



Literary Studies

The Image of The Children in Roald Dahl's *Matilda*

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A B S T R A C T

This research aims to explore the image of the children as it is constructed by the educational institution particularly by the teachers in the novel *Matilda*. This research is a descriptive qualitative study with applies the theory of imagology by Milan Kundera and the image of the child by Loris Malaguzzi. This research used the close textual analysis method to describe and analyze the meaning, structure, and function contained in the text. The result of this research shows that the different images of the children constructed by two teacher characters of the novel. The image of the children constructed by Miss Honey is that the children are innocent, potential, and dependent. While the image of the children constructed by Mrs. Trunchbull is that children are a source of trouble, disgusting, disturbing, and should not exist in the world. Based on the image of the children constructed by Miss Honey and Mrs. Trunchbull, these two teacher figures show different behaviors when they interact with children. Miss Honey tends to pay special attention to children, teach them new things in a fun way, and be open to children. While Mrs. Trunchbull shows abusive behavior in children such as shouting, cursing, and giving harsh punishments to children. Therefore, based on the results of research conducted, it can be concluded that the image of children is not always the same in the eyes of everyone and the image they construct in children affects the way they treat children.

I. INTRODUCTION

Image is a person's way of presenting himself to others to form judgments or other people's conceptions of him (Sunastiko et al., 2015). The image is formed based on the knowledge and information received by a person (Dachyang, 2013). The image formed is usually physical; body shape, hair type and color, and color and style of dress and psychology; personality and emotions (Mappiare A.T, 2010). Someone will determine what image they will create in accordance with the circumstances of the surrounding environment. So that later other people will judge him by the image he has made with the imaging process.

However, there are times when a person's image is formed not because it is made by the person himself but is formed on the basis of other people's assessments of him (Marlina & Husen, 2015). Sometimes the image formed in the social

environment is more diverse and abstract (Piliang, 2019). The image that is formed of a person can be different when he is in a different environment. For example, a child is known to be friendly, sociable, and polite when he is in his home environment. But the image of the child can change to the figure of a child who is ignorant, noisy, or annoying when he is in the school environment. This happens not only because the child changes the image that is in him, but is also supported by how the environment captures information and assesses a child. So that one person can have a different image depending on others judging them.

The difference in information that a person receives from another person affects how they treat that person. Therefore, the information signal received from other people is difficult to change and tends to stick around forever. So, it is possible for each person to treat someone differently depending

on the image they receive of other people.

Discussing the image, this also applies to the image of children. Where certainly every adult has its own information about the image of the child they receive. Every adult must have their views when they are faced with children. Some look at and judge children are adorable little creatures. But on the other hand, some adults judge children as disturbing, destructive, or disruptive. In general, people who view children as adorable will treat them with love and care. They will do everything to make the children feel happy and comfortable (Inten, 2017). On the other hand, people who view children as disturbing are less likely to care about children. They will treat the children according to their will. Not infrequently they tend to be rude, ranging from verbal violence such as shouting, swearing, to throwing words that make children feel afraid (Noh & Talaat, 2012). Even worse, they can injure children by committing acts of physical violence.

Understanding the world of children is not easy because children are not adults in a mini version (Vinichuk & Dolgova, 2016). Where they can be needed just like adults in general. The child's world tends to be clean, full of honesty, and always gives positive energy (Sarumpaet, 2010). Therefore, when interacting directly with children, adults do not necessarily treat children like adults. Adults are required to be able and dare to think and behave like children so that interactions can run well.

The ability to understand the world of children is indeed needed and required to be possessed by every adult in general (Test et al., 2010). However, as educators, who spend most of their daily life interacting with children, they certainly have a bigger task load than adults in general. Understanding the characteristics of children and how to communicate following children is very necessary for every teacher for the continuity of teaching and learning activities at school. By understanding the child, the teacher will be able to determine the teaching method according to the needs and abilities of the children (Martalock, 2013).

Dahl is a writer known for having an implicit target audience in the children's literature he writes, including *Matilda*. As an adult, Dahl had power and control over what was written and published. *Matilda's* target audience is known as the implied target reader because of the criteria that must be met to read and understand the novel (Ansell, 2016). To

read *Matilda*, the target readers must be children who must be able to read with certain skills. The target reader must also be the type of child who has sharp emotional and cognitive abilities, because of Dahl's desire for the target to understand the events that took place in *Matilda*. The target reader must also be able to relate his point of view to the point of view given by the protagonist. Another criterion is that *Matilda* is not a prototypical child, especially when compared to a 5-year-old child. This can be seen from the dialogue shown by Miss Honey who says, "You are so much wiser than your years, my dear," to *Matilda* (Dahl, p.189). child readers who must be at least 7 to 11 years old.

Apart from being enjoyed by children's readers, *Matilda's* novel is also full of meanings that can be used as lessons in guiding children when reading it. This novel shows that there is a contrasting image of the child made by two teachers. *Matilda*, a 5-year-old child, must be faced with the different treatment she gets from her two teachers at school. Two teaching figures stand out in this story. Each of the two characters has its characteristics and uniqueness which certainly attracts children's interest. The differences in the characteristics of these two characters also create two different points of view for the children regarding the teaching character.

If the principal is generally known as a figure who is respected by the entire community in the school environment because of his authority and ability to interact with children that exceed other teachers, this certainly does not apply to the principal character in *Matilda's* novel. This novel presents a new character of the principal who is usually encountered with her abusive attitude which is very deep-rooted and makes people around her afraid. In addition to her character, the principal of the school named Mrs. Trunchbull is described as someone who is feared by children, big, and speaks firmly. Mrs. Trunchbull never likes children in her life. Her dislike of children led Mrs. Trunchbull to become a person who often used physical violence on children at her school intending to discipline them.

It's different with Mrs. Trunchbull, a young female character with an angelic heart who becomes a figure that most children will certainly like. Soft-hearted, trying to understand and get to know each child she teaches and having extraordinary patience makes Ms. Honey is a character that every child dreams of. Having the view that children are

people who must be taught slowly step by step and followed with great patience made Ms. Honey provide a different teaching method from Ms. Trunchbull.

The differences in the image of the child that constructed by the characters of Mrs. Trunchbull and Ms. Honey motivate researchers to conduct deeper research on the topic of the image of the child in Matilda's novel. Moreover, research on the image of the child is still rarely found in literary studies, especially in children's literature. Examining how the relationship between adult and child characters interact and how the adult characters treat children based on the image of the child they form is expected to be able to apply the image of the child approach in children's literature.

II. METHOD

The Image of The Child in Roald Dahl's *Matilda* research uses the close textual analysis method. This method helps in elaborating the meaning and context contained in the text (Fairclough & Fairclough, 2015). So that the interpretation and point of view of the researcher play an important role in answering questions related to research by analyzing data from the novel. The technique of data analysis used in this research is the descriptive analysis technique. The purpose of this data collection technique is to describe and analyze the meaning, structure, and function contained in the text (Fairclough & Fairclough, 2015). Therefore, there are three steps to collect data. First, the researcher determines the text or corpus to be studied. Second, obtaining and collecting data obtained from the text. Third, determine the appropriate theory or approach to the chosen topic to analyze the text. In researching qualitative research, the understanding and views of the researcher play an important role in the elaboration and analysis of the research conducted (Sugiyono, 2010).

This research uses two theories to answer the problems. First theory is imagology by Milan Kundera. Etymologically, imagology comes from the word *imago* which means images and *logos* which means knowledge. So overall imagology can be interpreted as the study of images (Muzakki & Irham, 2021). In Greek, image is known as phantasm or eidolon. Which means that the image is a framework or picture that is sent by objects either concrete or abstract to our senses and becomes a perception. The word image itself has

many equivalents in its use. Locke referred to images as "ideas", David Hume referred to images as "impressions", and Condillac as "sensations". In Indonesian itself, image also has two equivalent words, namely *citra* and *gambar*. Where image (*citra*) means an image that many people have of a person, company, organization, or product (Piliang, 2019).

Image itself is understood as communication, especially visual communication or presentation. James E. Grunig divides image into two forms, namely artistic image and psychological image. Where artistic image refers to the sender of the message that represents something. While the psychological image leads to the recipient of the message, who interprets and understands the image according to what has been formed (Grunig, 1993).

The term imagology is a term initially proposed by Milan Kundera, a Czech writer. The word was initially mentioned in his sixth novel, *Immortality*. In his book, he writes that imagology is something that transcends reality. Reality is known as something beyond ideology (Atkinson & Silverman, 1997). Piliang added that imagology is the use of certain images in order to create an 'image of reality', which at a certain point is considered to be 'reality' itself (Piliang, 2019). That means imagology is something substantial. Kundera also called it strange to describe imageology. Imagology is said to be something that can deceive, and it is something that can be fabricated.

Kundera said that imagology trumps all ideologies that exist in this world. Because ideology has become an obsolete item and has been replaced by imagology. In the end, the ideological dogma of illusion ceased. Then people stop to take something that smells critical and serious. Reality is stronger than ideology and in Kundera's sense, imagery is stronger than reality (Ross, 2000). Kundera describes the imagology with how his grandmother lived as someone who cannot be fooled because she has control of reality. According to him, his grandmother lived mingling with everyone in the village and got to know them one by one. He even knows exactly what is going on in his village, including the crimes involved. The situation experienced by Kundera's grandmother is compared to the life of a friend of Kundera's who lives in the city. He lives a monotonous life where his activities are only focused on home and work. He even met the same people in the same environment every day. So when he saw the news

that the city he lived in became a safe city, when in fact there were many criminal acts that he did not know about.

Academics and writers use imagology in various disciplines, as mentioned earlier, and literature is one of those disciplines that actively uses imagology in the disciplines of literature and international relations, in particular, the science of perception in literary discourse. Imagology is an essential study in the field of literature. Therefore, it prioritizes stereotypes, attitudes, and prejudices which are common themes faced in literary disciplines, especially when using literary works from certain countries for analysis. According to Nasip (Muzakki & Irham, 2021), imagology is closely related to the image and representation that exists in a community group. It relates to the strategy used to manipulate the text by presenting symbols as a manipulation tool so that symbol readers can change their imagination from these symbols to provide knowledge about or to certain groups of people. Likewise, Yusa mentions that imagery helps provide an overview of a community group that is told or used as a background in a text product (Yusa, 2016). Imagology is also a tool used to explain the ideology of society (Leerssen, n.d.). Imagology provides studies that help analyze textual, intertextual, and contextual elements.

It means that imagology takes ideology and puts the understanding of the reader of the text to create a response. The process that occurs next is that the text can provide a new reality from the responses created. On the other hand, the existence of reality makes a text produced and makes the text something that has been previously constructed. In the construction process, the state of the whole reality is not covered comprehensively and completely because of the limitations possessed by the text to present it in its entirety (Muzakki & Irham, 2021). It can be concluded that the dimensions in the contextual form are important elements to be analyzed so that information about socio-historical and background can be known. Thus, Hudjolly (in Muzakki and Irham) reveals that the imagological analysis as the approach used presents the interpretation of phenomena regarding meaning and perception as new perceptions and information.

The researcher uses the imagology theory proposed by Milan Kundera to strengthen the focus on Ms. Trunchbull and Ms. Honey as the character of the teacher being analyzed. The points taken

from the theory of imagology from Milan Kundera are:

Imagology is an idea that goes beyond reality,
Imagology is a substantial idea,

Imagology seeks to find something deeper, not just an image, but something fabricated and deceptive to fulfill the image.

Then, the second theory used in this research is the image of the child by Loris Malaguzzi. According to Slipp, the image of the child is a theory that focuses on how a child is connected to adults as well as other friends (Slipp, 2017). A child has competence, potential, and a strong impression. A child can provide their version of reality by prioritizing unforgettable experiences and interactions with their surroundings. It is not only due to a copy of what he absorbs, but a set of structures that exist within the individual, in collaboration with the activities of the outside world. They learn to explore the outside world by assimilating new information using mental experience so that a new schema can be created. It enters into a knowledge construction by connecting new information and experience (knowledge) that already exists in them.

The term the image of the child is a term that was first proposed by Loris Malaguzzi, an inventor of the Reggio Emilia approach. This term is taken from a seminar he conducted in Reggio Emilia in 1993. In his seminar Malaguzzi mentioned that the image of the child is a method that brings adults to their image when dealing with a child. He also revealed that the image of the child encourages someone to act wisely in various ways including when talking, listening, and paying attention to a child (Malaguzzi, 1994). The image of the child can also be said to be trapping. This is because when someone has decided on a child, it is difficult for that person to change their previous view. For example, when someone views a child as a competent, intelligent, and agile child. Then indirectly the person will treat a child with various treatments that make the child continue to show his abilities (Whitaker, 2019). It is not uncommon for someone to give special treatment such as giving excessive praise to a child who is considered intelligent and agile.

In addition to Malaguzzi who created the term the image of the child, this term is also widely expressed by many scholars. Each of them has their own opinion and understanding about the image

of the child. According to McCartney and Harris in their journal, these two scholars argue that individual experiences that are contextualized by time, place, and individual beliefs and values in a social environment reflect a social construction that affects one's child's image (McCartney & Harris, 2014). This image then encourages someone to act and interact with children so that they are decisive in terms of policies and practices. In addition, there is another opinion expressed by Martalock in his journal. He said that the image of the child is not only an image owned by an individual but can be owned by a group that sees and understands that the image of the child is also a form of the role of a child in the educational and social environment (Martalock, 2013). He also added that the image of the child affects how people think about a child's abilities, development, and encouragement. This opinion is also supported by Carter and Roe who state that a person's image of the child does not only affect their view of children but also affects their relationships and expectations (Carter & Roe, 2013).

The image of the child is a theory that must also be understood by educators. The theory of the image of the child helps an educator to behave and take the right steps when he interacts with a child, especially in the school environment. In addition, this theory also helps educators to determine the appropriate teaching method with the abilities and competencies of children (Martalock, 2013). Building a harmonious and dynamic relationship between adults and children requires an acknowledgment from adults that children are a part of reality. Children have their feelings, experiences, and knowledge that are formed in reality. Therefore, when building and creating a relationship with a child, adults must be able to take appropriate actions so that the relationship formed is harmonious.

In addition to forming and creating a harmonious school environment, there are other things educators must do in building relationships with a child. In understanding the nature of a child, educators must also understand how a child acts and interacts with the world around him. Paying attention to how a child is aware of their role in the social environment. Later, educators can determine the right attitude to treat children according to the results of observations that have been made. In observing the interaction environment with children, an educator does not only act as an

educator. But they must also be able to see and judge the child as someone new. An educator is required to be able to play many roles so that he can judge a child from many sides (Malaguzzi, 1994). An example of a role that an educator can play when interacting with children is to be a friend to children so that children can be more flexible and comfortable when they have to interact with their teachers. After that, educators can determine what teaching methods are appropriate to use in teaching and learning activities. Because the true purpose of learning through the image of the child approach is to make children take an active role in teaching and learning activities (Carter & Roe, 2013). In addition, educators can also facilitate children with teaching and learning activities that are more effective for child development.

Unfortunately, it is not easy for someone to change their view of a child. This is because one's view of a child is more influenced by one's social, historical, and even cultural experiences (Martalock, 2013). Someone who has a bad experience of his childhood may be able to influence their mindset and view of a child. It can even affect how they treat a child. In addition, the thing that might happen if someone's view of a child is difficult to control and change is to over-treat a child. For example, if an educator views a child as an innocent and innocent person, the treatment that will be given by an educator can be in the form of providing excessive protection to the child and will make the child passive in learning activities (Whitaker, 2019).

III. RESULTS AND DISCUSSION

Matilda is a children's novel that tells about the school life experienced by Matilda, a five-year-old child with above-average intelligence. In this novel, Matilda and her friends go through a very different school life through two teacher figures at Crunchem Hall. Where, the headmaster of Crunchem Hall, Mrs. Trunchbull, really doesn't like children. So that made Mrs. Trunchbull enforce the rules and give harsh and cruel treatment to all the children in her school. Luckily, there was a teacher who cared for and understood the children in Crunchem Hall. Her name is Miss Honey, she is the teacher of the class where Matilda studies. Her care and love for children make Miss Honey always try to provide a comfortable and enjoyable learning experience for the children in her class. The differences in the images of these two teacher figures provide two different pictures of the atmosphere of the school

environment in Crunchem Hall.

Essentially, *Matilda* shows an image of the children either implicitly or explicitly. The image of the children in this novel is presented through two teacher figures who have two different perspectives on children. This is certainly very influential on how they treat students at school. Therefore, the researcher assumes that Roald Dahl wants to show two different concepts of the image of the children through the two teacher figures he created. Therefore, to prove this opinion, the researcher has collected data in the form of dialogue pieces and quotes in *Matilda's* novel which are considered to contain the image of the child. Furthermore, the researcher limits the analysis and discussion of the image of the children into two discussions; the image of the children contained in the novel *Matilda* and how the treatment given by the two teacher figures to the children.

The Image of the Children in *Matilda*

The Image of the children is not only constructed based on the behavior shown by children but also depends on how adults judge the children in themselves when interacting with children (Malaguzzi, 1994). The views that are constructed are what then creates a child's image that is different in each adult (McCartney & Harris, 2014). Therefore, this research found that there are two different images of the child from two teacher characters in *Matilda* novel. First, through the character of Ms. Honey as a teacher in *Matilda's* class. Second, there is the character of Mrs. Trunchbull as principal at Crunchem Hall, where *Matilda* attends school.

Miss Honey's Image of the Children

In *Matilda* novel, Dahl shows that there are adult characters who have a very contrasting image of the children through the characters of Miss Honey and Mrs. Trunchbull. Where Dahl created a character Miss Honey who really likes children. Dahl's character through Miss Honey is described as a teacher who always speaks softly to the children so that she is liked by the children at school. This can be seen through the text below:

"Miss Jennifer Honey was a mild and quiet person who never raised her voice and was seldom seen to smile, but there is no doubt she possessed that rare gift for being adored by every small child under her care." (Dahl 66)

Through the character of Miss Honey, Dahl also presents a picture of a teacher who has a great desire to help her students. As a person who cares for children, it will certainly make someone have

a desire to help them (Whitaker, 2019). It is the same as Miss Honey who has the image of the children that children are innocent and do not have good knowledge about their surroundings. So, that motivated Dahl to make Miss Honey a character who always wants to help children when they are at school. This can be seen through the evidence below:

"She seemed to understand totally the bewilderment and fear that so often overwhelms young children who for the first time in their lives are herded into a classroom and told to obey orders." (Dahl 67)

As a teacher, it is appropriate to act as a substitute parent at school because children have more time to interact with them (Malaguzzi, 1994). In this novel, Miss Honey is shown as a teacher who explains that children in school should feel safe and comfortable. In addition, Miss Honey is also described as a substitute figure for children at school if they are missing their family. Miss Honey is made into a teacher figure who always spreads warmth to the children. This can be seen in the text below:

"Some curious warmth that was almost tangible shone out of Miss Honey's face when she spoke to a confused and homesick newcomer to the class." (Dahl 67)

This novel shows the image of children who think that children should get the maximum education while in school. Through the character of Miss Honey, the image of children at school is formed through the assumptions that she creates within herself. So that makes Miss Honey try to provide maximum learning for children. This can be seen in the following text:

"I myself", Miss Honey went on, "want to help you to learn as much as possible while you are in this class. That is because I know it will make things easier for you later on." (Dahl 69)

In addition, there is an image of a child that is formed in this novel, namely *Matilda* as a child with extraordinary abilities. *Matilda* is described as a child with intelligence that surpasses the intelligence of children her age through the image constructed by Miss Honey. *Matilda*, according to the image constructed by Miss Honey, is an extraordinary child genius whose potential should not be wasted. So that makes Miss Honey try to find a way out to help *Matilda*. This can be seen in the following text:

"There had not been ordinary qualities yet to find out exactly how brilliant the child was, but Miss Honey had learned enough to realise that something had to be done about it as soon as possible." (Dahl 82)

Persistence and enthusiasm are some of Miss Honey's qualities, especially as a teacher. She had a strong belief that *Matilda*, who had extraordinary

intelligence, could get an opportunity to study according to her abilities. Although Miss Honey herself still doesn't know it, she has a strong determination to help one of her students. This can be seen in the text below:

"I am going to do something about this child," she told herself. "I don't know what it will be, but I shall find a way to help her in the end." (Dahl 89)

Based on the explanation above regarding the analysis of the image of children constructed by Miss Honey in this novel, it can be concluded that Miss Honey has a view for all her students at school that every child who has just entered school is a child who has just entered a new world. Miss Honey thought that her students do not know anything about what they will do and face when at school at first time. So, as a teacher, Miss Honey tries to help the children at her school so that it is easier for them to go through the learning process at school.

Mrs. Trunchbull's Image of The Children

Apart from the character of Miss Honey, the image of the child in Matilda's novel is also formed through the character of Mrs. Trunchbull. In this novel Mrs. Trunchbull is described as a scary-looking teacher, who strongly supports her character who doesn't like children. Based on Dahl's physical depiction of Mrs. Trunchbull, she becomes a character feared by children. This can be seen in the text below:

"She was a gigantic holy terror, a fierce tyrannical monster who frightened the life out of the pupils and teachers alike." (Dahl 67)

The image of the child on the teacher is formed along with how a teacher interacts with the child. In his theory, Malaguzzi states that a child's image is constructed following the way a teacher interacts with children while at school (Malaguzzi, 1994). In this novel, Mrs. Trunchbull constructs a child image that is the opposite of Miss Honey because the way she interacts with children is unpleasant and tends to intimidate children. In addition, the image of children constructed by Mrs. Trunchbull is due to her dislike of children. So that every time she hears the word 'children' Mrs. Trunchbull always mentions that children are people she shouldn't see. This can be seen in the following text:

"I don't like small people," she was saying. "Small people should never be seen by anybody." (Dahl 151)

Following on to Mrs. Trunchbull's dislike in children, creating the image of the child constructed by Mrs. Trunchbull in this novel makes her hate and want to always stay away from children. Even

because of Mrs. Trunchbull's hatred with children, she also without hesitation mentions that children are the source of problems in her life. This can be seen in the text below:

"Have those little stinkers been flicking spitballs at you?" (Dahl 83)

In addition to seeing children as disgusting insects, Mrs. Trunchbull also creates bad images of children, such as a petty criminal who always gets into trouble. Therefore, Mrs. Trunchbull always thought that children were only causing trouble and anxiety. This can be seen in the text below:

"The place like a sewer! Of course, it was her! I shall have her for that, you see if I don't! what's she looked like? Nasty little worm, I'll be bound" (Dahl 85)

The image of children constructed by Mrs. Trunchbull is not only based on her dislike for children but also on the prejudice formed by Mrs. Trunchbull herself. This is what makes the image of children constructed by Mrs. Trunchbull not entirely true. Through the information she saw at a glance, Mrs. Trunchbull formed a worse image of girls than boys.

"I have discovered, Miss Honey, during my long career as a teacher that a bad girl is a far more dangerous than a bad boy. What's more they're much harder to squash." (Dahl 85)

In this novel, Mrs. Trunchbull doesn't just judge children based on her prejudices and dislikes for children. But there was also an imageology constructed about children in Mrs. Trunchbull. So that Mrs. Trunchbull's dislike and assessment of children was getting worse. Mrs. Trunchbull's image of her child's image was constructed from the information from parents regarding their children. Then the information she got she held firmly so that the reality that happened to Mrs. Trunchbull with the children could not change. This can be seen in the text below:

"Don't be a twerp, Miss Honey! You have met the little beast for only half an hour and her father has known her all her life!" (Dahl 87)

Based on the explanation above, it can be concluded that Mrs. Trunchbull's image of the child is that children are disturbing creatures and cannot coexist with adults. If they do something wrong, then Mrs. Trunchbull the children should be given the appropriate punishment so that they are deterrent. In addition, Mrs. Trunchbull's image of the child is also caused by the parents' perceptions of each child. Mrs. Trunchbull did not judge and recognize the child firsthand and chose to stick to what she heard from others.

The Treatments to The Children

Apart from being based on judgments and prejudices formed by adults, the image of children is also influenced by how adults treat children as part of the social environment (Malaguzzi, 1994). In Matilda's novel, the image of a child formed by two teachers, Miss Honey and Mrs Trunchbull determines how they interact and treat children while at school. Especially with the learning methods given to children.

Miss Honey's Treatment

Having the view that every child needs to get a proper education and according to their age and ability makes Miss Honey do many ways to realize her vision and mission in teaching. Of course, this is an obligation that must be carried out by every teacher for the sake of teaching and learning activities in schools.

Creating a comfortable and conducive classroom atmosphere is one form of forming a learning system that must be mastered by every teacher (Kaur, 2019). Especially for children who are just starting their first experience at school. Of course, it is a big challenge for teachers to be able to act as substitute parents for children at school.

This action was done by Miss Honey when her first class started. Miss Honey gave instructions on the rules and regulations in the school as well as gave directions on the education pattern applied by Mrs. Trunchbull as the principal. This statement can be seen in the following quote:

"It is the beginning of at least eleven years long of schooling that all of you are going to have go through. And six of those years will be spent right here at Crunchem Hall where, as you know, your Headmistress is Miss Trunchbull. Let me for your own good tell you something about Miss Trunchbull. She insists upon strict discipline throughout the school, and if you take my advice you will do your very best to behave yourselves in her presence. Never argue with her. Never answer her back. Always do what she says." (Dahl 69)

Following the image of a child constructed in Miss Honey which states that every child has great potential in learning, in this novel Miss Honey gives a response or treatment that shows that she is trying to give children equal opportunities to learn and develop. Therefore, the step taken by Miss Honey in Matilda's novel is by asking questions to provoke the learning ability of each child. This can be seen in the following text:

"I hope you will know all the multiplication tables up to twelve. It will help you enormously if you do. Now then, do any of you happen to have learnt the two-times table already?" (Dahl 69)

Facing an unexpected event while in the

classroom is a very natural thing that will be felt by every teacher. Either there is a child who suddenly falls ill, has a decreased enthusiasm for learning, or finds a child who makes a noisy class. This is natural because the education system is human-being, where there will be changes that occur in every pattern of behavior and circumstances (Rindu & Ariyanti, 2017). Therefore, having a mature class mastery and being good at breaking the atmosphere becomes a big challenge for every teacher.

The same is the case with Miss Honey when Matilda innocently volunteered to answer Miss Honey's twos. She even asked Matilda another question to dig deeper into what Matilda's ability and knowledge of multiplication was. The question that Miss Honey asked is contained in the quote below:

"What about something much harder, like two times four hundred and eighty-seven? Could you tell me that?" (Dahl 71)

Facing an extraordinarily intelligent student is certainly a big challenge for Miss Honey. She couldn't even hide her amazement at Matilda's ability to answer every question she asked with ease. However, on the other hand, Miss Honey also remembers that there are other children that she must also pay attention to during the lesson. To cover up her guilt for the other children, Miss Honey also asked questions that she deliberately made it more difficult to find other intelligent figures in her class. That can be seen in the text below:

"Miss Honey went to the blackboard and wrote with her chalk the sentence, I have already begun to learn how to read long sentences. She had purposely made it difficult and she knew that there were precious few five-years-old around who would be able to manage it." (Dahl 76)

Being professional by not giving unfair treatment to every child is another ability that must be possessed by a teacher (Rindu and Ariyanti). When faced with a child who is a genius, it is natural for a teacher to continue to explore the abilities of the genius child. Therefore, jealousy and insecurity will arise in the minds of other children. Especially for those who are self-aware that they will not be as smart or even as genius as their friends. But Miss Honey didn't let that happen. As a teacher who constructs the image of children that children are innocent, the treatment given by Miss Honey is that she wants to understand and be close to each child. Miss Honey certainly provides support to the other children in her class. Even though he knew that they couldn't possibly have the same intelligence as Matilda. However, Miss Honey does not want to

make the children in her class feel inferior with the abilities they already have. That can be seen in the text below:

“Don’t worry Lavender, you’ll soon catch up,” Miss Honey said, lying through her teeth.” (Dahl 76)

Still following the image of children formed by Miss Honey, where she thinks that children are people who have great potential. Knowing that one of her students, Matilda, has intelligence above the average for her age, Miss Honey doesn’t want to let Matilda’s intelligence goes to waste. The treatment that Miss Honey gave for the reflection of the image of the child she had constructed was to provide additional lessons for Matilda. So that the potential and intelligence that exists in Matilda can develop optimally. Miss Honey even prepared books and material from the upper grades for Matilda to study at class age. The treatment that Miss Honey gave to Matilda can be seen in the following text:

“Her first move was to go round to the various teachers who taught the senior class and borrow from them number of text-books, books on algebra, geometry, French, English literature, and the like.” (Dahl 90)

In addition to the efforts of teachers who prioritize maximum and quality education, of course, it requires intervention from parents so that learning activities can be carried out more maturely. Moreover, parents who have a big role in the development of children’s education are expected to be an important component in the process and efforts of teachers and children in academic activities (Sapungan & Sapungan, 2014). This effort is also done by Miss Honey to maximize the quality of education for her students, especially Matilda. Miss Honey visits Matilda’s parents’ house intending to ask for their permission and cooperation so that Matilda can get additional lessons at school. The treatments that Miss Honey did for Matilda is one of the reflections on the image of the children she constructed. This can be seen in the text below:

“Miss Honey, meanwhile, was making another decision. She was deciding that she would go herself and have a secret talk with Matilda’s mother and father as soon as possible.” (Dahl 91)

Every child in the class has their grievances and feelings that they keep hidden. Whether about things they like, friends, parents, even their teachers though. Children are just like adults who want to be heard and get attention from those they trust. One of them is the classroom teacher when they are at school. Having communication skills and solving problems that are simple but can be understood by children is one of the skills that must be mastered by a teacher (Carter & Roe, 2013). Moreover, the

position of the teacher is the substitute parent for the child while at school. Surely children will feel that their teacher is a savior for their problems and feelings of anxiety.

When Miss Honey learns of Matilda’s telekinesis ability, she finds that Matilda worries that she will be expelled from school. Even before Matilda told Miss Honey about her feelings, Miss Honey had already caught the signal in Matilda’s face. Therefore, Miss Honey approached and offered a story session to Matilda. With the aim of Matilda no longer worrying that her abilities will take her out of school.

“Miss Honey became instantly alert. Ever since the two disastrous meetings she had recently about Matilda, the first with the Headmistress and the second with Mr. and Mrs. Wormwood, Miss Honey had been thinking a great deal about this child and wondering how she could help her.” (Dahl 171)

Understanding that learning requires special skills to create a comfortable classroom and fun learning, Miss Honey certainly uses all her ideas and creativity to help children learn more easily. This is done as a form of realization of the image of the children constructed by Miss Honey to the children in her class. Therefore, she deliberately composed notes and songs while teaching the spelling of a word to the children in her class. Moreover, singing is one of the activities that children like the most because it can improve their mood and enthusiasm while studying. This can be seen in the following text:

“Miss Honey gives us a little song about each word and we all sing it together and we learn to spell it in no time.” (Dahl 147)

Based on the explanation above, it can be concluded that Miss Honey strives for the quality and maturity of learning materials for the children in her class. Efforts made by Miss Honey include providing direction from the start of the class, helping children memorize and read in a fun way, to asking various questions to increase the enthusiasm and courage of children in answering questions in class. Not only that, but Miss Honey also opened herself up by bringing herself closer to the children so that they could feel comfortable whenever learning with Miss Honey was held. Therefore, the treatment that Miss Honey gives to the children in her class is in line with the image of the child that is formed in her.

Mrs. Trunchbull’s Treatments

Everyone has their view on something. Likewise, in seeing and looking at children. Different views will certainly result in different ways someone treats children (Malaguzzi, 1994).

The same thing happened to Miss Honey and Mrs. Trunchbull. If Miss Honey sees children as innocent, innocent creatures, and always needs help from adults. To make Miss Honey try hard to give gentle and caring treatment to the children. Miss Honey's views and treatment contradicted those of Mrs. Trunchbull. Seeing from how Mrs. Trunchbull views children as disgusting, troublesome, to stupid creatures. Mrs. Trunchbull treats children more with harsh treatment of children such as verbal and physical violence. Reporting from a study conducted by Bredgen, stated that verbal abuse in children includes yelling, verbally humiliating, shouting, comparing children, humiliating, swearing, and threatening children. (cited in Noh and Talaat)

Observing the image of children that Mrs. Trunchbull has constructed in her who thinks children are disgusting creatures, of course reflects how she treats children like dirty creatures. Therefore, the form of reflection on the image of a child constructed by Mrs. Trunchbull made her use harsh words at the children at school. It can be seen in the following text:

"You look like a rat with a tail coming out of its head!"
(Dahl 114)

As a reflection of the child's image and the prejudice formed by Mrs. Trunchbull, it is very easy for her to call children names that are unpleasant and even inappropriate to say in front of children. As it is said that someone will treat children according to how the child's image is formed in them (Whitaker, 2019). Not only uttering harsh words, Mrs. Trunchbull was also more specific in issuing insults at children at school. One example is by saying that children are as disgusting as skin diseases. Mrs Trunchbull's insults can be seen in the following text:

"This clot," boomed the Headmistress, pointing the riding-crop at him like a rapier, 'this black-head, this foul carbuncle, this poisonous pustule that you see before is none other than a disgusting criminal, a denizen of the underworld, a member of the Mafia!" (Dahl 120)

The form of verbal violence that a teacher does to children in the classroom does not only form a bad image of a child in the eyes of other children. But it can make a teacher to continue to commit acts of verbal violence repeatedly (Ricci & Hogan, 2019). This kind of verbal abuse was also carried out by Mrs Trunchbull every time she met a child at school. Mrs Trunchbull even accuses children of committing crimes in schools that harm many people, but in reality, she does not know the full truth. This can be seen in the following text:

"To think that I am going to have to put up with a load of garbage like you in my school for the next six years. I can see that I'm going to have to expel as many of you as possible as soon as possible to save myself from going round the bend." (Dahl 141)

Furthermore, to calling children an annoying person, the form of behavior shown by Mrs. Trunchbull based on the reflection of the child's image she constructed, she also called children stupid. As a teacher who didn't like children, Mrs Trunchbull didn't have a good level of patience either. Mrs Trunchbull did not even hesitate to scold a child in her class when the child was unable to answer a question. Of course, the forms of violence committed by Mrs. Trunchbull are included in the form of acts of violence against children. This can be seen in the following text:

"You ignorant little slug! The Trunchbull bellowed. "You witless weed! Your empty-headed hamster! You stupid of glue!" (Dahl 148)

Moreover, to treating children with verbal forms of violence, Mrs. Trunchbull's treatment of children based on her dislike for children was physical violence. Quoted from Withaker, he said that the image of the children for each teacher and parent is different. They work according to how teachers and parents see children as part of the socio-cultural (Whitaker, 2019). Therefore, when someone sees that children are troublesome and disturbing, he will treat the children with rude behavior.

This was also done by Mrs. Trunchbull when she was dealing with children at her school. She didn't hesitate to give children harsh treatment when they did something that irritated Mrs. Trunchbull. Mrs. Trunchbull will not hesitate to grab, twist, and even throw a child out of class. One of the first instances of Mrs. Trunchbull's physical abuse was when she saw a girl with long braided hair. Mrs. Trunchbull disliked a child with braided hair because she thought a child with braided hair looked like a mouse with a disgusting long tail. To remove the braid of the child's hair from her sight, Mrs. Trunchbull grabbed and damaged the braid and even threw it from the classroom like throwing a hammer. The statement can be seen in the text below:

"I don't give a tinker's toot what your mummy thinks!" the Trunchbull yelled, and with that she lunged forward and grabbed hold of Amanda's pigtails in her right fist and lifted the girl clear off the ground. Then she started swinging her round her head, faster and faster and Amanda was screaming blue murder and the Trunchbull was yelling, 'I'll give you pigtails, you little rats'" (Dahl 114)

No one likes it when their belongings are taken without permission by others including

Mrs. Trunchbull. Mrs Trunchbull is the principal who holds the highest authority in the school. Of course, he had rules he made especially for himself. Including when a child ate Miss Trunchbull's cake without her permission. Because she had the highest level of power in the school, Mrs Trunchbull could easily punish any child she thought had disturbed her. The punishment that Mrs Trunchbull gave to the boy named Bruce Brogtotter was to make him eat a large cake in the middle of the hall and be watched by other children as a result of his act of being accused of stealing Mrs. Trunchbull's cake. Mrs. Trunchbull in punishing Bruce like that is good because it teaches him not to take other people's things without permission. But Mrs Trunchbull's punishment was so excessive that it exhausted Bruce from overeating. What's more, Mrs. Trunchbull threatened Bruce if he couldn't finish the cake Mrs. Trunchbull. The punishment given by Mrs Trunchbull can be seen in the text below"

"'Eat!' she shouted. 'Greedy little thieves who like to eat cake must have cake! Eat faster boy! Eat faster! We don't want to be here all day! And don't stop like you're doing now! Next time you stop before it's all finished you'll go straight into The Chokey and I shall lock the door and throw the key down the well!'" (Dahl 128)

Looking at the explanation mentioned by Malaguzzi, that in addition to providing boring lessons, a teacher who has a bad child image can even abuse children (Malaguzzi). It can be seen in the behavior that Mrs. Trunchbull gives to the children in this novel. In addition to giving children a form of verbal violence, the treatment that Mrs. Trunchbull gave to children for the image she formed led to acts of physical violence. There was no specific reason why Mrs Trunchbull disliked children so much. Mrs Trunchbull just didn't like the kids in her life. So that every time she saw a child with braided hair, Mrs Trunchbull would suddenly become irritated and even break the braid. The forms of physical violence that Mrs Trunchbull did to children can be seen in the following text:

"She took a firm grip on Rupert's long golden tresses with her giant hand and then, by raising her muscular right arm, she lifted the helpless boy clean out of his chair and held him aloft." (Dahl 148)

Although the character of Mrs. Trunchbull in this novel is described as a scary person, Dahl still beautifully shows that there is another side to Mrs. Trunchbull as a teacher. Mrs. Trunchbull also wanted to see and directly evaluate the success of the learning provided by the teacher in the classroom and also how the results were seen in the children during class. The other side of Mrs.

Trunchbull that not everyone realizes is that Mrs. Trunchbull is still a principal who still has a sense of responsibility in her work. But unfortunately, because Mrs. Trunchbull's figure is famously scary in the eyes of children, they still can't get rid of that thought from Mrs. Trunchbull's figure. So when Mrs. Trunchbull was doing her weekly test, all the kids in Miss Honey's class were tensed and worried about what Mrs. Trunchbull would do to them.

"All of you will be wise to remember that Miss Trunchbull deals very very severely with anyone who gets out of line in this school. Have you got the message?" (Dahl 69)

Based on the explanation above, it can be concluded that Mrs. Trunchbull's treatment of children at her school is a form of the impact of the image of the children embedded in Mrs. Trunchbull. As someone who has disliked children since they were little, made Mrs. Trunchbull has a lot of violence. Such as verbal violence carried out by shouting, berating, giving verbal threats, to calling children disgusting animals. Not only that, but Mrs Trunchbull also did physical violence which resulted in injuries and pain in the children's bodies.

IV. CONCLUSIONS

Through research conducted on *Matilda* novel, it can be concluded that the image of the children in this novel is constructed through two teachers who teach at Crunchem Hall. The two figures are Mrs. Trunchbull as the principal and Miss Honey as a teacher who teaches Matilda's class. The image of the children that constructed by Mrs. Trunchbull is that children are disgusting creatures, naughty, disturbing, and a source of trouble. Meanwhile, the image of the children constructed by Miss Honey's figure is that children are like newborn babies who don't know anything, children must receive special attention from their parents, and children must receive maximum education and learning.

In addition to differences in the image of the children through Mrs. Trunchbull and Miss Honey, through research conducted by researchers, the researcher also concludes that the image of the children that exist in a person greatly influences their behavior patterns towards children. Like through the character of Mrs. Trunchbull who doesn't like children. Mrs. Trunchbull treated the children in an abusive and cruel way. She did not hesitate to throw curse words at the children. She is also famous as a school principal who often gives corporal punishment to children even though for reasons that do not make sense. Meanwhile, Miss

Honey, who likes children, treats them with love, a fun learning method that is easy for children to understand, and tries to communicate with parents about lesson plans that can be adapted to children's learning abilities.

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