MARMEE'S GUIDANCE AS A MOTHER
IN TAKING CARE OF HER DAUGHTERS IN ALCOTT'S *GOOD WIVES*

Thesis

Submitted to the English Department in the Faculty of Cultural
Sciences of Hasanuddin University as a Partial Fulfillment of the
requirements for the Sarjana Degree in English Literature

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ENGLISH DEPARTMENT
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The undergraduate thesis by **Aqilah Nuril Kaunain (F041201036)** entitled *Marmee's Guidance as A Mother in Taking Care of Her Daughters in Alcott's Good Wives* has been revised as advised during the examination on Friday, July 5th 2024 and has been approved by the Board of Undergraduate Thesis Examiners.

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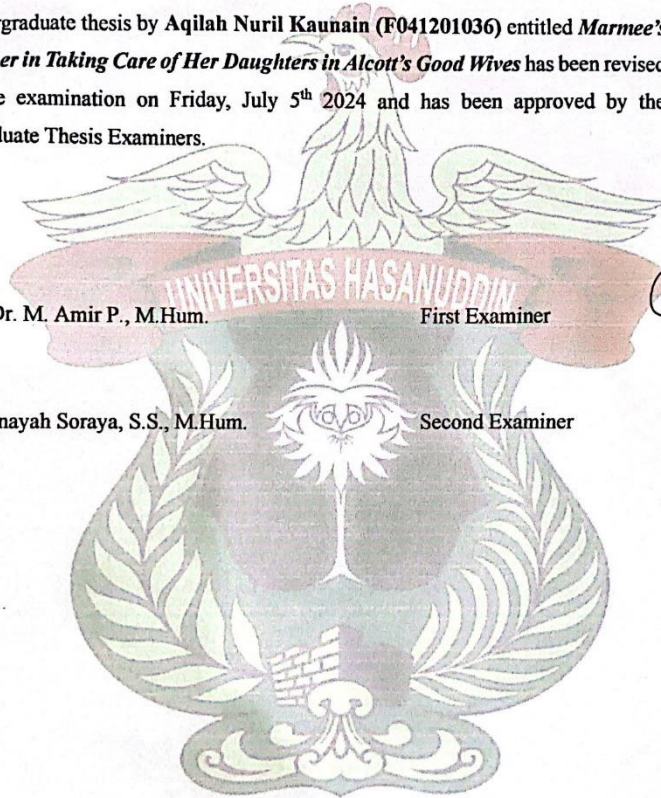
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THESIS

MARMEE'S GUIDANCE AS A MOTHER

IN TAKING CARE OF HER DAUGHTERS IN ALCOTT'S *GOOD WIVES*

BY

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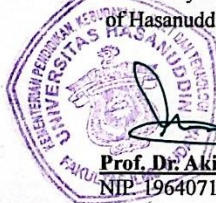Board of Supervisors

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On Friday, July 5th 2024, the Board of Thesis Examination has kindly approved a thesis by **AQILAH NURIL KAUNAIN (F041201036)** entitled *Marmee's Guidance as A Mother in Taking Care of Her Daughters in Alcott's Good Wives* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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STATEMENT OF ORIGINALITY

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, July 5th 2024

Aqilah Nuril Kaunain

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With my limited insight and knowledge, I realize that this thesis is far from perfect. Therefore, all suggestions and criticism for improvement will be most welcome and received with gratitude. Hopefully, this research will be useful to those who use it.

Makassar, July 7th, 2024

The Writer

Aqilah Nuril Kaunain

ABSTRACT

Aqilah Nuril Kaunain. 2024. Marmee's Guidance as A Mother in Taking Care of Her Daughters in Alcott's *Good Wives* (Supervised by **Burhanuddin Arafah** and **A. ST. Aldilah Khaerana**)

This study aims to find out Marmee's role as a mother who provides care for her daughters. Marmee guides her daughters who have different needs and dreams. This study focuses on Marmee's guidance in taking care of her daughters for their needs in life.

This study used Maslow's hierarchy of needs theory to analyze Marmee's role as a mother. In addition, Abraham Maslow's hierarchy of needs theory is used as a foundation to analyze Marmee's guidance as a mother toward her daughters' needs. Qualitative and descriptive methods were also applied to analyze the research data taken from Alcott's *Good Wives*.

The results of this study show that Marmee's role as a mother has a great impact on the development and growth of her daughters. In taking care of her daughters, Marmee plays three important roles by becoming the first educator, closest person, and role model for her daughters. Through her guidance, Marmee took care of her daughters with five stages of needs from the basic needs of physiological needs, security needs, love and belongingness needs, self-esteem needs, to self-actualization needs that lead them to realize their potential and purpose in life.

Keywords: *Mothers' Guidance, Hierarchy of Needs, Good Wives*

ABSTRAK

Aqilah Nuril Kaunain. 2024. Bimbingan Marmee sebagai Seorang Ibu dalam Mengasuh Anak Perempuannya dalam Novel *Good Wives* karya Louisa May Alcott (Dibimbing oleh **Burhanuddin Arafah** dan **A. ST. Aldilah Khaerana**)

Penelitian ini bertujuan untuk mengetahui peran Marmee sebagai ibu yang memberikan pengasuhan untuk putri-putrinya. Marmee membimbing anak-anak perempuannya yang mempunyai kebutuhan serta cita-cita yang berbeda. Penelitian ini berfokus pada bimbingan Marmee dalam mengasuh putri-putrinya terhadap kebutuhan hidup mereka.

Penelitian ini menggunakan teori hierarki kebutuhan Abraham Maslow untuk menganalisis peran Marmee sebagai ibu. Selain itu, teori hierarki kebutuhan dari Abraham Maslow digunakan sebagai landasan untuk menganalisis bimbingan tokoh Marmee sebagai ibu terhadap kebutuhan anak-anaknya perempuannya. Metode kualitatif dan deskriptif juga digunakan untuk menganalisis data penelitian yang diambil dari novel karya Louisa May Alcott, *Good Wives*.

Hasil penelitian ini menunjukkan bahwa peran Marmee sebagai seorang ibu memiliki dampak yang besar terhadap perkembangan dan pertumbuhan anak-anaknya. Dalam mengasuh putri-putrinya, Marmee memainkan tiga peran penting dengan menjadi pendidik pertama, orang terdekat, dan panutan bagi putri-putrinya. Melalui bimbingannya, Marmee mengasuh anak-anaknya dengan lima tahap kebutuhan yang dimulai dari kebutuhan dasar yaitu kebutuhan fisiologis, kebutuhan keamanan, kebutuhan cinta dan rasa memiliki, kebutuhan penghargaan, hingga kebutuhan aktualisasi diri yang menuntun mereka untuk menyadari potensi diri dan tujuan hidup mereka.

Kata Kunci: *Bimbingan Ibu, Hierarki Kebutuhan, Istri-Istri yang Baik*

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CHAPTER I

INTRODUCTION

1.1   BACKGROUND

As the pillar of strength in a child's life, mothers play a crucial role in their children's growth by providing a safe and nurturing environment. Their role goes beyond just taking care of their children; they create a learning space where important life lessons are taught. Mothers are responsible for maintaining the physical and mental well-being of their children by providing them with motivation and guidance. Children trust their mothers to confide in and seek advice for their daily lives.

Just as mothers instill values and life lessons in their children, literature serves a similar purpose. It mirrors real-life experiences, introducing us to new emotions, perspectives, and ways of using language. As a reflection of the real-life reality of fictional imagination, literature brings many things we do not realize into our lives, bringing our eyes to explore diction that could be a description of the author's emotions and touches directly through the hearts of anyone who reads it. However, when the word attained the Romance languages that developed from Latin, it acquired the additional meaning of "knowledge gained from reading or studying books."

Literature refers to a composition that tells stories, dramatizes situations, and emotions, and analyzes ideas (Roberts & Jacobs, 1995: 1). Thus, literature can be defined as creative and imaginative work intended to emotionally and intellectually engage readers through main literary genres such as novels, plays, and poems, as well

as other sub-genres such as fables, parables, and short stories. Literature, as a fictionalized reality, portrays social, political, economic, and cultural realities. Literature is an essential component of human self-realization, as well as a symbol of human success and failure. The nature, character, and purpose of human life are all explained in literature.

Each written work has a different genre in the field of literature. Literature, like real experiences, contains different features in various genres. Poetry, prose, and drama are the three main genres of literature, and each can be further subdivided based on the features and values that comprise it. Novels and prose are two such instances. Novels are classified into numerous genres, with each author adding their writing style to the plot. According to Abrams (1999: 190), "The term novel is now applied to a wide variety of writings that share the attribute of being extended works of fiction written in prose. The sheer size of the novel allows for the greater variety of characters, greater complexity of plot, more extensive development of the environment, and more sustained exploration of character and motive than in shorter, more concentrated modes."

Over the past two centuries, the novel has cemented its position as the dominant form of literary writing in literate societies. It not only dominates in numbers but also has a significant influence on reader consumption and cultural sensibilities. The novel's reach extends to forging connections with other contemporary forms of discourse such as journalism, advertising, documentary, history, sociology, science, and cinema. To talk "about" the novel often means talking around it, through it, and

alongside it; the theory of the novel is a theory with the novel, the theorization of history, culture, politics, economics, aesthetics, and so on (Gorelick, 2019: 135). The dominance of the novel brought about an era of critical literary consciousness. 'Literature' became an established cultural institution, while 'criticism' developed into an important institution in universities, publishing houses, and mass media such as newspapers. This dynamic reflects the important role of the novel in shaping society's discourse and understanding of various aspects of life (Fowler, 2013: 1-2).

Novels, more than other kinds of literature, typically examine inner feelings and thoughts, as well as more complicated life concepts or values. This deep dive into the characters allows for a more individualized story for each reader. Not only is the story more individualized, but so is the reading experience. When discussing the novel, we are essentially traversing it as we delve into the domains of human activity that surround it (Gorelick, 2019: 137). Alternatively, we can undertake the same adventure in reverse, reading culture and history into the novel.

As an outcome, literary analysis is required to examine a work of fiction objectively to comprehend how its pieces contribute to the total, especially for novels. Context, setting, characters, storyline, and subject, as well as the message they express, must all be evaluated while studying a novel or other prose. Literary analysis is more than just a summary or review; it involves an interpretation of the work as well as an argument about the work based on the text.

A perspective that can be used to analyze a literary work is through the psychology of literature, which helps us to look at literary works from a different

perspective. This discipline helps us understand how literary works are created, and interpret their effects on readers. By psychology, we can enrich our understanding and appreciation of literary works and their impact on human life.

In the psychological approach, the role of the mother is one of the things that can be related to literary works. The psychological approach offers a powerful lens through which to examine the portrayal of motherhood in the novel. By analyzing these portrayals, we can gain insight into the kinds of thoughts, motivations, behaviors, and emotions that each character is born with and manages. It also helps us gain a deeper understanding of the characters, relationships, and role meanings of the characters about the character of the mother at the time the novel was written. Based on the idea that it can provide insight into the character, relationships, and meaning of motherhood, Alcott's portrayal of Marmee in *Good Wives* provides an interesting subject study for discussion.

Although Louisa May Alcott is best known for her 1868 children's novel *Little Women*, *Little Women* consists of two books. A year later, the second part, *Good Wives*, was released. Both novels have been released simultaneously and separately over the years. The March sisters' lives are followed as they grow up and deal with the difficulties of being women in mid-19th-century America in this *Good Wives*.

Good Wives, also known as the second part of *Little Women*, tells the story of the lives of the four daughters of the March family, Meg, Jo, Beth, and Amy. Their lives are continued by the story after they grow up as they navigate adulthood in the

post-Civil War era. Meg, the eldest sister of the March family dreams of a comfortable life and a loving family. She eventually marries John Brooke, a kind-hearted young man, but her married life faces the challenge of managing a household with limited finances. Jo, the second child, is independent and family-loving. She passionately pursues her talent as a writer and tries to establish herself as a professional. She faces the struggle of balancing her writing dreams with how her career makes her earn money as well as her romantic relationships that keep her heart in constant turmoil. As for Beth, the third child is gentle and has musical talent but has to stay at home due to her ill health. Her health does not stop her from providing emotional support for her sisters. The last child is Amy, whose ambition is to become a painter. She continues her education and travels to Europe to pursue her talent but has to deal with decisions about love and the path of her ambition. During these times, Marmee as their mother plays an important role in her daughters' lives by providing strength, support, role modeling, and motivation. Her guidance helped her daughters to still grow into women who believed in their goals and overcame obstacles.

This study is intended to discover the motives of a mother's role in influencing the lives of her children. This study focuses on the characterization of particularly those depicted in literary works. Marmee exemplifies motherhood by encouraging her daughters to pursue their individual needs in their own lives. Marmee is described as a mother who takes a unique approach to motherhood, which resonates with the current discussion around maternal influence. She offers advice

that is related to the specific needs of each of her daughters, fostering their personal growth and encouraging them to pursue their aspirations. In today's modern, Marmee's guidance as a mother reflects the growing importance of encouraging and motivating within the family. Mothers today navigate the delicate balance of supporting their children's dreams while also preparing them to face the realities of the world. Marmee's guidance, where guidance is tailored to each child's different needs and aspirations, provides a valuable perspective for mothers in contemporary society.

The writer applies a psychological approach in this study because this approach enriches the analysis of how Marmee guides her daughters. Analyzing these influences through a psychological lens can provide deeper insights into how her parenting style shapes her daughters' needs identities, motivations, and choices toward the characters. By doing so, it can be assumed that mothers hold an important role in children's self-development. Marmee's role as a mother greatly impacts the development and growth of her children. Thus, this study helps to understand Marmee as a mother focuses on her daughters' basic needs and growth by not only meeting their physical and emotional needs but also playing an important role in helping them towards self-actualization, leading them to realize their potential and purpose in their lives.

1.2 IDENTIFICATION OF PROBLEMS

After reading *Good Wives,* the writer has defined several problems that contain in the novel as follows:

a. Mother role on daughters' self-needs

b. Family financial difficulties

c. Balancing ambition with social expectations

d. Social class

1.3 SCOPE OF THE PROBLEM

The writer limits the problem to be focused on this study and decides to go with the mother's roles on daughters' self-needs. It explores how Marmee's guidance in taking care her of daughter's needs on the development and growth of her daughters. The mother's guidance is analyzed by applying Maslow's psychological theory, the hierarchy of needs that examines human needs.

1.4 STATEMENT OF PROBLEM

a. What is Marmee's role as a mother as portrayed in Alcott's *Good Wives*?

b. How does Marmee's guidance in taking care of her daughter's needs?

1.5 OBJECTIVE OF THE STUDY

a. To find out Marmee's roles as a mother as portrayed in Alcott's *Good Wives*

b. To explain Marmee's guidance in taking care of her daughters' needs

1.6 SIGNIFICANCE OF THE STUDY

This study delves into the psychological approach of Alcott's *Good Wives*. By analyzing the characters' motivations, behaviors, and relationships through a psychological lens, this study has benefits such as:

a. Theoretical Benefit

- The writer expects this study could contribute to adding more development of theoretical information and deepen our understanding of the analysis of *Good Wives.*

- The writer expects this study could be using as a foundation for future research especially those who use the psychology of literature approach.

b. Practical Benefit:

- The writer expects this study can provide written guidance to analyzing literary works using the psychology of literature approach.

1.7 SEQUENCE OF CHAPTERS

This study consists of five chapters as follows:

The first chapter is an introduction to this study which contains a brief explanation as a background for the topic that the writer chooses identification of the problems, scope of the problems, statement of the problems, objective of the study, benefit of the study, and the sequence of chapters.

The second chapter is a literature review that consists of the previous related study and theoretical background to give theoretical information about the psychological approach, the concept of the mother's role, and the concept of Maslow's human needs.

The third chapter is methodology which explains how the methods used to address the research question, collect and analyze the data also the procedure of the study.

The fourth chapter is the discussion that describes the result as an in-depth analysis and interpretation of the research study of the novel *Good Wives* by Louisa May Alcott.

The last, fifth chapter is the conclusion which concludes the main points of the thesis and reiterates the importance of the whole content of this writing also a suggestion for future study.

CHAPTER II

LITERATURE REVIEW

2.1 PREVIOUS RELATED STUDY

A previous related study is presented to elaborate on the differences and similarities between the previous studies and this study to prove the originality of this study. Many researchers have adopted *Good Wives* as the main object of literary analysis. In this section, the writer provides some previous studies that will be used as references. Several researchers have conducted studies about mothers' role and self-needs in several novels and movies, including:

The first research is Motherhood in Toni Morrison's *Beloved* written by Wicaksono & Ayu (2013). This study examines the portrayal of motherhood in Toni Morrison's *Beloved*, with an emphasis on Black mothers under enslavement. Toni Morrison's *Beloved* was analyzed using a close reading method. The researcher focuses on dialogues, character actions, and motherhood statements. As a result, the study uncovers the terrible experiences that slave mothers had and how these experiences influenced their motherly actions, even leading to drastic decisions such as Sethe killing her infant to avoid a life of slavery.

The second research is Hierarchy of Needs Analysis of The Main Character of a Novel Entitled *Flawed* by Cecelia Ahern by Ronie, F. I. M., & Hellystia, D (2020). This study aims to determine on finding out what are the hierarchy of needs that have been fulfilled by the main character and how the main character fulfilled the hierarchy of needs. The researcher applied qualitative and descriptive methodologies

to analyze the hierarchy of needs. As an outcome, this study examines the character Celestine in Cecelia Ahern's novel "Flawed" through the lens of Maslow's Hierarchy of Needs. The research identified instances of all five needs (physiological, safety, love/belonging, self-esteem, and self-actualization), throughout Celestine's journey. Interestingly, "love and belonging" was the most prominent need.

The third research is Towards Shangri-La Marriage Through Louisa Alcott's Novel *Good Wives* by Manugeren, M., Nasution, Z. S., & Suhadi, M. F (2021). This study explores the ideal marriage as depicted in Alcott's novel. This study analyzes how couples can achieve a harmonious and balanced marriage by focusing on essential elements like a phlegmatic attitude, anti-violence, responsibility, awareness of obligations, forgiveness, and a sense of humor. The researcher applied qualitative descriptive methods to analyze words, phrases, and sentences within the novel. The study concluded that these elements are crucial for maintaining a healthy and happy marriage, suggesting that couples should remember the beautiful moments of their relationship to alleviate conflicts and accept that everyone makes mistakes.

The fourth research is Roles of Mother in Emma Donoghue's Novel *Room* written by Citra, M. F., & Wulan, S (2022). This research looks at the roles of the mother performed by Ma in the novel *Room*. The researcher has chosen a descriptive qualitative method and a theory of maternal roles proposed by Ki Hajar Dewantara. According to this research, Ma fulfills four crucial roles: educator, caregiver, companion, and communicator. The research concludes that Ma effectively fulfills

these roles, providing Jack with education, healthcare, emotional support, and communication even within the limited space of their captivity.

The fifth research is Exploring Maslow's Hierarchy of Human Needs in "Pollyanna" Novel written by Virginia, F., & Satria, R (2022). This research explores analyzing the characters in the novel "Pollyanna" from a psychological perspective, specifically using Maslow's Hierarchy of Needs. The researcher applied a descriptive qualitative method with a psychological perspective to analyze the fulfillment of Maslow's Hierarchy of Needs in the novel "Pollyanna." Hence, this research evaluates how characters in "Pollyanna" fulfill their needs according to Maslow's Hierarchy of Needs. While some characters, like Pollyanna, find fulfillment in love, belonging, and self-actualization, others struggle. Interestingly, the study suggests that safety and self-esteem needs are the most lacking.

From the previous studies above, the writer assumes that there are similarities and differences between the previous studies related above and the research that the author conducted, both from the object and the theory and approach. The similarities of these previous studies lie in the approaches and methods used, namely the psychological approach and analyzing the role of characters using different theoretical frameworks, such as Maslow's hierarchy of needs. The differences lie in the specific focus of each study, the novels analysed, and the theoretical perspectives used.

The first study used a psychological approach to analyze the role of mothers in a particular social context, focusing on the traumatic experiences of slave mothers and their drastic actions, rather than explicitly using Maslow's hierarchy of needs.

The second study adopted Maslow's hierarchy of needs theory, but analyzed the characters in "Flawed" by Cecelia Ahern, examining how they meet different levels of needs in a dystopian narrative.

The third study used the same novel; *Good Wives* as the main text for analysis but focused on the ideal elements of a harmonious marriage, rather than on motherhood or individual psychological needs.

The fourth study used a psychological approach to analyze the role of mothers, using a different theoretical framework (Ki Hajar Dewantara's theory of the role of mothers) and focusing on the role of mothers in a limited space, rather than using Maslow's hierarchy of needs.

The fifth study used Maslow's hierarchy of needs theory to analyze the characters in "Pollyanna," exploring how different characters meet or struggle to meet their needs.

Based on the similarities and differences presented from the five previous studies above, the author believes that this research is important to conduct. This research focuses on how Marmee as a mother provides guidance in taking care of the various levels of her children's needs according to Maslow's hierarchy of needs.

Previous studies have focussed on other aspects of motherhood, such as the emotional impact, social roles, or environmental influences of motherhood seen in a

particular social context. These differences in focus show variations in the way researchers approach the same topic but from different perspectives.

This approach provides a comprehensive understanding of how the role of the mother contributes to the overall development of the child in the specific context of *Good Wives*. Therefore, the author analyzes the role of mothers in the novel *Good Wives* by Louisa May Alcott with a focus on describing Marmee's role as a mother who takes care of her daughter's growth needs by using Maslow's hierarchy of needs theory through a psychological approach.

2.2 THEORETICAL BACKGROUND

2.2.1 Intrinsic Element of Novel

In literary works, elements generally consist of extrinsic elements and intrinsic elements. Intrinsic elements are those elements that exist within the story of the novel and emphasize everything related to the story in the novel. Some of the elements are:

1. Theme

Theme is the basis of the story that becomes the reference for the entire content of the story. The content of the story can be understood from how the story is built based on the theme. According to Abrams (1999: 170), theme is often identified with 'motif', but is better used to describe the general concept or idea, whether implied or explicit, that is intended to engage and influence the reader). Furthermore, theme is the meaning that emerges from the story; this meaning can be found through the theme, which is the implication or message of the whole story, not just an

allegorical story (Sosiowati & Malini, 2017: 159). Therefore, the meaning or implication of the story can be seen from how the theme is constructed.

2. Plot

The plot in a story is a sequence of events that form the storyline and a series of events told with an emphasis on causality. Plot, which Aristotle called myth, in a dramatic or narrative work, is formed by events and actions that are displayed and sequenced to achieve certain artistic and emotional effects (Abrams, 1999: 224). The plot in a story is the sequence of events that make up the storyline. The plot structure consists of several elements, such as exposition, rising action, climax, falling action, and resolution. Sosiowati & Malini (2017: 177-178) explain these elements as follows: exposition is the introduction of the story to the audience, where the characters and setting are established. Rising action occurs when a series of events build a conflict. At this stage, the main characters are established and events begin to become complicated. Climax is the point when the conflict reaches its peak and there seems to be no obvious solution. Falling action occurs when events and complications begin to be resolved. Resolution (or denouement). is the conclusion of the plot, where the conflict is usually resolved.

3. Characters

Characters are people in a dramatic or narrative work who possess certain moral, intellectual, and emotional qualities, which the reader interprets through their dialogue and actions (Abrams, 1999: 32-33). In English literature, the term character has two meanings: character as the shaper of the story and character's attitudes,

relationships, desires, emotions, and moral principles (Sosiowati & Malini, 2017: 158). In literature, distinguishing between character and characterization is very important.

According to Grill (1995: 127), "Character symbolizes a person in a literary work, while characterization is concerned with the techniques used to create that character." A character's identity is established through various elements such as appearance, dialogue, actions, names, and thoughts. Grill (1995: 127) emphasizes that characterization is a method, and character is the result. Although the characters in literary works are not real individuals, they are still referred to as characters. Characters in literature may have similar relationships to real life, but they only exist within the confines of the narrative. Characterization is the process by which these characters are formed. The author uses words to bring each character to life, using dialogue, actions, and physical descriptions to develop their creations. So, it can be known that the characters in the story are the result of the author's imagination, not real people. Characters in a story are categorized into major and minor characters. Major characters, or protagonists, are the center of the story and are often involved in conflicts with antagonists. Minor characters are supporting characters who help explain the main character.

According to Robert & Jacobs (1995: 154), characterization can be achieved through three fundamental methods. It is these three methods that collectively assist the reader in understanding the characters in the story. The first method involves explicit presentation by the author, either through direct introduction or gradually

throughout the story. The second method reveals the character through actions without direct comment from the author, which allows the reader to infer the character's traits from their behavior. The third method represents the character internally, illustrating the effects of actions and emotions on the character without the author's commentary. It can be seen that characters in literature are not just characters in the story, but also include the traits and qualities that define them. Based on their roles, characters are divided into two, namely major characters and minor characters. Major characters are characters who play an important role or appear frequently in the story and can change the reader's view or attitude toward them.

4. Setting

The setting is a depiction of the place, time relationships, and conditions in which the events of the literary work occur. According to Abrams (1999: 284), the general setting of a narrative or dramatic work is the general place, historical time, and social circumstances in which the action takes place. The setting of an episode or scene is the particular physical location where it occurs. The term 'setting' also refers to the time and space in which the events in the plot occur. Everything that happens, happens somewhere at some time (Sosiowati & Malini, 2017: 158).

The important role of setting in literature emphasizes how it often leaves a deep impression on the reader through vivid scenes. The setting, in a literary context, refers to the time, place, and social environment in which the events of the story take place. According to Grill (1995: 148), setting includes three main aspects:

1. Time Setting: Time setting is a description of when events/actions occur in literary works that show time in the form of specific time or time descriptions according to the conditions of the event. This defines the time period in which the story takes place, including historical eras, seasons, or specific times of the day.

2. Place Setting: The setting can be a specific location that refers to a geographical location or a location without a name and a clear description. This relates to the physical location where the characters appear and interact, such as a city, village, or specific room.

3. Social Setting: A social setting is a setting that explains the social status of characters, or social behavior that occurs in the surrounding environment. This covers the social context of the character, including family, friends, social class, customs, beliefs, and behavioral norms that define a society.

Setting can be a very important element in the narrative of a novel. Based on Grill (1995: 149), the term 'setting' can be broadly encompassing:

1. The location in which the character appears

2. The social context of the characters, including their family, friends, and social class

3. The customs, beliefs, and rules of behavior that give a society its identity

4. The specific location where events take place

5. The atmosphere, mood, and feel created by all of the above elements

Thus, the setting is not only interesting in its own right but also often has a striking correspondence with other elements in the novel so that the setting contributes to the overall narrative and character development.

In this way, these intrinsic elements shape and develop the story in the novel, giving depth and meaning to the literary work.

2.2.2 Psychology of Literature

The psychology of literature is a discipline that examines the psychological aspects of literary works and offers a unique lens to understand literary works more deeply. According to Wellek & Warren (1956: 75), this discipline helps us understand how literary works are created, and interpret their effects on readers. By psychology, we can enrich our understanding and appreciation of literary works and their impact on human life. The psychology of literature seeks to understand how the author's personality, life experiences, and mental state influence his or her work. Freud's psychoanalysis can help analyze the author's psychological profile and creative process (Aras, 2015: 252). It helps us understand the motives behind diction, themes, and characters in literary works.

Psychology of literature can be used to see the relationship and perspective of literary works that are born from the study of literature and psychology. Literary works are closely related to the interconnected conditions and situations of the human psyche, mind, and personality. As a reflection of the realities of real life from a fictional imagination, literary works bring many things we don't realize into our lives, bringing our eyes to dive into diction that not only teaches us about human emotions

and feelings but also encourages us to seek the meaning of life and their existence in a broader context. This is reflected in Jung (1990: 217) about how 'it is quite clear that psychology, as the study of psychic processes, can be applied to the study of literature, since the human psyche is the womb of all science and art.'

The things that exist in literary works are also closely related to the world of psychology through psychoanalysis in literature, which offers us a look at human psychological reality from the thoughts that the author puts into his work. The psychologist who brought psychoanalysis was Sigmund Freud. Afterwards, his student Carl Gustav Jung reintroduced psychoanalysis from the side of him. Psychoanalysis has been used and, in the process, literature has been used as a source for the conception of psychoanalysis. One of the literary criticisms used in looking at works is through psychoanalytic literary criticism. This criticism brings the readers to know the literary work from the angle of expression, thought, and individual personality. Psychoanalysis plays an important role in understanding how literature is read, its meaning, and its relationship with culture.

The psychology of literature also analyzes literary texts to reveal their psychological meanings. Symbols, metaphors, and characterization can provide insight into the emotions, conflicts, and ideas the author is trying to convey. It studies how readers understand and interpret literary works. Readers' life experiences, cultural background, and knowledge can influence their interpretation of the text's meaning. Literary psychology helps us understand how literary works can trigger various emotional and cognitive responses in readers.

Literature and psychology have a close and complementary relationship. Both focus on humans: their reactions, perceptions of the world, tribulations, hopes, desires, passions, fears, conflicts, and reconciliations (Aras, 2015: 251). Literature utilizes language as a medium of expression to interpret humans, existence, culture, personality, and individual differences. An author represents life-based on his own goals, perceptions, ideologies, and value judgments. It opens the doors of a new world for readers, evokes feelings and emotions, and helps them find the meaning of life and existence. Literature allows individuals to know and question their identity by increasing awareness and understanding. More than that, literature through a psychological approach also offers a space for the exploration of the human psyche. Authors explore human emotions, thoughts, and experiences through the characters and stories they create. Readers can find self-reflection and understand various aspects of the human psyche through literary works.

Literary psychology thus becomes a valuable tool to understand literary works more profoundly. By studying literary psychology, we can enrich our understanding and appreciation of literary works and their impact on human life. Literary psychology helps us see literary works as not only products of the imagination but also reflections of the psychological state of the author and the reader.

However, one of the ways in which literature helps us to see literary works as reflections of ourselves, including our psychology as readers, is through Abraham Maslow, an American psychologist who developed Maslow's hierarchy of needs, which became the basis of the theory of psychological well-being. This hierarchy

teaches that human needs should be met in order, starting from basic needs to self-actualization. This theory is very important in motivating individuals and brought significant contributions to psychology.

One of Maslow's major contributions was introducing the benefits of mental health which focuses on understanding the human characteristics that are considered normal, rather than only looking at those that are considered deviant. His work has influenced the way we view mental health and has helped change the approach to psychology to prioritize peak experiences, human potential and personal development. Through this hierarchy of needs, Maslow has provided new insights into how we understand ourselves and assisted us in viewing literary works as self-reflective, including our psychology as readers.

Maslow's theory is based on the Hierarchy of Human Needs. Motivation theory is a theory based on the needs of every individual being. According to Maslow (1943: 371), every motivated behavior, whether preparatory or consumption, can be understood as a channel through which many basic needs can make us express or satisfy ourselves at the same time. Usually, an action that we want to achieve has more than one motivation. Human needs organize themselves in an initial hierarchy of potentials. In other words, the emergence of one need usually rests on the prior satisfaction of another, more potentially important need. At the lowest level, there will be the first need which can be described as basic and universal. This will be followed by a further set of needs.

Maslow (1943: 372-382). states the needs of a human are divided into five sections, namely:

1. Physiological Needs

The needs that Maslow took as the starting point for his theory of motivation were called physiological urges. Some of these are such as food, shelter, clothing, rest, air, water, sleep, and sexual fulfillment (Maslow, 1943: 372). It seems impossible to measure how the list of physiological needs or basic human needs because these needs cannot be measured. These needs will arise differently according to the needs of each individual. Physiological needs are the most needed needs and are the foundation of all needs. Maslow (1943:373) emphasized that people who will seek many of their needs, of course, will first prioritize their physiological needs over other needs. Needs that start from this physiological need, if not fulfilled, may affect all other needs because it is the first necessity that is needed so it often makes other needs less important. Such things as freedom, love, sense of community, respect, and principles, may all be put aside.

2. Safety Needs

If the basic needs of physiological needs have been fulfilled, then the following need that comes up is referred to as the need for safety. This need is considered important because living humans will always seek safety. Maslow (1943: 376) gave an example of conditions for babies and adults where babies will be more sensitive to anything and will feel unsafe but as they grow with knowledge and familiarity, as

well as better development of the baby's motoric, the unsafety will become less dangerous and more normalized.

The child needs a safe and organized world. Maslow (1943: 380) stated that the normal role of parents and family is undeniable. Violence, separation, divorce, or death in the family can be painful. The child's dependence on parents is evidence that they are protective. Children in our society generally prefer a world that is safe, orderly, predictable, and organized, and where he has parents who protect and shield them from harm. Thus, this safety need is the need by humans for a sense of security and safety in each human being to provide a sense of comfort and safety in their life activities as humans.

3. Love and Belongingness Needs

After physiological and safety needs are fulfilled, another need that is needed is the need for love and a sense of belonging or it can be said that a sense of love and belonging needs. In life, humans will feel the need to be included in a relationship and get a role in a group that they want. As mentioned by Maslow (1943: 381), many clinical studies have been conducted on this need as an important need. The absence of close relationships with others can lead to feelings of isolation and loneliness. When it comes, individuals will seek out affectionate relationships with others desperately, prioritizing the need for belonging as an important need (Maslow, 1943: 381). This desire to connect becomes a driving force, which makes individuals work hard to earn a place in their social group. The person will actively seek friendship, love and emotional support, with these needs being their primary focus and

influencing their thoughts and actions. This need for affection can become so strong that the individual may even neglect their physiological needs, such as food. In our society, failure to fulfil this need for affection is often the root cause of more serious psychological problems and disorders. This need can be known that it is not only necessarily a need regarding sex but more than that, one of its elements involves giving and receiving love.

4. Esteem Needs

Furthermore, it is a need where every human being in their life needs self-respect or self-esteem towards themselves or others. According to Maslow (1943: 381), this self-esteem needs include of recognition, attention, importance, or appreciation from others. This need is usually emphasized by Alfred Adler and his followers but Freud and other psychoanalysts usually ignore them (Maslow, 1943: 381). However, over time these needs become more important to make humans feel valuable. When people's self-esteem needs are fulfilled, they feel confident, valuable, strong, and capable. They feel useful and needed in the world. However, when this need is not fulfilled, humans will feel the opposite. They will feel inferior, weak, and worthless.

5. Self-actualization Needs

This is the highest level of needs in Maslow's hierarchy. This self-actualization need refers to the need that encourages humans to continue to develop and become better (Maslow, 1943: 382). They want to be more than what they currently are and achieve all that they are capable of. It happens because although people already have various needs, such as physiological needs, security, love, and self-esteem fulfilled,

people may still feel unsatisfied and unsettled. They desire to be fully themselves and reach their full potential.
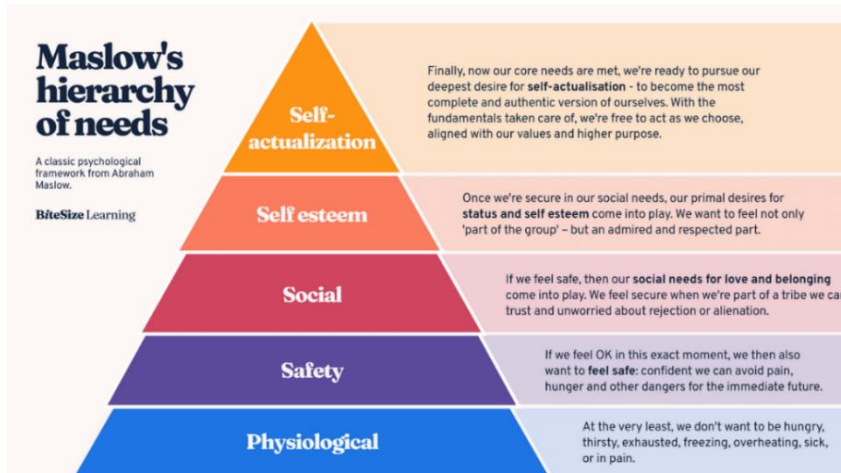

Figure 1. Pyramid representation of Maslow's Hierarchy of Needs

According to Maslow (1943: 382), this term was introduced by Kurt Goldstein. The perception of being fully satisfied is of course very different from each other and some of them will be more creative in achieving their desired potential. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental needs at the bottom and the need for self-actualization and transcendence at the top. In other words, the crux of the theory is that individuals' most basic needs must be met before they become motivated to achieve higher-level needs. According to Maslow People will be able to achieve self-actualization if they are able through the hard times and obstacles that are coming from themselves.

2.2.3 Mother's Role

A. Mother as the first educator of her daughters

A mother's role as an educator and one who provides advice for her children is rooted in her primary caregiving responsibilities. Mothers are the first foundation as a safe and comfortable place for their children to grow and develop, providing valuable lessons and skills every day without them realizing it. According to Good (1988: 40), the role of women or mothers as educators is as important as marital status and parental occupation in shaping individual identity. This shows that the mother's educated role has a significant influence on children's self-development.

In the post-war period, the dominant ideology of the time had a significant role in shaping the role of the home and the mother figure. Considered the center of family life, both philosophically and physically, the home and mother became the bulwark against the cultural decline that was feared to occur due to the disruption of family life in wartime (Reynolds, 2005: 27). In this ideological atmosphere, mother and home, each symbolizing social stability, come together as symbols of the ideal family and society.

At various stages of children's lives, mothers play an important role in their education by interacting with educators, learning independently, communicating with peers, and encouraging learning through various activities. Ceka & Murati (2016: 61) stated that always in accordance to the biological as well as physiological relation of the mother to the child, represents the first and reasonable part or segment of the child's development. In this case, these children have a much better appearance, look

happy, and enjoy childhood in general. The mother is the one who has to be communicative in the family. The kind of love and affection nurtured by the mother can be qualified as a key condition for the proper development of children in the family. Children experience the physical and psychological effects of the mother, and they are impacted by the process of their further development in the emotional development stage of their overall moral values.

B. Mother as the closest person and guardian to her daughters

Implicit contract between parents and their children is so important to foster a secure relationship. The example of a mother who advises without blaming her daughter is respecting her daughter's need to develop new skills (Hoffman et al., 2017: 15). This contract is based on honest communication, clear boundaries, and genuine concern from the parent, promising to help the child understand and grow. Decades of research have now shown that having a secure attachment with a primary caregiver leaves children healthier and happier in virtually every way we measure such things, as competence and self-confidence, empathy and compassion, resilience and endurance. In the ability to regulate emotions, tap intellectual capacity, and preserve physical health in pursuing our life's work and having a fulfilling personal life (Hoffman et al., 2017: 15).

The presence of the mother as the closest person to the child is very influential on the child's needs which helps the child feel safe and valued, building a strong foundation for self-confidence in exploring the world and trying new things. The emotional support provided by the mother increases the child's sense of security.

Mothers, as the person closest to their children, make them more confident in facing challenges and taking healthy risks. When children face difficult times, maternal support helps them develop resilience, teaching them that they can overcome adversity and bounce back after failure. In addition, mothers who are close to their children can provide a comfortable space to teach problem-solving skills and provide opportunities for children to try and fail in a safe environment, helping children develop mental resilience. In all, the role of the mother as the closest person or guardian is essential in forming a secure attachment and providing a foundation for various aspects of the child's development, which ultimately contributes to the child's happiness and well-being throughout their life.

C. Mother as a good role model/influencer to her daughters

Hoffman (2017: 261) stated that the shift in parenting dynamics as children enter adolescence. They embrace their role as being bigger, stronger, wiser, and kinder without resorting to threats, bribery, condescension, or guilt. This maternal influence guides adolescents into young adulthood, empowering them to make healthy decisions with loving support. Ultimately, the key to building a strong parent-child relationship lies in the understanding and implementation of this contract and the acknowledgment of the changing dynamics as children grow older (Hoffman et al., 2017: 261).

Thus, the importance of the mother figure being present at home will play a big role in taking care of the needs of her children, especially the psychological needs of her children. Mothers who take a role in their children's lives will certainly provide

care for the needs of their children. Needs ranging from basic to high-level needs are greatly influenced by the way mothers provide attention, support, and good-quality relationships. a mother who understands the types of needs needed by her children will help them to manage their emotions and have the potential to make good decisions for their lives.