portrayed in the narration below:

She did her best; she asked advice of Mrs. Cornelius; she racked her brain to remember what Hannah did that she had left undone; she reboiled, resugared, and restrained, but that dreadful stuff wouldn't "jell". (Little Women 266)

This narration tells how Meg is very responsible as a wife and mother. Meg seeks advice from her aunt and learns from her maid named Hannah. Meg has done her best in her duties as a wife and mother. Meg's actions show that she has a responsibility according to the references used in this study.

B.3. Honesty

The third behavior that portrayed moral values by Lickona is honesty. According to Cherrington (1993), "Honesty means being free from deception and deception, being open and aboveboard in your dealings and being fair and just in the way people treats others." Cherrington then mentions four things that show honesty, namely through actions not to say things that are not true, not taking other people's valuables, not intentionally giving a false impression, and following applicable rules. Honesty can be formed by the motives that guide one's behavior.

Honest people tend to have a genuine concern for doing the right thing and being fair, which will be the principles of their life in society. When an honest person makes a mistake, he will regret it and have a genuine sense of guilt. Honesty behavior in *Little Women* (1868) novel shown by Beth character is portrayed in the dialogue below:

“The idea of being afraid of you! Well, you see we used to play ‘Play Pilgrim’s Progress,’ and we have been going on with it in earnest, all winter and summer.”

“Yes, I know,” said Laurie, nodding wisely.

“Who told you?” demanded Jo.

“Spirits.”

“No, it was me; I wanted to amuse him one night when you were all away, and he was rather dismal. He did like it, so don’t scold, Jo,” said Beth, meekly.

“You can’t keep a secret. Never mind; it saves trouble now.” (Little Women 138)

In this dialogue, it is seen that Jo is afraid to tell Laurie about the habits of Jo and her siblings playing *Pilgrim's Progress*. However, Laurie had known it beforehand from Beth. Beth felt that Laurie liked it so why be afraid to say it. This means Beth has honesty. By being honest, Beth was able to open up and feel free

without the pressure to keep it a secret. Beth's behavior is also included in terms of showing honesty according to Cherrington, where Beth says something true and not intentionally giving a false impression, and following applicable rules. Thus, Jo shows moral values through honesty.

B.4. Courtesy

The next behavior that portrays moral values according to Lickona is courtesy. Courtesy can simply be interpreted as polite behavior. Behaving politely shows wise consideration of others. Politeness should come naturally and sincerely. Even so, one needs an example of good manners from the closest environment, which is family. Parents need to model ways to be polite, such as saying "please" and "thank you". Considering others more valuable can also help to always be polite to others. In the Encyclopedia of Ancient Greek Language and Linguistics, it is more specifically explained about three factors that are the foundation of interrelated manners, namely: (a) how to greet when starting a conversation; (b) the means of mitigating illocutionary acts (requests, directive expressions); (c) how to answer and/or end a conversation for example, saying “no”, “thank you”, “sorry”, “goodbye” and their combinations. Courtesy behavior in *Little Women* (1868) novel shown by Beth character is portrayed in the narrative and dialogue below:

The boy sat down again and looked at his boots, **till Jo said, trying to be polite and easy, –**

“I think I’ve had the pleasure of seeing you before; you live near us, don’t you?” (Little women 31)

In this section it is clearly narrated that Jo behaves politely to her interlocutor. She also asked in kind and polite words. Jo expressed her pleasure when meeting him for the first time when starting a conversation. In accordance with the reference, Jo has a courtesy which can simply be interpreted as polite behavior. Jo also points out one of the three foundational factors of etiquette according to the Encyclopedia of Ancient Greek Language and Linguistics, which is how to greet when starting a conversation. Thus, Jo displays moral values, namely courtesy.

Furthermore, there is another proof of courtesy behavior that is portrayed in the *Little Women* (1868) novel. It is shown by Jo character that can be seen in the dialogue below:

“Want any more?” asked the old gentleman, looking grim and vexed, but trying not to show.

“Yes, please, I like old Sam so well, I think I’ll try the second volume,” returned Jo, hoping to propitiate him by accepting a second dose of “Boswell’s Johnson,” as he had recommended that lively work. (Little Women 207)

In this dialogue, Jo shows her politeness when talking to people who are older than her even though at that time she realized that the person she was talking to looked grim. She used the word “please” in answering the question of the old man

who offered her to read a book. Based on the reference, Jo shows courage behavior that portrayed moral values.

B.5. Kindness

Kindness is one of the behaviors that portray moral values based on Lickona. According to Caldwell (2017), being kind is an implicit assumption where being nice and doing good stuff is an ethical-based moral obligation. Ryon (2013) argues that kindness is a sincere act with the aim of helping others. Theory of Reasoned Action notes that acts of kindness as behavior are derived from 1) cognitive ability to understand other people's needs and emotional intelligence in constructing appropriate responses; 2) affective attitudes about values related to being kind and compassionate, emotional capacity to empathize, one's personal responsibility to act; 3) one's intention to then act in a good way to respect the cognitive and affective relationship that is considered an obligation; and 4) one's actions in treating others in a way that is considered good and morally appropriate (Fishbein, Ajzen, 2010). Kindness behavior in *Little Women* (1868) novel shown by Jo character is portrayed in the dialogue below:

“Do your best at college, and, when he sees that you try to please him, I’m sure he won’t be hard or unjust to you. As you say, there is no one else to stay with and love him, and you’d never forgive yourself if you left him without his permission. Don’t be dismal, or fret, but do your duty; and you’ll get your reward, as good Mr. Brooke has, by being respected and loved.” (Little Women 142)

In this dialogue, Meg advises Laurie. Meg understood Laurie's feelings at that moment and reminded Laurie to carry out his responsibilities by doing his best in college. Meg did it sincerely to get Laurie to do his duty, so he would make Mr. Brooke happy. In accordance with the reference that Meg shows kindness, where she understands what other people need and gives an appropriate response. She is being so kind and compassionate towards Laurie.

B.6. Compassion

The next one is Compassion. According to Jean Jacques Rousseau, “Compassion is a natural feeling, which, by moderating the violence of love of self in each individual, contributes to the preservation of the whole species.” (119-200, as cited in Archer 2018) Compassion is not only an awareness to help someone who is suffering, but also how one behaves by not judging others and tolerating one's own distress when facing the suffering of others. Kanov et al (2004) argues that affection consists of three aspects: noticing, feeling, and responding. 'Noticing' involves being aware of one's suffering, either by recognizing this suffering cognitively or by experiencing an unconscious physical or affective reaction to it. 'Feeling' is defined as responding emotionally to that suffering and experiencing 'empathic concern' through adopting the person's perspective and imagining or feeling their condition. While, 'responding' involves wanting to act to relieve the person's suffering. This study found five proofs that portrayed moral values by compassion behavior. The first one, compassion behavior in *Little Women* (1868) novel shown by Mrs. March is portrayed in the narration and dialogue below:

During the bustle Jo had scarcely spoken; but flown about, looking pale and wild, with her things half off, her dress torn, and her hands cut and bruised by ice and rails, and refractory buckles. When Amy was comfortably asleep, the house quiet, and Mrs. March sitting by the bed, she called Jo to her, and began to bind up the hurt hands.

“Are you sure she is safe?” whispered Jo, looking remorsefully at the golden head, which might have been swept away from her sight forever, under the treacherous ice.

“Quite safe, dear; she is not hurt, and won’t even take cold, I think, you were so sensible in covering and getting her home quickly,” replied her mother, cheerfully. (Little Women 79)

The narration describes how Jo felt so bad because of Amy's accident. Jo thinks that it was all her fault for ignoring her when skating. Mrs. March notices how Jo felt bad and blamed herself. As a mother, Mrs. March gives her affection by telling her that there is no need to worry because Amy is safe. Also, Mrs. March compliments Jo that she did great for covering and getting Amy home quickly. This act by Mrs. March reflects the compassion she gives for her daughter.

The second one of compassion behaviors is shown by Amy and Jo which portrayed in this narration below:

As if she heard, Amy opened her eyes, and held out her arms, with a smile that went straight to Jo's heart. Neither said a word, but

they hugged one another close, in spite of the blankets, and everything was forgiven and forgotten in one heart kiss. (Little Women 82)

This part shows Jo's guilt where she ignores Amy while ice skating so that she drowns when the ice starts to break. When Amy wakes up, she hears Jo blaming herself. In this narration, it is also described how Amy immediately held Jo's hand and gave her a smile, where Amy was indirectly touched because of Jo's concern for her. The two then showed affection for each other with a tight hug. This shows the compassion between Jo and Amy according to Kanov's three aspects of affection, namely noticing, feeling, and responding. According to the reference, Jo has compassion as a moral value.

The third proof is shown in the quote and narrative below:

“Go to bed, and don’t talk, for we must be up early, and shall need all the sleep we can get. Good-night, my darlings,” said Mrs. March, as the hymn ended, for no one cared to try another.

They kissed her quietly, and went to bed as silently as if the dear invalid lay in the next room. (Little Women 160)

In this dialogue, Mrs. March asks her daughters to go to bed. Previously, they received a letter from the military that Mr. March was seriously ill. Even though Mrs. March is worried about her husband's condition, but she still puts the interests of her children first so as not to think too much about bad things. Her

daughters then kiss her showing compassion for her mother. They also obeyed their mother's orders to go to bed immediately. According to the reference, Mrs. March and her children show compassion for one another. They notice, feel, and respond to lighten one another's burdens.

Furthermore, the other proof can be seen in the narration below:

The girls gave their hearts into their mother's keeping –their souls into their father's; and to both parents, who lived and labored so faithfully for them, they gave a love that grew with their growth, and bound them tenderly together by the sweetest tie which blesses life and outlives death. (Little Women 232)

This narrative describes how Mrs. March's daughters, namely Meg, Jo, Beth, and Amy love their parents so much. They grow along with the growing compassion between them. As per the reference, Meg's siblings showed compassion towards both of her parents which had naturally grown up since they were little.

The last proof of compassion behavior that portrayed moral values is shown in the dialogue and narration below:

“Jo, dear, don't hope anymore; it won't do any good, I'm sure of that.

We won't be miserable, but enjoy being together while we wait.

We'll have happy times, for I don't suffer much, and I think the tide will go out easily, if you help me.”

**Jo leaned down to kiss the tranquil face; and with that silent kiss,
she dedicated herself soul and body to Beth.** (Little Women 362)

Through this dialogue, it is seen that Jo understands the feelings Beth was experiencing at that time. Beth was feeling down because of the pain in her stomach. Jo didn't want Beth to feel any less discouraged so she gave her encouraging words. From what is narrated, it can also be seen that Jo gave Beth a kiss as a form of compassion for her little sister. Based on the reference, Jo's moral value here is compassion. Jo has three affection factors, namely she notices what Beth is going through, feels what Beth feels, and acts as a response to lighten Beth's burden.

B.7. Gratitude

The last behavior that portrays moral values according to Lickona is gratitude. Gratitude is the feeling people experience when they feel good about something they already have or receive. In addition, gratitude can also arise when receiving benefits from others (Bono et al 2012). It can be said that having gratitude is a way of being appreciative of life. People who are good at being grateful usually have a calm and comfortable feeling because they are not motivated by something bad that has happened to them. Robert Emmons and Michael McCullough (2000) define gratitude as a two-step process: 1) “recognizing that one has obtained a positive outcome” and 2) “recognizing that there is an external source for this positive outcome” (As cited in Bono et al 2018). This study found four proofs of gratitude behavior that portrayed moral values. The first one, gratitude behavior in

Little Women (1868) novel shown by Mrs. March is portrayed in the dialogue below:

“He spoke so cheerfully, looked so sincere, and seemed so glad to give his all, that I was ashamed of myself. I’d given one man and thought it too much, while he gave four without grudging them. I had all my girls to comfort me at home, and his last son was waiting, miles away, to say good-by to him, perhaps! I felt so rich, so happy thinking of my blessings, that I made him a nice bundle, gave him some money, and thanked him heartily for the lesson he had taught me.” (Little Women 46)

Mrs. March showed that she had obtained a positive outcome from the old man she talked with. The old man talked about how he lost two sons in war and one son still in the army. Mrs. March realized that she was not the only one who was left by her husband. She was so happy thinking of her blessing that she still had four daughters. Mrs. March made a nice bundle for the old man and gave him some money. She also didn’t forget to thank him. This behavior of Mrs. March shows that she has gratitude that portrayed moral value.

The second proof of gratitude behavior that is shown by Jo which can be seen in the dialogue below:

“What have you been doing to this boy of mine, hey?” was the next question, sharply put.

“Only trying to be neighborly, sir.” And Jo to how her visit came about.

“You think he needs cheering up a bit, do you?”

“Yes, sir, he seems a little lonely and young folks would do him good perhaps. **We are only girls, but we should be glad to help if we could, for we don’t forget the splendid Christmas present you sent us,**” said Jo eagerly. (Little Women 92)

From the conversation between Jo and Mr. Laurence, who is her neighbor, Jo said that she wanted to help Laurie, Mr. Laurence’s grandson as he was in bad condition. Jo showed her gratitude to Mr. Laurence that she did not forget about the gift he sent to Jo and her sisters. As the reference stated that Jo recognized the positive outcome from her action and also, she did that because she was thankful to Mr. Laurence. This study found out that Josephine has gratitude behavior that portrayed moral values.

The third proof can be seen by Jo character in the dialogue and narration below:

“Well, in a year or two I’ll send for you, and we’ll dig in Forum for relics, and carry out all the plans we’ve made so many times.”

“Thank you; I’ll remind you of your promise when that joyful day comes, if it ever does,” returned Jo, accepting the vague but magnificent offer as gratefully as she could. (Little Women 301)

Through the dialogue, Jo was happy because she would invite her into the Forum she had wanted for a long time. In the narration it is also clear that Jo said thank you gratefully. Based on the reference, Jo shows gratitude where she is aware of the positive outcome she will get and feels good about it.

The last one is the gratitude behavior that is shown by Mrs. March in the narration and dialogue below:

Touched to the heart, Mrs. March could only stretch out her arms, as if to gather children and grandchildren, and humility, -

“Oh, my girls, however long you may live, I never can wish you a greater happiness than this!” (Little Women 475)

Through the narration above, Mrs. March looks very lucky to have such a happy family. She was touched to see that her daughters had their own little families and was still gathered at home not forgetting their parents. The dialogue spoken by Mrs. March shows how happy she is to see her daughter and grandchildren happy. Based on the reference Mrs. March shows the gratitude that portrayed moral values which can be seen by how Mrs. March feels good about what she already has.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the problem formulations in this study is based on the analysis in chapter four. This study analyzes the components of good character by the March family in the *Little Women* (1868) novel. Besides, this study also discusses the moral values that are portrayed by the March family in the *Little Women* (1868) novel. Both of the two problem formulations in this study are being analyzed by using Thomas Lickona's theory of components of good character from the book "Educating for Character".

Based on Lickona's theory, good character consists of knowing the good, desiring the good, and doing the good, and this is shown in *Little Women* (1868) through her character March family, namely Mrs. March, Josephine, Meg, Beth, and Amy. The March family portrayed three aspects of good character, the first is moral knowing. This study found out three elements of moral knowing, namely perspective-taking which is shown by Meg when she thinks about things from her mother's perspective, decision-making when Jo decides to sell her hair and accept the consequences, and self-knowledge which is shown when Meg and Mrs. March realized the difficulties they were going through and was able to face them. The second is the moral feeling that can be seen from the three behaviors such as the empathy that Mrs. March likes to help people who are in trouble, loving the good

which can be seen from how Meg loves her neighbors, and the self-control shown by the mother and her children when controlling their emotions. Last, this novel contains a moral action where Mrs. March and the daughters show beneficence.

The *Little Women* (1868) novel also shows the moral values depicted through the March family. This study found out that this novel contains seven of the eleven moral values presented by Thomas Lickona. Those that could be seen clearly in this novel are respect, responsibility, honesty, courtesy, kindness, compassion, and gratitude. First, respect is shown by Jo when she respects her professor. Second is responsibility that can be seen by how Meg is responsible when she became a mother. Third is honesty which described by Beth where she is being honest so she doesn't have any worries. Next is courtesy, which is portrayed by Jo when she talks to someone who is older than her or in a higher position. Then, kindness can be seen from how Meg is being so kind and compassionate towards Laurie. The next moral value is compassion where Mrs. March reflects it to her daughters, and where the four sisters show compassion for one another, as well as for their mother. Furthermore, the last moral value that is portrayed in this novel is gratitude. It can be seen when Mrs. March is grateful for what she already has which is a happy family and when Jo gets a present from Mr. Laurence as well as when she felt very grateful to be joining the forum of her dreams.

B. Suggestion

There are several suggestions that can be given to the readers based on this study. First, the theory of components of good character by Thomas Lickona

could be applied to other novels such as *Pride and Prejudice* (1813) by Jane Austen. Second, *Little Women* (1868) novel by Louisa May Alcott can be analyzed by the readers using other theories such as personality development. Last, the *Little Women* (1868) novel can be used as an object of analysis by analyzing the components of good character and moral values depicted on Theodor Laurence who is the supporting role in the novel.



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