

## Abraham Maslow's hierarchy of human needs building self-actualization reflected in a *Broken Home* child character

Ulaya Ahdiani<sup>1</sup>; Alfian Maulana<sup>1</sup>

<sup>1</sup>English Literature Department, Universitas Ahmad Dahlan, Indonesia

<sup>2</sup>Literature Department of Postgraduate Program, Universitas Gadjah Mada, Indonesia

Corresponding author: [ulaya.ahdiani@enlitera.uad.ac.id](mailto:ulaya.ahdiani@enlitera.uad.ac.id)

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### ABSTRACT

In the world where a broken family can break someone's life, can self-actualization bring a better life to broken home children? Claire Legrand's *Some Kind of Happiness* tells us about Finley Hart, an eleven-year-old child, who visits her estranged grandparents because her parents have problems leading to divorce. With a lot of mental problems faced by the character, this study wants to analyze how four basic needs build self-actualization. The researcher collects the data from character Finley Hart in the novel *Some Kind of Happiness* with a general inductive approach. This method enables the researcher to dig significant data about Finley's psychology over the general condition in the story. The researcher also uses the hierarchy of human needs theory by Abraham Maslow. This theory provides a structural explanation about basic human needs, self-actualization, and its benefit. From the study, the researcher finds that every basic need is important and supports each other in order to bring self-actualization. Self-actualization itself is crucial for it brings contentment to oneself. With the benefit of self-actualization, Finley has become a better and happier person. It proves that basic needs and self-actualization are essential for broken-home children.



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## **I. INTRODUCTION**

Children from broken-home families are great individuals who, in some cases, do not aware enough about their true potential. This tendency can lead them into negative behavior. As Amato writes in his journal that broken-home person has less happiness, depression symptom, social isolation, and health problem (Amato, 2000: 10). In Fitchburg, America, a 20 years old girl from broken-home family must be arrested by local police because of illegal drug consumption (Bozek, "Anything for Drugs", par. 8). While in London, the big star singer Amy Winehouse who also comes from broken-home family, found dead in her flat because of alcohol poisoning (Lavender, "13 Reasons behind Amy Winehouse's Death-From Her Broken Home to Losing Her Voice", par. 1-2). Another sad case also happened in Jakarta, Indonesia, when a 16 years old junior high school student committed suicide after his parents' divorce 13 years ago (Dwi, "Diduga Kurang Kasih Sayang, Rangga Nekat Bunuh Diri", par. 1-2).

Whereas, if their true potential used, broken-home children have a bright future as seen from many successful broken-home persons around the world. One example of these people is Jeff Bezos, the CEO of Amazon.com. As the leader of worldwide e-commerce, Jeff Bezos loses his biological father after his parents decided to divorce (Robinson, 2010: 14-15). Another example is Frank Lloyd Wright, the most significant American architect of the 20th century. Frank Lloyd Wright has been a broken-home person since his childhood. However, he still becomes a legend in architecture and recognizes as his radical approach of modernism architecture (Wallace, 1981: 571). While in Indonesia, there is Andy F. Noya, the excellent host of inspirational TV Show Kick Andy. His parents committed divorced in his childhood. Andy even admits the lack of a father's role causes sadness, for he did not receive the protection of a father figure when he was bullied (Ksp, 2015: 2-6). However, Andy still can be a successful person and even can inspire others (Ksp, 2015: 397-399).

Then, having self-actualization is essential to raise the true potential of broken-home children. It is because self-actualization brings one-self to actualizing their potential (Maslow, 1954: 46). As Maslow state in his study, people who have self-actualization become a more efficient thinker. They also do not afraid of the unknown station because it brings a challenge for them. Moreover, they accept themselves and have more motivation to be a better person (Maslow, 1954: 153-159).

Combining this topic with literature is interesting, for it provides both unique representation and in-depth emotive exploration about humans and society in various environments. Abrams wrote in his book that every literary work made as an external product by internal personality. (Abrams, 1953: 22). Moreover, fiction also wrote in a specific setting and plot, which limits its area to imitate the real universe. As Abrams said, the imitation of a thing is always the one thing itself (Abrams, 1953: 10). Thus, with fictional work contained specific emotion and setting about broken-home children, this study becomes essential to analyze broken-home children at the psychological level.

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Thus, Claire Legrand's *Some Kind of Happiness* is suitable for this case. The story told us about Finley Hart's life in the summer, when she suddenly must stay in her grandparents' house because her parents need to "solve some problems alone." Living in a different unfamiliar place without a person she knew before is hard, and it is harder for Finley because of her anxiety and depression. Moreover, she still needs facing her family problem (Legrand, 2016). She also has negative viewpoints toward herself as she said, "We are already broken enough; it's the reason I'm here. (Legrand, 2016: 26). Moreover, Claire Legrand's *Some Kind of Happiness* also portrays the condition of broken-home children and how they get through the condition in simple daily life story (Legrand, 2016: 322-329).

Because of it, the researcher chooses to focus the study on character Finley Hart. Finley Hart portrays broken-home children's life at the psychological level. Her condition is unique because of her mental illness and her family problem. However, as the story progresses, she actualizes herself and her family condition, which brings her to be a better character (Legrand, 2016). Moreover, *Some Kind of Happiness* is a twenty-first literary work. It makes the condition in the story is suitable for the condition in real life. Thus, Finley Hart in Claire Legrand's *Some Kind of Happiness* is ideal for the researcher to analyze the self-actualization concept in literary works with hierarchy of human needs theory by Abraham Maslow.

The study centers on self-actualization because it is an essential need for humans, especially for broken-home children. In general, self-actualization is a desire to use oneself true potential (Maslow, 1954: 46). Self-actualization erases negative emotions such as anxiety, fear, confusion with life, shamed, and guiltiness (Maslow, 1954: 154-155). Moreover, self-actualization gives benefits such as self-acceptance, interpersonal relations, creativeness, and resistance to enculturation (Maslow, 1954: 155-172).

Because of that, the researcher uses hierarchy of human needs theory by Abraham Maslow in order to analyze two problems in this study. First, how four basic needs in character Finley Hart builds her self-actualization. Second, what the impact of self-actualization in Finley Hart's characterization. This study uses hierarchy of human needs because this theory provides a scientific explanation about human motivation and how these needs affect individual life quality.

Thus, the researcher hopes this study awakens new perceptive and better understanding of broken-home children's psychological condition. The researcher also hopes this study gives an overview of broken-home people about how the mind works in order to endeavor broken-home people getting self-actualization and a better life.

## **II. METHODOLOGY**

The study uses the general inductive approach in order to find dominant and significant themes from the general condition in the data (Moleong, 2018: 297). In the general inductive approach, the researcher read the data comprehensively. The researcher collects the data from the story, especially from a monologue, dialogue, the environment, and the conflict surrounding Finley Hart. Then, the researcher categorizes the data into two groups. The first

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group is Finley's four basic needs, and the second group is Finley's characterization. As discussed earlier, the researcher categorizes the data into two groups. The researcher uses the first group in order to analyze the first problem with Abraham Maslow's hierarchy of human needs theory. From this group, the researcher classifies Finley's basic needs into several categories: physiological needs, safety needs, belongingness and love need, and esteem needs. After categorizing it, the researcher explores the relationship between needs and how these needs build self-actualization in character Finley Hart.

While the second group arranged in order to analyze the second problem with Abraham Maslow's hierarchy of human needs theory. For the second group, the researcher classifies the data into two categories: Finley characterization before being self-actualizer, and her characterization after being self-actualizer. Then, the researcher compares these two characterizations to know the impact of self-actualization in character Finley Hart. Thus, it is essential to solve the first problem first in order to know the time when Finley being self-actualizing, so the researcher can continue solving the second problem.

### **III. RESULTS AND DISCUSSION**

#### **Hierarchy of Human Needs in Character Finley Hart**

##### *Physiological Needs*

The starting point in the hierarchy of needs is physiological needs or human drive to satisfy hunger (Maslow, 1954: 35-36). It becomes the first fundamental need because consuming food is a necessity. Cannon in Maslow, states that the human body needs some chemical elements from food to maintain a constant bloodstream (Maslow, 1954: 35-36). Furthermore, a severe lack of physiological needs causes the body to consume its muscle and fat up to the point and individuals die (Mahanta & Tamuli, 2014: 367).

In the novel *Some Kind of Happiness*, Finley Hart got more than enough food supply from her grandparents. The food serves three times a day at breakfast, lunch, and dinner. Besides, Finley's grandmother makes cookies and hot chocolate for the kids from time to time (Legrand, 2016). Because of it, there are not negative occurrences about physiological needs.

By contrast, there are three beneficial effects of satisfying physiological needs that can support Finley achieving self-actualization. First, satisfying physiological needs give enough energy to Finley's physic so she can develop a more social activity. Maslow explains that gratification is important, for it releases an individual from the domination of physiological need, and then permitting the emergence of other more social goal (Maslow, 1954: 38). Because of her physiological needs, Finley can get involved in social activity with her family (Legrand, 2016). These activities then lead Finley building belongingness and love needs which later help Finley achieving self-actualization.

Second, satisfying physiological needs defend Finley's psychology when she extremely lacks other needs. Maslow believes that an individual will be dominated by physiological needs when all other needs are unsatisfied. It means an individual who lacks safety, belongingness

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and love, and esteem needs have stronger hunger than others (Maslow, 1954: 37). This effect appeared when Finley goes to her first dinner on Hart House on page 20:

Aunt Dee sets a plate in front of me and smooths back my hair in a way that reminds me of Mom. I decide it probably isn't a great idea to start crying again, so I grab a fork and dive in before my body has the chance to betray me. Maybe if I stuff my mouth with enough food, it will prevent me from saying what I want to say: There has been an awful mistake. I'm not supposed to be here. I'm not one of you. (Legrand, 2016: 20)

From that scene, some negative emotions in Finley lead her to "start crying again..." and think her present is "an awful mistake" (Legrand, 2016: 20). Presumably, the most expressive negative emotion comes in the sentence "I'm not supposed to be here." The word "supposed" shows Finley's hesitancy about her equality with other family member. Put differently, Finley lacks her self-esteem which automatically ruins her esteem needs.

In more abstract form, Finley also shows her negative emotion with the word "remind" in the phrase "smooths back my hair in a way that reminds me of Mom." The action smoothing hair ignites Finley's memory about her mother, yet it leads to negativity, "I decide it probably isn't a great idea to start crying again." Thus, it indicates that remembering her mother is too hard for Finley considering she cannot meet her. This kind of feeling depicted by Maslow as "being torn from one's home and family" which represent the sign of someone who lacks love and belongingness needs. Therefore, to encounter these negative emotions, Finley decides to "grab a fork and dive in (to the food)". This reaction proves that physiological needs (in the shape of eating) function as sustainers against the insufficiency of other basic needs.

Last, it functioned as a foundation to channels all sorts of other needs such as comfort or dependency (Maslow, 1954: 36). This effect appeared on page 111 when Finley feels protected because of the smell of pancakes even she was in the middle of a stranger.

I creep out of my bedroom, my mouth dry and my head heavy. Soft, cheerful music and the smell of pancakes drift up the stairs. In the kitchen Grandma stands at the stove wearing her pearls; her white apron is spotless.

"Grandma? I have a question."

Grandma clucks her tongue. "How about, 'Good morning, Grandma'?"

"I mean, good morning. Sorry." (Legrand, 2016: 111).

It must be considered that Finley always feels uneasy with her grandmother for most of the story because she perceives her as a stranger and cold-hearted character. Therefore, it is a progression for her to initiate a conversation with her grandmother. Interestingly, Finley dares to initiate the conversation after sniffing the "smell of pancakes." It indicates the food smell engenders a safety feeling to Finley. Moreover, a pleasant smell elicits emotion which can reduce anger and improve mood (Kadohisa, 2013: 66). Besides, Maslow states that when an individual is no longer dominated by hunger and the physiological needs are satisfied, a new and higher needs emerge (Maslow, 1954: 38).

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In conclusion, Finley's physiological needs are completely satisfied. It can be observed from the food supply in the story and the visible effect in character Finley. Moreover, Finley's physiological needs support her to achieve self-actualization in three ways: 1) it supports Finley's physic, 2) it defends Finley's psychology when she lacks other needs and 3) it builds safety needs.

### *Safety Needs*

After satisfying physiological needs, there is insistence to build feels of security called safety needs. It is because physiological needs only focus to support individual in the present. Whereas, as a human being, life is about surviving in the present as well as in the future. Therefore, human capacities emerge to develop safety-seeking tools to ensure future survivability (Maslow, 1954: 39).

This emergence also occurs in Finley's life. In fact, safety needs are the main issues in *Some Kind of Happiness*. As a broken-home child, Finley experiences insecurity about her family future. Moreover, Finley must live in her estranged grandparents' house without her parents. It is burdensome to live far away from her parents in this situation and it more difficult because her grandparents have different lifestyle from Finley (Legrand, 2016). Therefore, these conditions make Finley lack of safety needs about stability, security and serenity.

The lack of safety needs about stability comes from the problem between Finley's parents. This problem seems so serious until they need commending Finley to her grandparents which later lead Finley's parents to divorce. Furthermore, the different lifestyle and house rule makes Finley confused (Legrand, 2016). The parents' problem and the visit break the stability in Finley's life. Whereas, stability in children life is crucial. Maslow believes stability is the root of children's anxious and unsafety feeling. As he explains:

"Another indication of the child's need for safety is his preference for some kind of undisrupted routine or rhythm. He seems to want a predictable, lawful, orderly world. For instance, injustice, unfairness, or inconsistency in the parents seems to make a child feel anxious and unsafe." (Maslow, 1954: 40).

Therefore, Finley does not see the world as a stable and safe place anymore. She identifies it as a place where everything can happened. While Finley never says this feeling in her monologue or dialogue, she shows it in her attitude. Her needs for stability even motivate her to run away from her family which can be read in page 260:

When I find the train tracks, I follow them. I will follow them to wherever Jack once dreamed of going. I will go into the deepest parts of the Everwood that no one has yet explored—where no one lies, and everything is truth. (Legrand, 2016: 260)

The phrase, "where no one lies, and everything is truth" indicates the weariness of her unstable life. Because of her current situation, she wants to run away to the place where she can live in predictable, consistence and trustworthy situation.

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Therefore, it shows that the role of parents as protector is trivial for a child. In Finley's case, her parents failed to provide stability in her life which leads to the lack of security feeling. In reciprocal correspondence, Maslow believes that average child and adult prefer a secure world which perilous things do not happen and powerful parents or protector who becomes shield from harm exists (Maslow, 1954: 41). Finley tells her lack of parents' protection in her monologue at page 16:

He and Mom are leaving now. No, they cannot stay for dinner. Yes, they love me, forever.

A few minutes later I hear voices drifting up from beneath my window and get up to look outside. My parents and grandparents are standing by the sidewalk that leads to the driveway.

...

Then, mom and dad get into car and drive away. I watch them until trees swallow them up. I am alone. (Legrand, 2016: 15-16).

Finley also show her feeling of insecurity in another monologue at page 19:

Ruth's shouting makes me nervous. I wish my notebook weren't all the way up in my room.

I wish I were home.

I wish-

(Focus) (Legrand, 2019: 19).

In the monologue, Finley emphasizes her desire of being secure in sentence, "I wish I were home." It is interesting because she labeled her home as 'home' when her grandparents' place as house. The word 'home' means, "place where you live, especially with your family" (Oxford, 2008: 212). In other word, home is a place where Finley feels secure because there are her parents (family) there. While Hart House did not give this feeling because her grandparents' and other family member are stranger for her.

Furthermore, the lack of security feeling between parents and children causes a tendency for children to internalize their problem (Brock & Kochanska, 2016:11). This tendency shows in the story as Finley try her best to overcome her problem alone without allow anyone to aid her including her parents, family or psychologist (Legrand, 2016). It retards her progress to becoming a healthier individual. It also leads Finley to develop risky decision such as run away from the psychologist which can be read in page 258:

Once Dr. Bristow is out of the room, everything is quiet—except for the sound of birds singing in the tree outside her open window.

Her open window.

I stare at it, and I form a plan. My heart pounds out the steps like the bullet points of a list.

I don't know how long psychologist emergencies take to resolve. There is no time for me to debate this.

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I hurry toward the window and climb out. It was not particularly wise of Dr. Bristow to leave her window open. I cannot be the only kid who sits in her office desperate for escape. (Legrand, 2016: 258).

Therefore, the lack stability and security produce anxiety in Finley. It is also the culminating manifestation of fear about her future survivability. Anxiety itself defined as anticipation of future threat derives from the emotion of fear (Crocq, 2015: 319).

Mom and Dad are taking me to Hart House because they are "having problem" and "need some space to work out".

This, I assume, is a euphemism for divorce. Or at least something leading up to divorce. (Legrand, 2016: 6-7).

In that monologue, her anxiety shows from the word 'assume' which mean "believe something to be true without proofing" (Oxford, 2008: 22). It means, Finley have a strong believe there is a problem, probably about divorce, between her parents, but she does not have any proof. Therefore, this assumption causes Finley to face uncertainty which is something unusual and unfamiliar for her. As Maslow explains, "confronting the average child with new, unfamiliar, strange, unmanageable stimuli or situations will too frequently elicit the danger or terror reaction" (Maslow, 1954: 40).

Moreover, Finley's case involves her parents which make it very intimate. Maslow believes a case involving parents is crucial, for "the central role of parents, and the normal family is disputable. Quarreling, physical assault, separation, divorce or death within the family may be particularly terrifying" (Maslow, 1954: 40). This situation causes her mind constantly trying to anticipate divorce as the impending threat which leads Finley to produce anxiety.

Later in the story, Finley faces anxiety in several moments because of her parent's condition as seen in pages 145 and 168-169:

I twist the swing's ropes; the rough fibers bite into my palms.

I bet I know what she wants to talk about.

Her. Dad. Her and Dad, and me, and our house, and our things, and our family, and what will happen next. The fake smiles. The future.

I'm not an idiot. I will not listen to one word of it. (Legrand, 2016: 145).

In that monologue, the anxiety feels like "twist the swing's ropes" and "the rough fibers bite into my palms". Thus, in this situation, Finley try to avoid experiencing anxiety as well as to protect her safety needs by not listening her mother's word. In the intense situation, anxiety causes children to rebels and even rejects their parents which seen in pages 168-169:

"We can drive down next week—"

No. All of a sudden my heart goes wild with panic.

I won't listen to what they have to say. They won't come here. They have worked out everything they could work out.

Because that will mean . . . "If you come down here," I tell him, "I won't go. I swear I won't." (Legrand, 2016: 168-169).



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This scene happened when her parents want to visit Finley. Instead of feeling happy, she feels anxiety in the shape of her "heart goes wild with panic." It is because of the uncertainties of her parents' purpose which can lead to either the most joyful news or the most terrible one. Therefore, Finley responds this situation with rejection to avoid experiencing anxiety and to protect her safety needs.

Whereas, safety needs are essential to make an individual achieving self-actualization. Without safety needs, an individual will see the world as darkness and dangerous place where anything might happens (Maslow, 1954: 40). Lack of safety needs also bring fear which inhibits oneself to develop higher needs and thus inhibit to actualize himself (Maslow, 1954: 43). As relation with previous needs, lack of safety needs cause despair in Finley's life, as it can see in *Some Kind of Happiness* page 155:

But when I eat this ham-and-cheese sandwich, I am eating it like a car consumes gasoline. I am not sure I actually taste it. There is bread, cheese, ham, mayonnaise. I am a machine obeying my programming. (Chew, chew, chew, swallow.)  
(Legrand, 2016: 155)

Therefore, Finley tries her best to maintain her safety needs. There are three activities she performs to defend her safety needs that are: writing, bracing herself to play with her cousins, and getting open communication with her family.

Writing is an activity that Finley loves. In unpleasant situation, she constantly writes a story about a magical forest called Everwood. For her, writing gives her the feeling of security and stability. This feeling can be seen in page 23:

Since then, I have never told my parents when I wake up sweating, feeling hot and sick and small. Instead, I write about Everwood until nothing else matters.  
(Legrand, 2016: 23).

In that monologue, Finley maintain her safety needs by writing a story about Everwood until "nothing else matters." It indicates that writing produce relax feeling for Finley. Pennebaker in Mugerwa and Holden states that writing facilitates writers to processing traumatic memories, resulting the writers can express their self, their world and other. Writing also enables writers to develop their own destiny as well as to allow writers clarify and see their though. Furthermore, writing causes more considerable beneficial effect as therapy against depression (Mugewara & Holden, 2012: 661-662).

Interestingly, her story about Everwood interests her cousins and her neighbor. While Finley takes her story as serious business, the other kids see it as a fantasy role-playing games. They exited to get their own role like a knight, squirrel, spokesman, and even pirates. At the first time, Finley feels uncomfortable with other children as shows in page 31:

I find myself wishing Gretchen had never come out here. Then she would never have found out about the Everwood, and it will still be safely mine.

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Now that she knows, who else will might soon know? And what will they think of me? (Legrand, 2016: 31)

However, as the story progress, their relationship becomes stable. They even build their own patio, design a flag, and enjoy a set of activity to “support the life of Everwood” (Legrand, 2016). Their relationship replaces Finley parents’ role in shape of giving security feeling. Furthermore, it also establishes love and belongingness needs which later help Finley achieving self-actualization.

Other than that, Finley’s relationship forces her to collect information about her circumstances. At the beginning of the story, her grandparents prevent Finley getting enough information about the family. As the story progress, Finley tries learning about her family history and their problem to force an openness communication between family members. It is crucial to build the complete form of belongingness and love needs which later help Finley to achieve self-actualization (Legrand, 2016: 272-277).

In conclusion, Finley’s safety needs are partly unsatisfied. She lacks of stability because of her parents’ divorce, lack of security because of the missing of parent’s role, and lack of serenity because of the effect of unstable and insecurity conditions. However, Finley tries to maintain her safety needs by writing a story, embrace herself to play with her cousins and other neighbor children, and getting open communication with her family. Her action to maintain safety needs are crucial for it linked to higher needs and later helps her achieving self-actualization.

#### *Belongingness and Love Needs*

When an individual gratifies both physiological and safety needs, then there is emerging to get the needs of belongingness and love. They represent relationships between one and another. In another world, belongingness and love are needs for human to belong with one group. In this level, these needs are a necessity for human to overcome loneliness, rejection, and alienation (Maslow, 1954: 43-44).

While it not as intense as safety needs, belongingness and love needs are other issues in *Some Kind of Happiness*. In the story, Finley feels being torn up from her ‘real’ family, for she must live with her estranged grandparents without her parents. This makes Finley lack belongingness and love needs. However, as the story progress, her relationship toward her cousins, neighbor children, and her grandparents support these needs (Legrand, 2016).

These needs firstly made from conversation between Finley and her cousin, Gretchen. At that time, Finley was sitting in the riverbank to enjoy the scenery when Gretchen came greeting her. From their conversation, Finley knows that she and Gretchen share same opponent: their grandmother (Legrand, 2016: 28). It makes a feeling of belonging to a group. As Maslow explains, it is good for any society to maintain a group where they feel togetherness to face an external dangerous thread (Maslow, 1954: 44). The effect of belongingness and love show as Finley tries to believe Gretchen and share her story about the Everwood. Unfortunately, Gretchen responses Everwood as a role-playing game resulting with resentful feeling of Finley

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as the creator. However, Gretchen bizarre act causes Finley comfortable. Later, this conversation leads Finley getting relation with other cousins and even kid from a neighbor (Legrand, 2016).

That scene shows that trusting and sharing are two essential behaviors to build belongingness and love. Trusting behavior and the feeling of being trusted increase beneficial interpersonal relationship in children (Malti et al, 2015: 17). In other hand, person with sharing behavior offer more positive and joyful experience compared with a person in the solitary situation (Jolly, et al, 2019: 18). Furthermore, belongingness and love need bring two beneficial effects: maintaining safety needs and helping Finley to achieve higher needs.

In a relationship with previous needs, love and belongingness needs play a role as repairing tools for Finley due to her lack of safety needs about security. The beneficial effect of love and belongingness needs shows in page 31:

“Please? Pleeeeeease?” Gretchen clasps her hands under her chin and pouts. She looks so ridiculous that I burst out laughing. It feels strange, and wonderful, like jumping out of deep water to breathe. I have not laughed for days.  
(Legrand, 2016: 31)

That scene shows Finley “burst out of laughing” and feels “like jumping out of deep water to breathe” after seeing Gretchen expression (Legrand, 2016: 32). Veatch in his violation theory explain that the sense of humor present when a normal situation feels normal yet feels wrong at the same times (Mulder & Nijholt, 2002: 5). A normal situation is the key here as Finley condition in the beginning of the story (thinking about her parent’s problem and living with estranged grandparents) must be not normal for her (Legrand, 2016). Thus, the love and belongingness need in the shape of her relation with Gretchen repair her unstable and insecurity conditions into a normal condition.

This kind of effect reappearing through the story in the shape of hugging, smiling, joking, playing, and sharing secret (Legrand, 2016). All these activities rise belongingness and love needs in Finley. She becomes more understand about being ‘Hart’ in family viewpoint and feeling more secure about her life. In the ending, these two effects make Finley able to trust her parents again and with them she goes to see a psychologist to heal her mental illness (Legrand, 2016).

Furthermore, belongingness and love need become the ultimate healing for getting higher needs which later help Finley to achieve self-actualization. Her relation with other children conducts her to confidence to show her characteristic and skill (Legrand, 2016). In other word, belongingness and love helps Finley to build her esteem needs. With cooperation with other family member, Finley can achieve self-actualization by stabilize her safety needs and appreciate her love and belongingness needs. It shows in her monologue at page 277:

I want to say I hate them. I want to yell and scream and spit and kick.  
But I can’t do that, because I don’t.

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I still love them. I love them.

This realization has been coming to me in pieces over the summer, but now it rushes at me, fully formed.

(Now? Now, after what I have learned?)

(Yes. Now.) I love my family. (Legrand, 2016: 277)

In conclusion, Finley's love and belongingness needs are unsatisfied in the beginning of the story due to her separation with her parents. However, Finley can rebuild these needs after she develops a relationship with other kids and later with the whole of family. These needs maintain her lack of safety needs in the shape of performing joyful activities together. It also supports Finley to get higher needs such as esteem needs and self-actualization.

#### *Esteem Needs*

Maslow states that almost all people possess a sense of value called esteem needs. There are two types of esteem. First is esteem which is evaluate by an individual itself like desire for strength, achievement, adequacy, mastery, and confidence to encounter a problem. This type of esteem also called self-esteem. While the second esteem is the esteem which is produce by recognition of other people like reputation, respect, attention or appreciation (Maslow, 1954: 45).

In the beginning of *Some Kind of Happiness*, Finley cannot attain esteem needs because of her unsatisfied in lower level needs. She lacks of safety needs because of her parents getting a divorce and lack love and belongingness needs because of separation with her parents. These lacks of needs affect how Finley sees herself. Her lack of esteem needs makes her see herself as a lower level individual comparing with another Hart. This effect shows in page 149:

BUT . . .

You will never be as pretty as Avery, or as brave as Gretchen, or as kind as Kennedy, or as funny and wild as Jack.

You are small and strange.

You are far from home.

You can't stop feeling sad.

You are wrong.

You are weak.

Your parents are getting a—

They are getting a— (Legrand, 2016: 149)

Fortunately, there are cousins and other children who support Finley. Their relationship develops a sturdy love and belongingness needs which support Finley's esteem needs. In Finley case, she is incapable to empower her esteem by herself. Therefore, she needs others' support to increase viability values as an individual. As follows, it is substantial to maintain a healthy relationship, for they appreciate Finley's skill as well as supports her to appreciate

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herself. In terms of appreciation, there are two types of appreciation for Finley: first as a skillful writer, while second as a worthy individual.

As a skillful writer, other children appreciate how Finley manages the tale of Everwood. Finley can create a magical, joyful and details story yet she still provides some spaces to her cousins to expand it with their own imagination. Finley also skillful in decision maker when there is disagreement between her cousins. Her writing skills, which in some part involving leading skills, cause other children agree to bestow her as 'The Queen of Everwood' (Legrand, 2016: 146-147). One of the children, Jack, even talks about Finley's writing skill to his father. It raises her esteem needs as well as a beneficial effect to Finley's psychologist.

Jack nudges me. "Tell him a story."

"What?"

"One of the Everwood stories." Then Jack says, louder, "Finley's a good writer. She has a whole notebook full of stories at her house."

"Really?" Mr. Bailey actually sounds interested. "What are they about?"

I stare at the ground. "They're not very good."

"Shut up," Jack says. "They're amazing."

I glare at him.

(Jack thinks my stories are amazing!) (Legrand, 2016: 193-194)

Another compliment comes from her grandfather. In this case, his compliment is intimate for Finley as it comes from a family member. Thus, this compliment causes more enormous effect in Finley.

Grandpa laughs. "I forgot you kids call it that. How'd you decide on the name? It's really quite nice." "I'm good at naming things," I say, and soon I am telling him all about my notebook—my lists, my stories, the different Everwood creatures.

...

Grandpa listens to every word. Then he says, "Oh, Finley. You're so like your dad." My heart is a pounding drum. "I am?" (Legrand, 2016: 92-93)

Interestingly, Finley's writing skill causes her relationship with other children sturdier. It also causes everyone produce a feeling of independency between one and another. As a result, other children experience negative emotion like longing and emptiness when Finley cannot play with them. In other side, their feeling toward Finley encourages her self-esteem, for it indicates that Finley is a valuable member for them. It also indicates she has been accepted in the group. Finley's positive emotion shows in page 224-225:

Avery sighs. "All right. I'll do it."

"Really?"

"Really."

"Why?"

"Because you're my cousin, and I know this will make you happy. And Kennedy misses you tons. She texts me constantly for updates."

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I sit back and stare at my toenails. "They miss me." Saying it out loud sends a soft wave of warmth through my entire body. "They miss me." (Legrand, 2016: 224-225)

In relation with self-actualization, strong esteem needs support Finley to achieve self-actualization. It shows in the end of story, when Jack success preventing Finley from run out. Jack reminds her value as the queen of Everwood and as an individual. It rises Finley's esteem needs and causes Finley canceling her run out plan (Legrand, 2016: 260-263). These needs rise Finley's courage to speak about an openness conversation among family members (Legrand, 2016: 270-272). However, while Finley requires a certain level of esteem needs, these needs are not the key to achieve self-actualization. By contrast, she can achieve it because of love and belongingness needs.

In conclusion, Finley's esteem needs are unattained in the beginning of the story. Finley cannot build her esteem needs by herself because of her negative thought. Fortunately, there are other children who support Finley and appreciate herself which develop Finley's esteem need. In the end, the esteem needs can support Finley to achieve self-actualization although it is not the main stimulus.

#### *Needs for Self-Actualization*

Even these four basic needs are satisfied, Maslow believes there is dissatisfaction in human mind. The reason is human mind having a tendency to perform activity they eminently fitted. Goldstein, as Maslow quoted, explains these needs are self-fulfillment or a tendency of an individual to actualize his potential (Maslow, 1954: 46).

In *Some Kind of Happiness*, Finley achieves self-actualization in the end of the story. Self-actualization leads Finley to speak in honest and impudent manner. Moreover, these needs make Finley accepts herself and her condition. It causes healthy mental which lead Finley to trust her parents again. Therefore, Finley agrees to see a psychologist in order to heal her mental illness (Legrand, 2016).

In reciprocal correspondence, Maslow believes that self-actualization gives beneficial effect to individual who achieved it. From Maslow's viewpoint, Finley as self-actualizer experiences several positive changing in her characterizations such as: 1) *gemeinschaftsgefühl*, 2) discrimination between good and evil, 3) efficient perception and comfortable relation toward reality, 4) self-acceptance and 5) spontaneity; simplicity; naturalness. Subsequently, the researcher will discuss these beneficial effects in further section.

In conclusion, Finley's needs for self-actualization have been achieved in the end of story. These needs cause Finley to encounter her problem in positive manner. While in Maslow's theory, Finley experiences five beneficial effects as a self-actualizer.

#### **IV. CONCLUSION**

Finley's physiological needs are the foundation to build self-actualization. In the story, these needs support Finley in three ways such as supporting her physic, defending her psychic, and

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building safety needs. Safety needs themselves bring the feeling of 'normal' daily life. Lack of safety needs cause anxiety and insecurity. While a stable safety need produces positive emotion for Finley to involve in social activities. Thus, social activities satisfy Finley's love and belongingness needs. These needs repair her lack of safety needs. The realization of family love even becomes the key for Finley to achieve self-actualization. Sturdy love and belongingness need from a healthy relationship also build esteem for Finley. Therefore, esteem needs triggers self-actualization. Although the main stimulus is love and belongingness needs in form of Finley's family and friend relationships.

Furthermore, this study also reveals self-actualization's impacts in Finley Hart's characterization. Researcher finds five beneficial effects in character Finley Hart. These effects are 1) gemeinschaftsgefühl, 2) discrimination between good and evil, 3) efficient perception and comfortable relation toward reality, 4) self-acceptance and 5) spontaneity; simplicity; naturalness.

The first beneficial is gemeinschaftsgefühl or the ability to identify other feeling while keeping own negative emotion. After being self-actualizer, Finley be able to identify a situation both from her and other perspective which leads to a more mature characterization. Second, Finley be able to distinguish between good (right) and evil (wrong) concept. She also has courage to criticize people based on the moral viewpoint even to her own family. Third, Finley have efficient perception and comfortable relation toward her reality. As broken home children, Finley experience anxiety and uncomfortable toward her social life. Therefore, this effect makes Finley be able to see her life in more clear and joyful manner. Fourth, Finley can accept her condition as a broken home child and adapt with it. She also accepts her inadequacy and tries to restore it. Fifth, self-actualization improves Finley communication skill. It makes Finley can speak in spontaneous, simple, and natural conversation.

As the conclusion, basic needs in Abraham Maslow's theory support each other with the final form is self-actualization. Self-actualization itself gives beneficial effect for Finley psychology. Therefore, it is essential for human being, especially broken-home children, to achieve self-actualization in order to sustain mental health and to bring happiness in life.

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