



HOLISTIC EDUCATION IN GRETA GERWIG'S "LITTLE WOMEN"

Alfianita Pramudyani¹, Restu Arini²

*alfianitaap@gmail.com

Universitas Mercu Buana Yogyakarta, Indonesia

ABSTRACT

Holistic education is an approach that appreciates all the aspects of human potencies. As the first teachers of the children, parents are the ideal models who should grow the children holistically. This study aims to discuss the portrayal of holistic education in *Little Women*, a movie by Greta Gerwig. The main focus of this study is 1) underlining how holistic education became the standard in raising the four daughters in the novel, and 2) the impact of holistic parenting towards their adulthood. To solve the problem, a library study and in-depth analysis are taken and a descriptive-qualitative method is used. The study reveals that 1) within the childhood to adolescence, the parents raise their daughters by fulfilling all aspects of children development – not only their physical but also the four quotients in holistic education: intellectual (IQ), mental or spiritual (SQ), emotional (EQ), and adversity (AQ) and also social ability; thus, 2) the implementation of holistic education gives a very positive impact towards the daughter; makes the daughters capable of facing the demands and challenges of their life especially when they cope problems appears in their career, society and marriage life.

Keywords: holistic education, humanity intelligence, parenting.

INTRODUCTION

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

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

Moreover, getting involved as part in society (learning to live together) means respect and appreciation to the diversity of the human race and cultures with caring (Sanny, 2017).

*Corresponding Author

Alfianita Pramudyani

Email: alfianitaap@gmail.com

This requires social and emotional quotients in which as human, we have to be able to control our emotions during the interaction with people. When they are able to interact and control at the same time, they create a social development (social quotient) as they learn to communicate with others and process their behaviours as they mature and recognize their own identity within their group (Kihlstrom & Cantor, 2019). All the quotients above will lead to one value that develops the best version of man (learning to be), with his personality, the complicity of his forms of expression and his various commitments (Saw, 2013) and become more complete by the involvement of God in life for balance and inner peace in life (spiritual quotient).

Children are like an empty canvas that starts feeling up the day they open their eyes; they learn, adapt, and imitate the things from people in the family, neighbourhood, school, and other places (Meltzoff, 1999), but the first education that children get is from the family. In the family, they have parents as the role whose behaviour will be imitated or adopted by the children. The way parents act and interact with their children might have a big impact on the children's development that will continue till they grow up even in their adult life. As the first persons who are responsible for the education of the family (Sunarni & Rosita, 2018), parents are supposed to give primary knowledge and teach the children about all the things they need. This is the ideal process of raising children. Children who are raised holistically will have the confidence to be in an unfamiliar phase and places, be responsible, have critical thinking and discipline, become more caring to others, have better communication and proactive, and of course wide knowledge (Hare, 2010).

In contrast, children who are raised without concerning holistic education from parents could show different results, e. g, when the parents put too much attention to one quotient will reveal no significant outcome on their development. Too emphasizing on the IQ value will bring the children academically noteworthy but fail and incapable of doing social skills or having less social skills (Gondal & Husain, 2013). Not only that, as the spiritual quotient is the source of all human intelligence, children who lack spirituality will have a decreasing moral (a moral crisis). They reveal their actions with no empathy and sympathy, absence of responsibility, etc. (Jumala, 2017). Children need to have a balanced education; intellectually, emotionally, spiritually.

Unfortunately, not all parents are aware about their duty as a parent and educator for children. They forget to put the knowledge about having non-academic skills for their well-being in the future. The parents are like only sending the children the tutor for a certain subject, but after home to check their condition. There is no interaction between parents and children that also helps their social ability. A study by Kiral (2020) showed that parents who forget their duty most likely do not monitor the physical development needs of their children, applied violence to their children, and do not give discipline and affection (Kiral, 2020). Holistic development needs the balance between parents' duty and children's right. Children's rights and parents' duty are always side by side. Parents' duty is to fulfill children's rights. Parents who have awareness or knowledge about that tend to have great relationships with their children (Wat, 2015). The outcomes that are shown from how parents treat their children are all shaped between parents and children's relationship. To fulfil to the varied needs in children's rights, parents must develop both depth and breadth of knowledge, since their development relies on how parents treat them.

"Little Women", an adaptation film from a novel with the same title released in 2019 by Greta Gerwig, told a story about holistic education through a heart-warming family. The four sisters – Meg, Jo, Beth, and Amy begin in their youth after their father was sent to the Civil War and were raised by her mother, Marmee who led the daughters to be the best version of themselves. The moment and relationship between the mother and daughters that was built up during Marmee's growing the March and also values that have been taught to the girls become the core of this study. Therefore, this study is aimed to discuss how holistic education is implemented through the way Marmee raised her children in Little Women movie directed by Greta Gerwig.

The quotients of holistic education

Holistic education discussed in this study focuses on four quotients: IQ, SQ, EQ and AQ, and another quotient that is important in life – social quotient. Quotient means someone's skill to solve problems, develop new problems to solve then make it useful as a lesson from that problem faced in life.

1. Intellectual Quotient

Intellectual Quotient (IQ) is described as someone's ability or capability to think, solve problems with his or her knowledge that they get from the education field (Labola, 2018). This quotient has three components according to Stenberg, namely problem-solving (having the knowledge and ability to make decisions, solve the problem optimally), verbal intelligence (showing curiosity, intellectual and comprehensive), practice intelligence (know and realize their skills, goals, how to reach the goals, having big interest outside the world) (Nur & Saputro, 2019).

2. Spiritual Quotient

According to Howard Gardner's conceptualization, a spiritual quotient is defined as a critical problem-solving ability that involves spiritual value (Mahmood, Arshad, & Ahmed, 2018). This aspect is related to the relationship between humans and the Creator – God that makes an individual be able to become wise, keep peace in his/her. The characteristic in spiritual quotient covers six important points: 1) awareness -the ability to realize the existence of God and his creation, understanding through prayers, religious practice, and intuition; 2) gratitude, the ability to live life religiously and gracefully, keep in faith; 3) transcendence -having sacred the life experience, accepting and showing love to one another with respect; 4) truth which is known as being open-minded, open-hearted, appreciate diversity; 5) patience, the ability to have patience, acceptance, less of egoity; 6) and self-guidance -act wise, brave, honest, and accept the value openly (Fiah, Anwar, & Wekke, 2021).

3. Emotional Quotient

The ability to be capable of managing emotion and feeling effective when working, interacting, and or having relationships with other people is known as the emotional quotient (Nur & Saputro, 2019). Goleman explains that the emotional quotient covers five abilities: self-awareness (the ability to recognize the potential in his or hers), self-regulation (the ability to manage the emotions), motivation (know how to motivate yourself), empathy (the ability to recognize people's emotions, feeling, and situation), and social skill (the ability to interact socially) (Efendi & Sutanto, 2013).

4. Adversity Quotient

Adversity quotient refers to someone's intelligence to solve the difficulties that occur in his or her life (Fadhila & Gistituati, 2019). People, who successfully apply AQ, perform optimally in the face of adversity and the challenges that confront us each day which can be seen by these types: a quitter (someone who try to get away or avoid the problems), a camper (someone who did not want to risk too much and feel satisfied with the condition that has been achieved today), a climber (someone who has a goal or target) (Ahmar, Rahman, & Mulbar, 2018).

5. Social Quotient

According to Thorndike, social intelligence is the ability to understand and manage men and women, boys and girls – to act wisely in human relationships (Kihlstrom & Cantor, 2019). It develops from experience with people and learning from success and failures in the society people live. Goleman in (Wawra, 2009) mentions two components in social quotient; they are social awareness (what we sense about others), and social facility (a competent intercultural communicator).

METHODS

This study applied the descriptive qualitative method which analyzed the film by understanding the scene and dialogue as well as identifying the meaning. This method

focused on the analysis of textual data rather than numeric data (Elliott & Timulak, 2005). It went through “a comprehensive summarization of specific events experienced by individuals or groups of individuals” (Elliott & Timulak, 2005) and understanding social life aspects.

The primary data was the Little Women film itself which was released and directed in 2019 by Greta Gerwig. The data was gained and analyzed using content analysis which is the study of the content with reference to the meanings, contexts and intentions contained in messages (Roberts, 2015). This study was done by watching the film and reading the script as primary data, identifying the topic from the study, establishing content categories, collecting data, analyzing and categorizing content data, and providing results on pedagogical terms.

FINDINGS AND DISCUSSION

Holistic education in this movie was performed by the mother character, Marmee, who was described as a warm, pleasant, responsible, and tough woman. She, herself, looked after her four daughters through the hard times of the Civil War to replace her husband’s absence. She worked hard not only to fulfil the family with food and basic needs but also with the love and education for the daughters. The way Marmee raised the daughters and the impact of her parenthood become the highlight of the discussion.

The Quotients in Holistic Education shown by Marmee

The implementation of holistic education in the Little Woman movie covers the main four quotients: intellectual quotient (IQ), spiritual quotient (SQ), emotional quotient (EQ), adversity quotient (AQ), and social quotient.

Table 1. The Quotients portrayed in Little Woman’s movie

Human quotients	Components	The March sisters	Human quotients	Components	The March sisters
Intellectual quotient	problem-solving	✓	Adversity quotient	quitter	X
	verbal intelligence	✓		camper	✓
	practice intelligence	✓		climber	✓
	Spiritual quotient	awareness	✓	Emotional quotient	self-awareness
	gratitude	✓	self-regulation		✓
	transcendence	✓	motivation		✓
	truth	✓	empathy		✓
	patience	✓	social skills		✓
Social quotient	social awareness	✓			
	social facility	✓			

1. Intellectual Quotient

The intellectual quotient portrays someone’s ability to think, to solve problems with the knowledge that he gets from the education field (Labola, 2018). This quotient covers three components such as problem-solving, verbal intelligence, and practice intelligence which is all found in the March sisters.

Each of the March sisters came up with the story that they are well educated even though one of the girls – Beth in the family studied with her older sister – Jo. Marmee gave the freedom to the daughters: power and the right to act, speak and make their own decisions. She never forced them to be like what she wanted. She allowed the girls to get new things from the outside. This Marmee's attitude brought Meg, Jo, Beth, and Amy knowing what they wanted to achieve in the future since they were young.

Excerpt 1

Mr Brooke : "(aside to Marmee) Do you think this is a good idea, her going away like this? "

Marmee : "Girls have to go into the world and make up their own minds about things."
(54:55 to 54:59)

As the strongest girl in the family, Jo gained so much confidence from Marmee and believed that women could do anything as men do. She was full of confidence and had a strong intention to achieve her ambitions. Her curiosity even forced herself to always keep her dream along with her whenever and wherever she could make it. The practical intelligence was also in Jo's soul. She knew how to reach the goal that empowered her to struggle with it and no one could stop her even her aunt – Aunt March. It was crystal clear seen in the entire film. In the film, Gerwig gave many scenes that indicated Jo's passion. Jo developed her intellectual quotient really well as she got so much support from her mother and her other siblings. Holistic education can be successful if they are full of support from the family, school, and society.

Excerpt 2

Aunt March: " You mind yourself, dearie, one day you'll need me and you'll wish you had behaved better. "

Jo : " Thank you, Aunt March, for your employment and many kindnesses, but I intend to make my own way in the world". (35:16 to 35:26)

While Jo knew what she should do and act, her youngest sister – Amy also had the power to achieve her goal. She went to Paris with Aunt March and took a painting lesson as the reason when she was a kid; she wanted to be the best painter in the world. Other than that, she knew how to use her knowledge about viewing the perspective of being married with her position as a woman. This was proven by this scene below:

Excerpt 3

Amy : "Well, I believe we have some power over who we love, it isn't something that just happens to a person. "

Laurie : " I think the poets might disagree. "

Amy : " Well. I'm not a poet, I'm just a woman. And as a woman, I have no way to make money, not enough to earn a living and support my family. "

Amy : (cont'd) "Even if I had my own money, which I don't, it would belong to my husband the minute we were married. If we had children, they would belong to him, not me. They would be his property. So don't sit there and tell me that marriage isn't an economic proposition, because it is. It may not be for you but it most certainly is for me. " (01:05:39 to 01:06:25)

Talking about practical intelligence, it is also related to someone's capability to deal with the difficulty. The March family understood how they could manage any obstacle. When the March sisters were not getting a proper school, Marmee provided lessons and gave the daughters to make their own way to choose the education. Marmee also sent her daughter – Amy to the school but ended up with the kind of homeschooling that Jo

used as a teacher for Amy and Beth. That was how Marmee solved the education matter in her family. Thus, they were well educated. Marmee wished the best for the daughters.

Excerpt 4

Marmee : "You are not to attend that school anymore."
 Jo : "Good, that man has always been an idiot."
 Marmee : "Jo will teach you."
 Jo : "ME?! I already teach Beth!"
 Meg : "You're a good teacher."
 Mr Brooke : (trying with Meg) "Yes, women being taught at home is much more proper, I believe." (39:23 to 39:33)

Jo's character in the movie seemed more prominent than the other characters unlike their sisters. She became a tutor in New York and regularly wrote stories then sent them to the publisher. One time she sent her writing after Beth's died, she got notice to discuss printing and the copyright. She really understood what she wanted with her book by making a negotiation with Mr Dashwood. She smartly makes deals not only because of the family matters that need money in a rush but also, she knows the writing is precious for her. She sells her story from a heroine into marriage for many, it means that she is taking risks for herself and her family.

Excerpt 5

Dashwood : "No, I'll give you \$500 dollars right now to buy out the copyright."
 Jo : "The copyright?"
 Dashwood : "It's the right for re-printing, that sort of thing, sequels, the characters for other stories."
 Jo : "Might that be worth something?"
 Dashwood : "Well, again, only if it's a success."
 Jo : "I see. It seems like something I would want to own."
 Dashwood : "Doesn't your family need the money more immediately?"
 Jo : "They do, which is why I wanted upfront payment."
 Dashwood : "I'll only pay for the copyright."
 Jo : "You keep your \$500, and I'll keep the copyright, thank you. Also, I want ten percent of royalties."
 Dashwood : "Five-point five percent and that is very generous."
 Jo : "Nine percent."
 Dashwood : "Six percent and that's it."
 Jo : "If I'm going to sell my heroine into marriage for money, I might as well get some of it."
 Dashwood : "Six-point six percent."
 Jo : "Done."
 Dashwood : "And you don't need to decide about the copyright now."
 Jo : "I've decided. I want to own my own book." (02:05:26 to 02:06:19)

Jo also presented the ability to make the right decision. When Aunt surprisingly left Jo March her big house as a gift because Jo March thought Aunt March hated her. Rather than choosing to sell the house, Jo March chooses to open a school for boys and girls instead for the reason that the March sisters never had any proper schools. She cares about her family and others' education that might have the same experience as her and her sisters. She decides carefully about what she is going to do with the house. Children when raised and taught by holistic education will be more critical and choose the decision carefully.

2. Spiritual Quotient

A spiritual quotient defines individuals' ability to have critical problem-solving that involves spiritual value (Mahmoudi et al., 2012). It places attitude and human life in a broader and richer meaning and measures that someone's way of life is more meaningful compared to others' and also the relationship between them and The Creator. In the movie, the March family was pictured as a religious family who had a strong faith and always did everything with their heart. They had good spiritual quotients which meet almost all characteristics: awareness, transcendence, gratitude, patience, and self-guidance.

The awareness that refers to acceptance of the existence of God is shown from the religious practices performed by the March family. Both in good or bad situations Marmee always told the girls to involve God; when Beth – her third daughter got Scarlet fever getting worse; she prayed for Beth recovery in the silence and believed that Beth would recover soon (scene 01:27:15). During Christmas, they performed prayers at the church. "All of the "proper" people of Concord are entering the local church, serving God in the traditional manner. The March family walks by, actually doing the Christ-like thing, instead of performing their faith (29:53 to 31:00)".

The March family showed transcendence characteristics in their daily lives by helping others. They care so much about the people that are not even in their blood relation like what they did to Hummel's family on Christmas morning. They gave all the good things to Hummels. In fact, the girls were waiting for the Christmas breakfast together with Marmee but they did that instead. Besides, the March family always show gratitude by doing prayers which meant they were optimistically in faith. Jo March also gave the example of being optimistically in faith and patience when Beth was getting worse; she asked her to always fight to the end and be brave to face her condition. She took care of Beth with love and support patiently.

All the March girls had their own self-guidance. Self-guidance underlined the wise action, braveness, honesty, and accepting the value openly. Those could be seen from their personalities; Meg always showed her wisdom as the eldest in the family; while Jo with her braveness and acted with honesty. The creativity from both Beth and Amy mae them have their own way to be happy.

Besides those values, they also learnt the truth characteristic from Marmee. The truth characteristic highlighted the ability to be open-hearted. When Jo had a quarrelsome with Amy because Amy burned Jo's writing after not being invited to go to the theatre with Laurie and Mr Brooke, Marmee told Jo to forgive Amy. In fact, even it was hard to do. Marmee taught the value of truth although her daughter could not make it at that time. The daughters learnt by time.

Excerpt 6

Marmee : "Don't let the sun go down on your anger. Forgive her. Help each other, and you begin again tomorrow."

Jo : (running from the room) "She doesn't deserve my forgiveness. I will hate her! I will hate her forever!" (48:46 to 49:06)

3. Emotional Quotient

Gerwig put so much effort when creating the characters that really have the emotional tension in characters. In the movie, Marmee taught her children to grow the emotional quotient by showing empathy, social skills, motivation and self-regulation.

Empathy is taught by Marmee through words and real action so her four daughters can take it as an example. She would ask the daughter to take care of each other especially when one of them is having difficulties or getting injured. She would not let the

family face the problems or sickness by themselves without family support. When Meg sprinkled her ankles, Marmee asked Beth and Amy to help Meg, the eldest sister. Although they are younger than Meg, still Marmee teaches them about the importance of empathy, especially in the family.

Excerpt 7

Amy : "Clear that chair"

Jo : "You're supposed to be asleep"

Marmee : "Help your sister then back to bed" (16:40 to 16:46)

Marmee educated the girls not only to help families in pitiful situations but also assisted others who are in difficulty. The March family had a tradition of giving food and taking care of the Hummel family who lived in poverty. Marmee sent the girls to bring food and blankets to Hummels as Christmas' presents for them.

Excerpt 8

Jo : "What?"

Meg : "What is it?"

Marmee : "Not far from here lives a poor young woman, Mrs. Hummel. Her five children are in one bed to keep from freezing, and there is nothing to eat. My girls, will you give them your breakfast as a Christmas present?" (28:53 to 29:10)

Being not easily angry with siblings is one of the examples of self-regulation which refers to the ability to control or redirect disruptive impulses and moods (Efendi & Sutanto, 2013). This ability was shown by Jo March very well after several years of learning it from Marmee. Jo portrayed her self-regulation in scene 44:34; she got back from New York and found out that Amy was not back from the trip, in fact, Beth was in the worst condition. Marmee told her to control her temper and Jo tried hard to stay calm as suggested by Marmee because she realized that her anger would not change anything.

Excerpt 9

Jo : "When is Amy coming home?"

Marmee : "We didn't want to worry her."

Jo : (sharply) "Does she not know?"

Meg : "Beth insisted we not tell her because she didn't want to ruin Amy's trip."

Jo : (rueful) "Amy has always had a talent for getting out of the hard parts of life."

Marmee : "Jo, don't be angry with your sister..." (44:16 to 44:37)

In other scenes, Jo March, a teenager who loved writing and wanted to be a writer, emotionally exploded when Amy burned her stories just because Amy was not invited to go to the theatre while Jo and Meg went with Laurie and Mr Brooke. Jo could see that Amy did it to her as revenge. She was very angry and a fight between her and Amy happened. Even Jo promised that she would not forgive Amy forever. Yet, Marmee approached her to calm down her anger and tried slightly pushing Amy to ask forgiveness from Jo because Marmee thought what Amy did was wrong thus she needed to apologize. What Marmee did was showing her effort to Jo to practice her self-regulation in facing a hard loss.

Excerpt 10

Marmee approaches the bed.

Marmee: "Don't let the sun go down on your anger. Forgive her. Help each other, and you begin again tomorrow."

Jo : (running from the room) "She doesn't deserve my forgiveness. I will hate her! I will hate her forever!" (48:46 to 49:06)

Besides empathy and self-regulation, this family also has social skills that become the components of their emotional intelligence. The March sisters decided to make friends with Laurie even though at first Beth still felt doubting him.

Excerpt 11

Jo : "His grandson Laurie put the idea into his head! I know he did. We should make friends with him."

Beth : "Boys scare me. And that big old house scares me."(31:30 – 31:38)

Jo : "... I wish to propose the admission of a new member. One who highly deserves the honour, would be deeply grateful and would add immensely to the spirit of the club. I propose Mr Theodore Laurence!"

Meg : "We don't want any boys. This is a club for ladies."

Beth : "I think we should do it, even if we are afraid. I say yes. It's Laurie!" (41:49 – 42:09)

Meg March who loved to be in the surrounding people joined the dance party in Moffat's house to build the connection and relation. Not only that, but Jo also went to New York creating a new circle and relation with the redaction and Mr Bhaer. Surprisingly, Beth who always stayed at home and played the piano all the time decided to make friends with Mr Laurence.

The motivation soul also appeared in the way Jo and her sisters lived. This led the girls to know how they motivate themselves, ready to sacrifice for meeting their goals. Jo motivated herself to always do the writing so that she became a writer by selling stories. She was ready to sacrifice anything, especially for her family.

Excerpt 12

Friedrich : "No one gets ink stains like yours just out of a desire for money.

Jo : (embarrassed, retreating) Well my sister Amy is in Paris, and until she marries someone obscenely wealthy, it's up to me to keep the family afloat. Goodbye."

Friedrich : (staring up after her) "Goodbye." (05:43 to 06:01)

Jo : "Take this and find her the best doctor you can."

Marmee : "No, you need this money to live in New York."

Jo : "shaking her head) I'm not going back. I'm using the rest to take her to the sea and get her strong."(44:02 – 44:10)

Jo's motivation also went up and down moreover when she lost Beth. Yet, one time she realized that Beth said to always write a story for her even though no one would read it. Beth was the reason behind Jo waking up from a big loss.

Excerpt 13

After Beth dies, she packages and cleans her things up until she finds one last piece, and is about to give it over to the fire when she reads on the top of the book, it was written: "For Beth." She stops. Jo makes her way up to the attic, and sits in her old writing chair, looking at the story. She takes a fresh sheet of paper and starts writing. She keeps writing day and night until she finishes it and sends it to Mr Dashwood.

She writes all night, and into the next day, piling up page after page. She spreads them out in the attic, like a quilt, building outwards. Candles are lit and re-lit, the sun rises and sets. Marmee brings her some food and then leaves her alone. Jo nods off for a

second then keeps writing. She revises, she scratches out, she changes orders. She falls asleep on her blanket of papers.

She's reconnected with her childhood, and out of the depths of despair has found hope and inspiration. Jo finishes and carefully ties up the first few chapters of this experiment... (01:51:04 to 01:54:20)

4. Adversity Quotient

Adversity quotient (AQ) that is defined as someone's intelligence to overcome the difficulties that occur in both career and life (Fadhila & Gistituati, 2019) is also presented in the movie. Among the three types of AQ: Quitter, Camper, and Climber, the most dominant AQ owned by the March daughters are camper and climber. Jo and Amy were the climbers, the ones who really wanted to face their problems in their own ways and always have goals in their life; whereas, Meg and Beth are the campers who felt more comfortable with the current condition.

Climber is a type of individual who never stops learning and growing. They are not tired of pursuing their life goals. Thus, Marmee encouraged her daughters to become strong women who could face every problem wisely and experienced a learning process in their life. They should have been able to make changes in mastering certain skills, attitudes, and get new knowledge.

Indirectly, through his letter on Christmas morning Father told Marmee to lead the daughters to be loving children, brave, the best version they can be; because Father knows Marmee is the best role model and hope in the family. The letter is hope from Father while he is on his duty to serve his country. It occurs in scenes 32:39 to 32:59.

Excerpt 14

Marmee (V.O.) : "...I know they will be loving children to you, do their duty faithfully, fight their enemies bravely..."

Marmee (V.O.) : "...and conquer themselves so beautifully..." (32:39 to 32:59)

Jo March, the climber who seemed very understanding of her family's condition, decided to go to New York to achieve her dream as a writer. This showed that Jo had the type of AQ as a climber. She did not give up on her dream and life. In New York, she was not only writing but also became a tutor in her boarding house. She kept her family financially afloat while Marmee took care of Beth and Amy having a trip to Europe accompanying Aunt March.

Excerpt 15

Jo : "My students need me."

Friedrich : Always working.

Jo : (joke-dramatically) "Money is the end and aim of my mercenary existence."

Friedrich : No one gets ink stains like yours just out of a desire for money.

Jo : (embarrassed, retreating) "Well my sister Amy is in Paris, and until she marries someone obscenely wealthy, it's up to me to keep the family afloat. Goodbye."

Friedrich : (staring up after her) "Goodbye." (05:43 to 06:01)

Another proof that Jo was a climber in the family when Aunt March asked her to go to Paris with her but ended up with Amy that went to Paris. She keeps her sadness and tries to give the best smile she can to Amy and being happy for her. The adversities not only come to Jo's life but many times. She lost her little sister – Beth due to Scarlet fever that weakened her heart, which made Jo have to return to Concord to take care of her.

She gave everything to Beth to get her better. She took Beth to the sea, found the best doctor for her, wrote a story; but in the end, Beth died. She felt so lonely but one day she realized that she had to get up from the hardest loss. She found her writing draft written "For Beth", from that she got the motivation to write again. She remembered what Beth told at the sea "Do what Marmee taught us to do. Do it for someone else." (01:10:01 – 01:10:04)

Excerpt 16

After Beth dies, she packages and cleans her things up then until she finds one last piece, and is about to give it over to the fire when she reads on the top of the book was written: "For Beth." She stops. Jo makes her way up to the attic, and sits in her old writing chair, looking at the story. She takes a fresh sheet of paper and starts writing. She keeps writing day and night until she finished it and sends it to Mr Dashwood.

She writes all night, and into the next day, piling up page after page. She spreads them out in the attic, like a quilt, building outwards. Candles are lit and re-lit, the sun rises and sets.

Marmee brings her some food and then leaves her alone. Jo nods off for a second then keeps writing. She revises, she scratches out, she changes orders. She falls asleep on her blanket of papers.

She's reconnected with her childhood, and out of the depths of despair has found hope and inspiration. Jo finishes and carefully ties up the first few chapters of this experiment... (01:51:04 to 01:54:20)

The type of AQ – camper is shown by Beth, the third child in the family. She felt comfortable with all the things she had and just wanted her family to always be together and happy.

Excerpt 17

Beth : "My wish is to have us all to be together with Father and Mother in this house - that's what I want."

Amy : (under her breath) "Beth is perfect."

Meg : "SHHHHHH."

Jo : "What about your music, Queen Bess?"

Beth : (blushing) "I only do that for us, I don't need anyone else to hear it."

Amy : (trying to shape her nose) "You must not limit yourself."

On the other hand, the youngest – Amy was a climber the same as Jo. She tried to reach her goal as a painter and learnt everything while having a trip with Aunt March in Paris. In contrast, Meg portrayed a kind of individual who in camper type. She decided married with John Brooke, she knows the consequences that she will face. She has the belief that everything will be alright if she does the thing with John Brooke. She finds her home in John Brooke, someone with who Meg wants to struggle within her life. She knows her passion for becoming an actress on the stage as stated in Jo scene 01:31:51 when the day Meg marries John Brooke but she gives up and sacrifices everything to spend her life with marrying John Brooke – a poor tutor man.

Excerpt 18

Jo : "And you, you should be an actress and have a life on the stage. Let's run away together."

Meg : "I want to get married."

Jo : "WHY?"

Meg : "I love him."

Jo : (angry) "You will be bored of him in two years and we will be interesting forever."

Meg : "Just because my dreams are not the same as yours doesn't mean they're unimportant."

Meg: (cont'd) I want a family and a home and I'm not scared of working and struggling, but I want to do it with John. (01:31:51 to 01:32:20)

5. Social Quotient

Goleman (2000) defined social intelligence as the capacity to know oneself and to know others. It develops from experience with people and learning from success and failures in the society people live. The movie presented social awareness from each character and how their feelings on building valuable and meaningful interactions (social facility).

The social awareness in the Gerwig's Little Women was depicted by Marmee with her characteristic known as a sociable woman who cared and was attentive to other people not only the family but also the people surrounding her. She gave Christmas breakfast away to the young poor woman Mrs Hummel and her five children. Not only that, but she also gave the blankets and the medicine to them. She also suggested her daughters too so that her daughters could take the lesson from what they had done.

Since Marmee's social awareness was shaped very well, the social facility also came along in her soul. The social facility is built upon social awareness to allow smooth and effective interactions. One scene displayed Marmee volunteering in the Union Army soldier's warehouse. She met an older man, approached her table. He was almost too shy to talk to her. Quickly, Marmee knew the man's condition and packed the charity bundle for him and secretly gave her a scarf. How Marmee quickly recognized the situation meant that the social facility in her built up when she did the action of social awareness. It led to the flowing interaction between one another.

Another example, March's family lived in the neighborhood with Laurence's family. They helped each other. Moreover, when Beth was having scarlet fever; Laurence's family provided the doctor for her. Then, when Amy got punishment from her teacher the Laurence grandson – Laurie helped her take care of Amy's hand. Marmee also told Laurie that she would do the same if something happens to Laurie. Laurie and his family helped March's family at the right time; when Meg went to the debutante ball, got injured at the party with Jo. The Laurence family showed many kindnesses towards the March family.

Excerpt 19

Marmee : "You did wrong, Amy, and there will be consequences."

Marmee : (to Laurie) "Thank you so much for taking care of Amy. My girls do have a way of getting into mischief."

Laurie : "So, do I!"

Marmee : (smiling) "Then you should run over and we'll take care of you."

The characters in the Little Women present how they had a good social quotient toward each other. Once, when Marmee had to go to Washington because her husband was sick, the March siblings and Laurence family were busy preparing things for Marmee going to Washington. Laurie takes care of Beth.

Excerpt 20

Mr. Laurence and Laurie enter.

Laurie : (hugging Beth) What can I do?

- Mr. Laurence : (to Marmee) If I may be of any more assistance, please tell me. I will look in on the girls every day, without fail.
- Marmee: Thank you, for everything.
- Mr. Laurence : I have always admired your husband, and I pray for a quick recovery.
- Mr Brooke : "I came to offer myself as escort to your mother. Mr. Laurence has commissioned for me in Washington, and it will give me real satisfaction to be of service to her there." (01:11:57 to 01:12:06)

CONCLUSION

The holistic education is portrayed in the Little Women movie through Marmee as the family's educator and it gives impact on the daughters' development and future. Marmee, taught her daughters with all areas of holistic education based on human intelligence: intellectual quotient, spiritual quotient, emotional quotient, social quotient, and adversity quotient. Her daughters received valuable items not only from her and her family but also from their society. While her father was serving in the Union army, Marmee filled in for him as the family's educator by following the guidelines the holistic education. The March sisters revealed significant results even though those values not instantly absorbed to the girls since the education in the family with holistic education is a life-time learning process. Through holistic education the March sisters lived (1) intellectually by getting stronger with the knowledge they had, viewing the perspective widely, verbally good delivering what were their mind, knowing what they want and how they should with that. While successfully living in knowledge and talents they possessed, (2) Marmee did not neglect to provide them with a meaningful and spiritually fulfilling existence by remembering God. They were instructed to follow their hearts in all they did. They lived with patience in bad and good situations, and showed gratitude with sharing what they had heartfully. (3) They also let somebody see their honesty, braveness, creativity by taking part in society. It involved their ability to be in surrounding, (4) they did not ignore the importance to have emotionally stable to interact with people they met. Being educated by Marmee, (5) they were raised to be an individual to not giving up in life. Yet not all the Marmee's girls were ready to do that. Some of them stayed in the comfort zone like Beth and Meg, in contrast her second – Jo and youngest daughter – Amy was excitedly achieving their dream. Each girl had different point of view to live their life.

All in all, holistic education has a significant impact on a person's life as they grow up and face challenges. In this situation, what Marmee taught Meg, Jo, Beth, and Amy will have an impact on them, and the results are different for each of them.

REFERENCES

- Ahmar, A. S., Rahman, A., & Mulbar, U. (2018). The Analysis of Students' Logical Thinking Ability and Adversity Quotient, and it is Reviewed from Cognitive Style. *Journal of Physics: Conference Series*, 1028(1). <https://doi.org/10.1088/1742-6596/1028/1/012167>
- Efendi, V. A., & Sutanto, E. M. (2013). Pengaruh Faktor-Faktor Kecerdasan Emosional Pemimpin Terhadap Komitmen Organisasional Karyawan Di Universitas Kristen Petra. *Agora*, 1(1), 2.
- Elliott, R., & Timulak, L. (2005). *Descriptive and interpretive approaches to qualitative research*. 147–160.
- Fadhila, S., & Gistituati, N. (2019). The Contribution of Adversity Quotient to Learning Outcomes of Students in Middle School and the Counseling Services Implication. *Journal of Educational and Learning Studies*, 2(2), 65–70.

- Fiah, R. El, Anwar, S., & Wekke, I. S. (2021). *Utilizing Model of Spiritual Quotient Developmental Guidance for Indonesian Kindergarten Students*. (Icest 2018), 541–549. <https://doi.org/10.5220/0010046205410549>
- Gondal, U. H., & Husain, T. (2013). A Comparative Study of Intelligence Quotient and Emotional Intelligence: Effect on Employees? Performance. *Asian Journal of Business Management*, 5(1), 153–162. <https://doi.org/10.19026/ajbm.5.5824>
- Hare, J. (2010). Holistic education : An interpretation for teachers in the IB programmes Introduction to IB position papers. *International Baccalaureate Organization* 3, 1–8.
- Irawan, A. R. (2005). Peran Intellegence Quotient (IQ), Emosional Quotient (EQ) dan Spiritual Quotient (SQ) Dalam Peningkatan Mutu Pendidikan. *Psikoislamika: Jurnal Psikologi dan Psikologi Islam*, 2(2).
- Jumala, N. (2017). Memahami Tingkatan Spiritual Manusia Dalam Mendeteksi Krisis Nilai Moral Understanding the Human Spiritual Rank In Detecting Moral Crisis Values. *JPPUMA: Jurnal Ilmu Pemerintahan Dan Sosial Politik UMA*, 5(1), 42–50.
- Kihlstrom, J. F., & Cantor, N. (2019). Social intelligence. *The Cambridge Handbook of Intelligence*, 756–779. <https://doi.org/10.1017/9781108770422.032>
- Kiral, B. (2020). A Case Study Regarding of the Parental Responsibilities to Their Children. *Eurasian Journal of Educational Research*, 85, 65–92. <https://doi.org/10.14689/ejer.2020.85.4>
- Labola, Y. A. (2018). Perpaduan Kecerdasan Intelektual (IQ), Emosional (EQ) dan Spiritual (SQ) Kunci Sukses bagi Remaja. *Share: Social Work Journal*, 8(1), 39. <https://doi.org/10.24198/share.v8i1.16168>
- Little Women*. 2019. [film] Directed by G. Gerwig. USA: Columbia Pictures Industries. <https://www.sonypictures.com/movies/littlewomen>
- Mahmood, A., Arshad, M. A., & Ahmed, A. (2018). Spiritual intelligence research within human resource development : a thematic review. *Management Research Review*, 41(8), 987–1006. <https://doi.org/10.1108/MRR-03-2017-0073>
- Mahmoudi, S., Jafari, E., Nasrabadi, H. A., & Liaghatdar, M. J. (2012). Holistic education: An Approach for 21 Century. *International Education Studies*, 5(3), 178–186. <https://doi.org/10.5539/ies.v5n3p178>
- Meltzoff, A. N. (1999). Born to learn: What infants learn from watching us. *The Role of Early Experiences in Infant Development*, 145–164.
- Miller, J. P., Karsten, S., Denton, D., Orr, D., & Kates, I. C. (2005). *Holistic Learning And Spirituality In Education Breaking New Ground* (J. P. Miller, S. Karsten, D. Denton, D. Orr, & I. C. Kates, Eds.). New York: State University of New York Press.
- Nur, M., & Saputro, H. (2019). *The influence of intellectual quotient (iq) and emotional quotient (eq) on learning achievement of akidah akhlak for tenth grade students at man 1 pasuruan*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Rianawaty, I., Suyata, Dwiningrum, S. I. A., & Yanto, B. E. (2021). Model of Holistic Education-Based Boarding School: A Case Study at Senior High School. *European Journal of*

- Educational Research*, 10(2), 567–580. <https://doi.org/10.12973/eu-jer.10.2.567>
- Roberts, C. W. (2015). Content Analysis. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, (2008), 769–773. <https://doi.org/10.1016/B978-0-08-097086-8.44010-9>
- Sanny, L. (2017). the Quality of Early Childhood Education Service in Indonesia. *Social Economics and Ecology International Journal (SEEIJ)*, 1(1), 6–10. <https://doi.org/10.31397/seeij.v1i1.4>
- Saw, G. P. (2013). A frame work Of holistic education. *International Journal of Innovative Research & Development*, 2(8), 69–74.
- Sunarni, D. H., & Rosita, T. (2018). The parent role in early childhood character building (descriptive study at SPS Dahlia Desa Sundawenang Kecamatan Parungkuda Kab. Sukabumi). *Jurnal Empowerment*, 7(September), 320.
- Wat, A. (2015). Transforming the Workforce for Children Birth Through Age 8. *Transforming the Workforce for Children Birth Through Age 8*. <https://doi.org/10.17226/19401>
- Wawra, D. (2009). *Social Intelligence*. (October 2014), 37–41. <https://doi.org/10.1080/13825570902907193>