

## CHAPTER I

### INTRODUCTION

In this chapter, the writer explains the research's introduction, which consists of the Background of the Study, Identification of Problems, Scope of Problem, Research Questions, Objective of the Study, and Sequence of Writing.

#### 1.1. Background of The Study

Humans are complex creatures with diverse needs that must be met to achieve well-being and happiness. These needs include interrelated physical, emotional, and social aspects. Individuals strive to fulfill these needs daily to survive and thrive. Needs can be understood as everything that is needed to maintain survival and improve the quality of life. Gawel (1996) states, "*Needs are the basic requirements for survival and growth, influencing human behavior and decision-making processes.*" These needs are not only material, but also include interpersonal relationships and the search for the meaning of life.

To understand human motivation, psychologists have developed various theories that explain the mechanisms by which needs are met. One of the most well-known theories is the hierarchy of needs theory by Maslow, which explains how humans prioritize needs based on their level of urgency. This theory suggests that there are several levels of needs that must be met in order, starting from basic needs to higher needs. As explained by Muhibbin and Marfuatun (2020), "*the hierarchy of needs theory is a multilevel needs theory that explains that human needs consist of five levels, namely physiological needs, safety, love and belonging, self-esteem, and self-actualization.*" Therefore, an understanding of the hierarchy of needs is essential to analyze how individuals move from one level of need to the next to achieve well-being.

In fact, Maslow's hierarchy of needs theory can be observed in various situations, showing how humans prioritize their needs. For example, a person who is experiencing hunger will not care much about how others perceive them until their basic needs, such as food and water, are met. This shows that physiological needs come first before individuals can focus on higher needs, such as safety or social relationships. Furthermore, in a crisis situation such as a global pandemic, people tend to return to the level of basic needs, such as physical protection and

ering other aspects. Thus, Maslow's theory provides a clear understanding how humans respond to reality based on their level



archy of Needs theory describes an ideal sequence of needs ing and self-actualization. However, in reality, the fulfillment of n restricted by various factors. These factors can be social,

economic, and psychological environmental conditions that affect an individual's ability to meet basic needs for self-actualization. For example, economic limitations can hinder the fulfillment of physiological and security needs, while social pressure and interpersonal conflicts can hinder the need for love and appreciation. In addition, internal factors such as low motivation or psychological disorders can also be an obstacle in the process of fulfilling needs. As stated by Deci and Ryan (2000), the inability to fulfill basic psychological needs such as a sense of competence and social connectedness can hinder the development of intrinsic motivation and individual well-being. Therefore, an understanding of the factors that cause these needs to be unmet is essential for analyzing how individuals face and overcome challenges in meeting their needs. This understanding can also be applied in various contexts, including in the study of literary works that illustrate the dynamics of human needs.

In literary works, the themes and characters portrayed often reflect the reality of human life, including the fulfillment of basic and psychological needs. In *Heidi*, it describes the journey of the main characters- Heidi, Clara, and Peter- in fulfilling various levels of needs according to Maslow's hierarchy of needs. The novel shows how the dynamics of fulfilling human needs are reflected in different social and environmental contexts through the experiences of each character. Heidi, with her life in the mountains and in the city, Clara struggling to overcome physical limitations, and Peter's role in his social environment, all portray different aspects of human need fulfillment. This shows how the novel reflects the dynamics of fulfilling human needs in different social and environmental contexts. As Goble (1987) stated, "*Maslow said that in general a person will crave affectionate relationships with others, especially the need to feel a sense of belonging in the midst of his environment.*"

Johanna Spyri's *Heidi* centers on the life of an orphaned girl named Heidi, who is taken to live with her reclusive grandfather, Alm-Uncle, in the Swiss Alps. Despite his initial reluctance, Heidi's cheerful nature softens him, and she finds happiness and freedom in the mountains through her friendship with Peter, a responsible goat herder, and his blind grandmother. Heidi's life changes when her aunt takes her to Frankfurt to befriend Clara Sesemann, a wealthy girl who cannot walk. While Heidi helps Clara improve, the strict housekeeper Fräulein Rottenmeier imposes rules that make Heidi long for the mountains, causing homesickness and health issues. Eventually, Heidi returns to the Alps, regaining her happiness and sense of security, while continuing to support Clara and Peter, for self-actualization.

Johanna Spyri's novel *Heidi* was chosen as the object of study because it contains rich psychological values, especially related to the fulfillment of human needs based on Maslow's Hierarchy of Needs theory. This is because it is assumed could bring an insight into how children fulfill their needs, overcome obstacles, and strive toward self-actualization. The novel highlights key developmental stages that shape their psychological



growth and identity formation. Need fulfillment fundamentally influences motivation, behavior, and character development in literary works, making it essential to analyze these aspects to gain deeper insight into character dynamics across various contexts. Moreover, this study is relevant to contemporary challenges faced by many children and adolescents in meeting their basic and psychological needs amid social and economic pressures. By examining *Heidi* through the lens of Maslow's theory, this study offers valuable insights into how young individuals navigate struggles to achieve growth and well-being, thereby contributing meaningfully to current discussions on child development.

This study aims to examine how the main characters- Heidi, Clara, and Peter -experience the process of fulfilling needs ranging from basic needs to self-actualization, as well as identify factors that hinder them in fulfilling these needs, both from social, economic, and psychological conditions. As a classic work of literature that has been widely recognized and remains relevant today, *Heidi* is expected to provide deep insights into the relationship between character development and human motivation based on Maslow's theory. As a result, the writer is interested in analyzing the *Fulfillment of Maslow's Hierarchy of Needs in the Main Characters in Spyri's Heidi* as a thesis title that integrates with the study of literary psychology.

## 1.2. Identification of Problems

The writer found several interesting issues to research after reading the novel *Heidi* by Johanna Spyri, including:

1. Gender roles and representation.
2. Cultural contrast between rural and urban living.
3. Maslow's hierarchy of needs in the main characters.
4. Ecocriticism of the relationship between humans and nature.

## 1.3. Scope of Problem

As explained in the identification of the problem, there are various issues that can be analyzed. However, this study will focus on the fulfillment of the needs of the main characters- Heidi, Clara, and Peter- based on Maslow's Hierarchy of Needs theory in *Heidi* by Johanna Spyri. This study examines how the three characters ds through the perspective of Abraham Maslow's psychology.



#### 1.4. Research Questions

Based on the background and scope of the problem, the writer decides on research questions:

1. How do the main characters fulfill their needs based on Maslow's Hierarchy of Needs theory in Spyri's *Heidi*?
2. What factors hinder the main characters in fulfilling their needs in Spyri's *Heidi*?

#### 1.5. Objective of the Study

The study objectives are listed below based on the research questions:

1. To explain how the main characters fulfill their needs based on Maslow's Hierarchy of Needs theory in Spyri's *Heidi*.
2. To find out what factors hinder the main characters in fulfilling their needs in Spyri's *Heidi*.

#### 1.6. Sequence of Writings

This research entitled *Fulfillment of Maslow's Hierarchy of Needs in the Main Characters in Spyri's Heidi* consists of five chapters: an introduction, a literature review, research methodology, findings and discussions, and a conclusion. The first chapter contains the background of the study, identification of problems, scope of the problem, research questions, objectives of the study, and sequence of writing. The second chapter explains the literature review, which includes previous studies and theoretical background. The third chapter consists of methodological design, methods of collecting data, methods of analyzing data, and procedures of research. The fourth chapter presents the findings and discussions of this research. The final chapter consists of conclusions and suggestions for future research.



## CHAPTER II

### LITERATURE REVIEW

In this chapter, the writer discusses literary reviews, including the Previous Study and Theoretical Background, which contains theoretical information about the Intrinsic Elements, Psychological Approach, and Maslow's Hierarchy of Needs.

#### 2.1. Previous Studies

This chapter presents research relevant to this thesis, Abraham Maslow's Theory was used by the author to analyze the novel. Reviewing previous studies can identify similarities and differences that highlight the unique contribution of this study to the broader field. Relevant research will help understand the relationship between this study and previous research. In addition, this chapter also presents an explanation of the similarities and differences in this study.

The first was written by Zulhana (2021), entitled *An Analysis on Hierarchy of Human Needs of the Main Character in Charlotte's Web by E.B. White*. The study analyzes the hierarchy of human needs in the main character, Wilbur, in the novel *Charlotte's Web* by E.B. White. The study uses a psychological approach with Abraham Maslow's Hierarchy of Needs theory to identify Wilbur's needs and his dominant needs. The results show that Wilbur experiences all five levels of Maslow's needs: physiological, security, love and belonging, self-esteem, and self-actualization, which are fulfilled through the help of other characters such as Charlotte, Templeton, Goose, and Fern. In addition, the study found that security needs are Wilbur's most dominant needs. The study and this thesis are similar in using Abraham Maslow's Hierarchy of Needs theory as a psychological analysis framework to understand characters in literary works. Both use a psychological approach to analyze the fulfillment of the main character's needs based on Maslow's theory. The main difference lies in the object of study; this thesis analyzes the novel *Heidi* by Johanna Spyri with a focus on the characters of Heidi, Clara, and Peter, while the study analyzes the novel *Charlotte's Web* by E.B. White with a focus on the character Wilbur. Additionally, this thesis also highlights the factors that hinder the main characters from fulfilling their needs, while the study focuses more on identifying the dominant needs of the main character.



study, written by Qiara Chayisa Syafira (2022), entitled *The Experienced by Elizabeth Harmon in Walter Tevis' Novel The Gambit*. The study uses Abraham Maslow's Hierarchy of Needs theory to analyze the needs experienced by Elizabeth Harmon, the main character in the novel *Gambit*. The results of the analysis show that Elizabeth experiences all five levels of needs in the hierarchy, namely physiological needs,

security needs, love and belonging needs, self-esteem needs, and reached the stage of self-actualization. In addition, the study also identified characteristics of people who have self-actualized, such as self-acceptance, need for privacy, spontaneity, and peak experiences. The findings confirm that although Elizabeth Harmon faced various challenges, she managed to reach her full potential as an individual. The researcher in the study used the same theory as this thesis, which is Abraham Maslow's hierarchy of needs theory as a psychological analysis framework. Both apply this theory to identify the extent to which the main character fulfills the various levels of needs in Maslow's hierarchy. However, the difference lies in the object of study and focus of analysis. This study analyzes the novel *Heidi* by Johanna Spyri, focusing on the process of fulfilling the needs of the main characters, namely Heidi, Clara, and Peter, as well as the factors that inhibit the fulfillment of some needs. Meanwhile, the thesis analyzes the novel *The Queen's Gambit* by Walter Tevis, emphasizing how Elizabeth Harmon, as the main character, successfully fulfills all levels of needs and shows the characteristics of individuals who have achieved self-actualization.

The third is by Dea Deffiar and Ratna Sari Dewi (2024), entitled *Moral Values in Johanna Spyri Novel 'Heidi'*. The research identifies the types of moral values in *Heidi's* novel based on Buzan's theory. The analysis results show that there are eleven types of moral values contained in the novel. The moral values are relevant to the current social and cultural context, although the novel was written in the 19th century. This research confirms that the moral values in *Heidi* are not only useful for readers in the past, but also very important in modern life to form a good and moral personality. The difference between that research and this thesis is the approach and focus of analysis used. This thesis uses Abraham Maslow's Hierarchy of Needs theory to explore the fulfillment of needs in characters, while the study focuses on the moral values contained in the story. The same thing is that both analyze the novel *Heidi* by Johanna Spyri as the object of study.

## 2.2. Theoretical Background

### 2.2.1. Intrinsic Elements



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Intrinsic elements are the components that construct a literary work from the primary foundation of the story, including characters, plot, setting, and theme. These elements are present and are interrelated to produce a complete and meaningful work. According to Nurgiyantoro (2018), intrinsic elements are components that form and define a work as literature, and can be felt when readers delve into it. A deep understanding of these

intrinsic elements is important in literary analysis because each component complements and plays a role in building the meaning and integrity of a work.

### a. Characters and Characterization

Characters and characterization are one of the most essential intrinsic elements in a literary work because these characters are the driving force of the story. Characters are divided into two main types: major characters and minor characters. The main character is the central figure on which the story focuses, has complex conflicts and emotional journeys, and is the main determinant of the plot's development. Meanwhile, supporting characters serve to complement and strengthen the context of the story, help build the setting and atmosphere, and clarify the main character's personality. Rasmi (2022) states that main characters play a central role in shaping the course of the story and developing the theme, while supporting characters help enrich the narrative and add depth to the social and emotional context of the story. This explanation emphasizes that both types of characters complement each other in building the narrative structure and meaning of literary works.

Main characters are typically portrayed with more detailed characterization and motivation, as they carry the central themes and moral messages of the literary work. On the other hand, supporting characters, although not given as much character development as the main character, still play an essential role in filling and strengthening the dynamics of the story. For example, minor characters can be friends, enemies, or figures who bring additional conflict that enriches the narrative and clarifies the main character's personality.

Characterization can be direct or indirect. Direct characterization provides an explicit description of a character's traits and characteristics, such as through narrative descriptions. Indirect characterization, on the other hand, is done through a character's actions, dialogue, thoughts, and responses to their surroundings. This approach allows readers to understand characters more deeply and subjectively, thereby enhancing the realism and depth of the story. As explained by Bulan and Dewi (2019), indirect characterization is often more effective in depicting

because it allows readers to interpret the characters, thereby emotional and cognitive engagement with them. This shows that indirect characterization techniques can make re involved and reflect on the meaning of the characters in a nal way.



As a whole, characters and characterization are crucial elements in shaping the dynamics and depth of a story. Both complement each other in developing themes, conflicts, and moral messages in literary works, making the analysis of these two types of characters essential for understanding the structure and meaning contained within the text.

## b. Plot

According to Adhitya (2010, as cited in Siregar et al., 2022), plot is a series of events that are logically connected based on cause-and-effect relationships to achieve a certain effect. This understanding emphasizes that good plot management is very important so that the story is not only interesting to follow, but also deeply meaningful. As an intrinsic element in literary works, plot functions as a framework that connects every event from the beginning to the end of the story. Through plot, readers can observe the development of conflict, character dynamics, and the climax of tension that conveys the message and moral intended by the author.

As defined by Nurgiyantoro (2018), the plot consists of five main parts—the exposition, rising action, climax, falling action, and resolution—all of which are logically and chronologically interconnected. These key components form the structure of a story's plot and are further explained as follows:

### 1. Exposition

The exposition introduces the setting, characters, and initial situation of the story. It provides the reader with the necessary background information to understand the context of the story and prepare them for the developments that follow. Typically, the exposition presents an overview of the story world and prepares the reader for the conflicts that will arise.

### 2. Rising action

At this stage, conflict begins to emerge and develop, adding tension to the story. Various events that cause conflict and challenges arise gradually, strengthening the characters' motivations and advancing the plot. Rising action is very important for maintaining the reader's interest and directing the story toward its climax.



### Climax

Climax is the peak of tension and conflict in a story, where the conflict reaches its highest intensity. At this stage, major actions or significant changes in the characters occur, which determine the final direction of the story. The climax is a key

moment that greatly determines the fate of the characters and the overall meaning of the story.

#### 4. Falling action

After the climax, the plot moves into a phase of decreasing tension. The conflict begins to find resolution, and the consequences of the characters' decisions begin to unfold. The falling action leads the story toward a solution and prepares the reader for the conclusion.

#### 5. Resolution

The final part of the plot, where all problems are resolved and the story reaches its conclusion. The resolution provides closure to the events and describes the final condition of the characters after going through the conflict. This conclusion usually conveys a moral message or reflection on the story as a whole.

It can be concluded that a systematic and coherent plot development process is crucial to the success of a literary work in conveying its theme and moral message. Each part of the plot has a specific function that shapes the framework of the story so that readers can understand and enjoy the dynamics of the story as a whole.

### c. Setting

The setting in a literary work is also an important intrinsic element because it describes the time, place, and social conditions in which the events of the story take place. The setting is not only a backdrop, but also shapes the atmosphere, reinforces characterization, influences the plot, and deepens the meaning and message of the story. As explained by Nurgiyantoro (2018), setting in literary works functions as an element that explains the context of place and time, thereby significantly influencing the course of the story and the development of the characters. With a clear and consistent setting, readers can understand and imagine the story's environment in a more vivid and comprehensive way.

#### 1. Setting of Place

Setting of place refers to the physical or geographical location where the events in a story take place, such as a house, city, village, or other specific place. The setting provides a visual and cultural context that builds the mood of the story and influences behavior and interactions of the characters. In addition, the setting can also reflect local cultural values and traditions that influence the characters and conflicts in the story.



## 2. Setting of Time

Setting of time indicates when the events of the story take place. It can be a specific time such as the hour, day, month, or a broader period such as a year, season, or specific era. The time setting provides a temporal context that influences the course of the story and the development of the characters, making the story feel more realistic and meaningful.

## 3. Setting of Social

Setting of social describes the social, cultural, economic, political, and customary conditions of the community surrounding the story and its characters. For example, the social setting can include social class, occupational background, lifestyle, and the norms and values embraced by the characters or the community in the story. The social setting plays a role in shaping the motivations, conflicts, and relationships between characters, as well as adding depth to the moral message in a literary work.

The setting in a literary work does not merely exist as the backdrop of the story; it is a vital element in constructing a complete and vivid fictional world. By encompassing place, time, and social context, the setting creates a framework that imbues each event and character interaction with deeper meaning. These three aspects of the setting complement one another in reinforcing the atmosphere, shaping the characters, and driving the plot forward in a harmonious way.

### d. Theme

The theme in a literary work is the main idea or central message that the author wishes to convey through the story, not just a topic, but a deeper meaning that serves as the moral or philosophical foundation of the narrative. According to Abrams and Harpham (2009), a theme is the central and unifying concept of a literary work, often a generalization about life or human nature, implying the universal significance and importance of the theme in shaping the unity of the story. Additionally, Eagleton (2008) asserts that themes carry underlying ideas and questions that encourage readers to reflect on and critique social and cultural



ies provide direction and unity to other intrinsic elements such as characters, plot, and setting, enabling readers to grasp the message or critique raised by the author. In practice, themes can be explicit or implicit, and examples include love, justice, struggle, and the conflict between good and evil. Nurgiyantoro (2015)

explains that a theme is the central idea or main concept that serves as the foundation of a fictional story and binds its parts together to form a cohesive and meaningful whole.

To conclude, theme is an essential element that makes literary works not only tell stories, but also convey values, social criticism, and reflections on life that stimulate the minds and emotions of readers. Therefore, mastery of the concept of theme will enrich the interpretation and appreciation of literary works as a whole.

### 2.2.2. Psychological Approach

The psychological approach is a scientific way to understand human behavior and mental processes by examining psychological aspects and the relationship between thoughts, feelings, and actions. Wilhelm Wundt, who established the first psychology laboratory in Leipzig in 1879, explained that psychology is the study of various experiences within humans, such as sensations from the five senses, thoughts, feelings, and desires (Saleh, 2018: 5). This approach focuses on the internal aspects of individuals in understanding human behavior systematically and became the initial foundation for the development of modern psychology.

Over time, the psychological approach has evolved with the emergence of new theories that deepen the understanding of the human mind and behavior. One important development was the theory of psychoanalysis proposed by Sigmund Freud in Vienna, Austria, around the 1890s. Freud emphasized the importance of the unconscious mind as the main force influencing human thoughts, feelings, and behavior. He also introduced the concept of a personality structure consisting of the id, ego, and superego. This psychoanalytic approach highlights how childhood experiences, internal conflicts, and unconscious drives shape a person's behavior and psychological disorders. In addition, the psychological approach continues to develop into various other fields, such as behaviorism, which focuses on observable behavior, and humanistic psychology, which emphasizes human potential and self-actualization (Martini, 2014).

At the heart of the psychological approach, particularly psychoanalysis, is an understanding of the human unconscious- the drives, desires, and feelings that nonetheless influence behavior. This approach explores character motivations as well as the deeper meanings of events, providing a deeper understanding of the psychological dynamics behind a person's actions and reactions. For scholars or researchers often interpret characters' motivations and behaviors in biographies and literary studies, exploring psychological



aspects that may not be explicitly revealed in historical accounts or literary texts (Endraswara, 2003). Psychoanalysis plays an important role in examining characters' motivations, unconscious desires, and inner struggles, so as to reveal deeper meanings in literary works and understand the psychological dimensions that shape stories (Ratna, 2007).

However, not all figures fully accepted Freud's views. The criticism and development of Freud's theory opened up space for new approaches in psychology. One figure who made an important contribution was Abraham Maslow, who rejected Freud's emphasis on unconscious drives and determinism in personality formation. Maslow developed a humanistic psychology that focuses on the full potential of the individual and the human ability to reach the highest level of development related to aspects of transcendence (Mustofa, 2022). In explaining the hierarchy of needs, Maslow asserted that human needs are arranged in stages ranging from physiological needs, safety, love and belonging, esteem, to self-actualization, and each stage must be fulfilled before moving on to the next stage (Maslow, 1943).

Humanistic psychology adds an important dimension in understanding human behavior by emphasizing potential and self-actualization as the highest need in the hierarchy of human needs. According to Maslow, humans are not only influenced by unconscious drives or external stimuli, but also by the desire to develop positively and achieve complete self-fulfillment (Maslow, 1943). The humanistic approach views humans as dignified beings who have the freedom and responsibility to determine their own development and strive to achieve a meaningful and mentally healthy life. As such, humanistic psychology enriches psychological approaches by focusing on the positive aspects and personal growth, not just on internal conflicts or visible behaviors.

In a literary context, humanistic psychology is used to explore the motivations, inner conflicts, and self-actualization processes experienced by the characters in the story. The first step in analyzing a literary work is to identify the main character and explore the background of the character's needs. Next, writers understand Abraham Maslow's hierarchy of needs theory, which consists of five levels of needs, ranging from physiological needs to self-actualization. After that, the writer identifies relevant data in the literary text that shows the fulfillment or dissatisfaction of the character's



h level. Then, the data was grouped based on the levels of  
ling to Maslow's hierarchy to facilitate analysis. Finally, the  
es and explains the findings by linking the character's  
condition and the character's personal growth process to  
aracter's psychological and existential dimensions in depth.  
istic psychology not only plays a role in psychotherapy and  
also becomes an effective analytical tool in literary studies to

comprehensively reveal the psychological and existential layers of characters.

### 2.2.3. Maslow's Hierarchy of Needs

Abraham Maslow, a humanistic psychologist, developed a personality theory that emphasizes the importance of fulfilling human needs. His famous theory states that every individual has the potential to develop into a whole person by fulfilling needs gradually. After one need is met, the next need arises to encourage further development until reaching self-actualization (Azzahra & Asfari, 2024).

Maslow's hierarchy of needs theory describes human needs in the form of a tiered pyramid. From birth, humans are driven to self-actualize, which is the top of this hierarchy (Annajih et al., 2023). The level of needs starts with basic physiological needs, safety, love and belonging, and self-esteem, with self-actualization as the ultimate goal.

#### a. Physiological Needs

The most basic need for humans is the need to maintain physical survival, such as food, drink, shelter, sex, sleep, and oxygen. This need is instinctive and becomes the main motivation in human behavior because it must be met first before other needs can be prioritized (Sukmadinata, 2016: 121).

This is also seen in the condition of people who experience hunger; they tend to think about food and how to fulfill it constantly. Their thoughts and attention are almost entirely focused on fulfilling these basic needs, so other needs become less important until these physiological needs are met. This phenomenon shows how strong and dominant physical needs are in directing human behavior.

According to Maslow (1943), "*basic physiological needs are the most urgent group of needs to fulfill because they are directly related to biological maintenance and survival.*" In his hierarchy of needs, these needs are the foundation for higher needs, such as security, social relationships, appreciation, and self-actualization.

This explanation confirms that without the fulfillment of physiological needs, individuals will not be able to focus on other more advanced needs. These needs are the main foundation that must be met first to function optimally and continue developing to higher levels of Maslow's hierarchy. Therefore, the fulfillment of physiological needs is considered a top priority in human life.



### b. Safety Needs

The next hierarchical level of human needs is the need for safety or security. Humans can be motivated to fulfill their need for security after their physiological needs are met. These needs include protection, security, stability, and freedom from fear. The sense of security in question includes physical security (such as avoiding crime, threats, or terror) as well as psychological (such as not being bullied, not being scolded, or not being humiliated) (Azizah et al., 2024: 96-97).

The need for security has different characteristics compared to physiological needs, mainly because the need for security can never be met in excess. For example, physiological needs such as hunger will stop once a person has enough food and feels full. However, the need for safety does not tend to persist and is never fully satisfied. In situations such as natural disasters, even though humans try to protect themselves as much as possible, fear and worry still arise because the threat cannot be totally eliminated.

Maslow (1954) stated that the need for security is especially important during childhood. Children have a low level of alertness and rely heavily on adults to provide physical and emotional protection. Children express the need for security through various behaviors, such as crying when they are afraid, clinging to parents, or showing anxiety in new and unfamiliar environments. Maslow emphasized that when security needs are met, children will feel comfortable and emotionally stable, which allows them to develop optimally and build self-confidence. Otherwise, if this need is not met, the child may experience emotional instability, excessive fear, and difficulty in social interaction. Therefore, a consistent, loving, and predictable environment is essential to fulfill a child's need for security so that they can grow into psychologically and socially healthy individuals.

### c. Love and Belonging Needs

The third need in Maslow's hierarchy is the need for love and belonging. In Goble (1987), Maslow asserts that love is the state of being deeply understood and wholeheartedly accepted. After physiological and safety needs are met, humans are driven to establish meaningful social relationships. These needs include the desire to be loved, receive and feel part of a group such as a family, friends, partner, or community. As social beings, humans require interaction with others to ensure their emotional and psychological well-being. Without adequate relationships, an individual can feel isolated and lose the meaning



Fulfilling this need makes a person feel valued and accepted in their social environment. Warm and affectionate relationships provide emotional support that reduces loneliness and isolation. Close friendships, harmonious families, and healthy romantic bonds can strengthen self-confidence and emotional stability. However, the absence of such relationships can lead to loneliness, social anxiety, and depression, which hinder personal development and the attainment of higher needs.

In addition, this need motivates humans to be active in social groups and build wide networks. Through social interactions, individuals learn values, norms, and roles that aid adaptation to the environment. Community involvement provides a sense of purpose and identity, which is important for mental health and happiness. For example, participation in the arts community, sports, or social organizations provides not only emotional support but also meaning and contribution to something bigger (Sunarya, 2022). In the process of human growth, fulfilling the need for love and belonging plays a major role in the formation of healthy character and social skills, especially in children who are raised in an atmosphere full of love and support.

#### d. Self-Esteem Needs

The fourth need in Maslow's hierarchy is known as the need for esteem or self-esteem. After physiological, safety, and social needs are met, individuals begin to be driven to fulfill the need for esteem, including self-confidence, self-esteem, and recognition from others. These needs include two main aspects: esteem that comes from the inside, such as self-confidence, independence, and personal achievement; and esteem that comes from the social environment, such as status, reputation, and recognition.

According to Maslow (1943), "*esteem needs include self-respect and respect from others, which includes prestige, status, and recognition.*" Fulfillment of self-esteem needs plays an important role in forming a healthy and stable sense of self-worth. Individuals who feel valued and recognized tend to have high self-confidence and are able to carry out their social roles well. Otherwise, if this need is not met, an individual may experience feelings of inferiority, insecurity, anxiety, and even depression, which can negatively impact psychological well-being and the ability to thrive. These esteem needs become an important motivation for achievements and recognition that can strengthen one's identity and self-esteem.

Maslow also distinguishes two types of esteem needs, namely the one that involves the need for recognition and status from others,



and the upper type that relates to self-esteem, such as freedom and special abilities that individuals have. He explained, “*Rewards that come from within oneself are more stable and durable than those that depend on the judgment of others*” (Maslow, 1954).

When these reward needs have been met, individuals will be driven to achieve the highest need in the hierarchy, which is self-actualization. At this stage, a person seeks to develop their full potential and become the best version of themselves. Thus, self-esteem becomes an important foundation that allows a person to step into the self-actualization stage and achieve deeper satisfaction and meaning in life.

#### e. Self-Actualization

The last need in Maslow's hierarchy is self-actualization, which is the pinnacle of meeting human needs. Self-actualization is the process by which a person becomes the best version of themselves by fully developing their unique potential, talents, and capacities. In Francis and Kritsonis (2006), Maslow defines self-actualization as “*The desire to become more and more what one is, to become everything that one is capable of becoming.*” Individuals who reach this stage will seek to realize their highest potential and personal achievements in various areas of life.

However, to reach the self-actualization stage, individuals must first fulfill the four basic needs that are below them in the hierarchy, namely physiological needs, the need for safety, the need for love and belonging, and the need for appreciation or self-esteem. Liu and Han (2013) point out that “*the gradual fulfillment of basic needs is an important foundation before individuals can pursue higher-level aspirations and self-actualization.*” In other words, self-actualization can only be achieved after these basic needs are met.

Based on Maslow's research on historical figures, self-actualized individuals have several characteristics, such as psychological independence, objective perception of reality, acceptance of self and others, spontaneity, focus on external issues, need for privacy, autonomy, appreciation of simplicity, peak experiences, social attachment, deep relationships, democratic character, ability to distinguish means and ends, philosophical humor, creativity, and resistance to cultural pressure. These traits reflect emotional maturity, wisdom, authenticity, and social concern,

em to live authentically, meaningfully, and positively contribute to the world.

First, self-actualization is the culmination of a journey of fulfilling needs that can only be achieved if basic needs have been met.

Individuals who achieve self-actualization will live more meaningfully, use their talents optimally, and feel deep inner satisfaction.

