

AN ANALYSIS OF RACHEL BERRY'S CHARACTER IN *GLEE* SEASON 2 USING MASLOW'S THE HIERARCHY OF NEEDS THEORY

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ABSTRACT

Literary work today is not limited by written form such as novel and short story. Film can be considered as literary work as well due to its narrative device. *Glee* is an American series which takes social issues in each episode. This study is intended to analyse Rachel Berry's character based on how she satisfies the hierarchy of needs and to show the characteristics of self-actualized person that she exhibits. The data of this study are taken from the dialogues and narrations from the series. This study uses Maslow's the hierarchy of needs theory. The data are analysed using qualitative descriptive method. The results of this study show that Rachel Berry is a self-actualizer. Rachel Berry has satisfied the four lower level of needs (physiological needs, safety and security needs, love and belongingness needs, and esteem needs) before she reaches the pinnacle of the hierarchy of needs. Rachel Berry shows some characteristics of self-actualizer, which include an acceptance of her strengths and weaknesses, depends on herself for her satisfaction, has moments of peak experiences, has sympathy and empathy as well as is willing to help others, tends to select friends with similar quality as her own and has creativeness.

Keywords: *glee*, character, the hierarchy of needs theory, self-actualization, self-actualized person

ABSTRAK

Karya sastra hari ini tidak terbatas pada karya tertulis seperti novel atau cerita pendek. Film termasuk dalam karya sastra mengacu pada narasi yang digunakan. Glee adalah serial Amerika yang mengangkat isu-isu sosial pada setiap episodenya. Penelitian ini bertujuan untuk menganalisa karakter Rachel Berry tentang bagaimana dia memenuhi segala kebutuhan dalam hierarki dan menunjukkan karakteristik dari seorang pengaktualisasi diri. Data-data diambil dari dialog dan narasi dalam serial Glee dan kemudian dianalisa menggunakan metode kualitatif deskriptif. Penelitian ini menggunakan teori hierarki kebutuhan Maslow. Hasil penelitian menunjukkan bahwa Rachel Berry adalah seorang pengaktualisasi diri. Rachel telah memenuhi empat kebutuhan tingkat bawah dalam hierarki (kebutuhan fisiologi, kebutuhan akan rasa aman, kebutuhan akan rasa memiliki dan kasih sayang, kebutuhan akan penghargaan) sebelum dia mencapai kebutuhan puncak dalam hierarki. Rachel Berry menunjukkan beberapa karakteristik seorang pengaktualisasi diri, yaitu menerima kelebihan dan kekurangan dirinya, bergantung pada dirinya sendiri, memiliki saat-saat peak-experiences, memiliki simpati dan empati serta kemauan untuk menolong orang lain, cenderung memilih teman yang memiliki kualitas yang sama dengan dirinya, dan memiliki kreativitas.

Kata kunci: glee, karakter, teori hierarki kebutuhan maslow, aktualisasi-diri

A. INTRODUCTION

Literature today has expanded its scope to visual work like film and television series. Film shares and communicates many elements in similar ways with literature such as ability to employ the structures and narrative device that present action, images, and words replicating life (Boggs and Petrie 41). Film is completely tied in with the study of literature for thinking about film provides innovative ways of thinking about literature and vice versa (Bennet and Royle 142).

Glee is American television series directed by Ryan Murphy that airs on Fox. Since its first airing in May 2009, *Glee* finished its final season on March 20, 2015. *Glee* is a story about the underdog choir club named *New Direction* in McKinley High School in Lima, Ohio. The journey to win the national choir competition is one with the dynamic relationship among Mr. Schuester, the director of *New Direction* and all the members the choir club. They have to fight against all odd and everything that Sue, the cheerleader team's coach and Mr. Schuester's nemesis, does to sabotage the club. In each episode, *Glee* takes social issues that are happening at the moment such as bullying, gender representation and sexuality issues.

Two research questions formulated in this study are *how Rachel Berry satisfies each level of the hierarchy of needs* and *what characteristics of self-actualizer represented in Rachel Berry's character according to Maslow's theory*.

There are three main focuses of this study. First, this study is focused on a main character in *Glee* named Rachel Berry. Rachel Berry is chosen because she is the most prominent character because she appears in every episode in the series. Second, this study is focused on *Glee* season 2 because it represents complete material that the researcher wants to explore. Third, this study is focused on the Hierarchy of Needs theory by Abraham H. Maslow. It is an appropriate theory to be applied in this study due to two particular reasons. First, as a literary character Rachel is purposely given certain motivation to ground her behavior throughout the narratives. This is in accordance with Reaske who points out that a literary character needs to be as real as possible in order to convince the viewers. One of the main qualifications of this notion is that they must have motivations that lead them to do certain things (40). Second, the main idea of Maslow's theory is human motivation that guides their behavior. Thus, using Maslow's theory this study explores Rachel Berry's character to find out how she satisfies all the levels of the hierarchy of needs until she reaches self-actualization. Eventually this study discusses about Rachel Berry's self-actualization.

This study is expected to give benefits to the readers. The result of the study will enrich readers' knowledge about psychological approach specifically humanistic psychology in analysing literary works especially their characters. This study can become one example on how literary characters satisfy their needs and give information about self-actualizer characteristics represented in those characters.

B. REVIEW OF RELATED LITERATURE

1. Character & Characterization

Character is the life of literature (Bennet and Royle 60). Bennet and Royle state that there are three requirements where a fictional character to be life-like. The first is to have plausible name and to say and do things that depict the real life convincingly. The second is a certain complexity that makes sure the fictional character is not 'one-dimensional'. The third is a fictional character should have a number of different traits which may be conflicting or contradictory but should cohere in a single identity (62).

Moreover, Reaske states that the combination of speeches and action throughout a play produces an understanding that the characters in drama as people who might really exist (40). In analysing literary characters, Reaske suggests that one needs to consider the devices of characterization which include the appearance of a character, the language a character uses including asides, soliloquies and the way a character speaks to other characters, narrations and action.

2. Psychology in Literary Works

There are four ways to understand the relationship between psychology and literary works. First, by analysing the psychological aspect of the author as type or as individual. Second, by analysing the psychological aspect of the creative process. Third, by analysing the psychological aspect of the characters in literary works. Fourth, by analysing the effects of literature to the readers (Walleck and Warren 75).

In analysing literary characters, it can be done if the characters have complexities that represent real-life human beings (Walleck and Warren 88). This statement is in line with the previous discussion about character and characterization. It is explained before that one can analyse literary characters the same way they analyse people in real life due to the complexity of the characters. In simplest sense, it is possible and justified to use psychological approaches that apply to real people in understanding literary characters.

3. Maslow's The Hierarchy of Needs Theory

Abraham H. Maslow is considered as the founder and spiritual leader of humanistic psychology movement (Schultz and Schultz 300). Maslow believes that human beings are motivated by a hierarchy of needs consisting of physiological, safety, love and belongingness, esteem, and then self-actualization needs. Once one meets his or her lower-level needs, he or she strives to achieve the higher levels until finally he or she reaches the ultimate goal which is self-actualization or the fulfillment of their potential.

Human beings are not motivated by all the needs at the same time. In general, only one need will dominate one's personality and it depends on which of the other needs have been satisfied. Schultz and Schultz set an example of a successful person, this person is no longer motivated or even aware of their physiological and safety needs. It happens because he or she has already satisfied those two needs. He or she is more likely motivated by the needs of esteem and self-actualization (304). The hierarchy of needs is often depicted in a pyramid like figure 1 below.

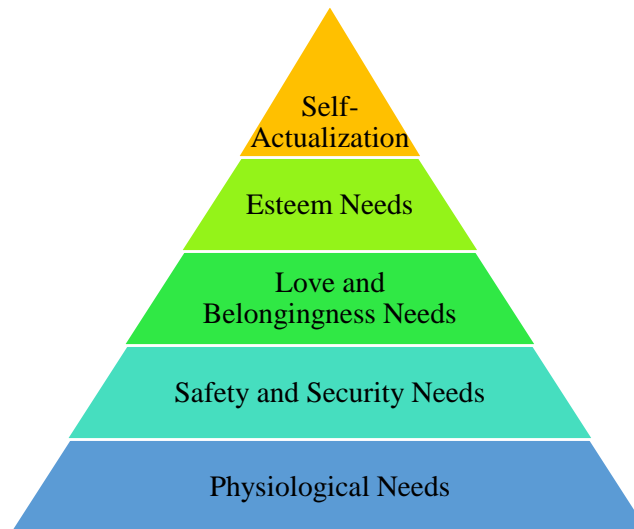


Figure 1
Maslow's Hierarchy of Needs Theory based on
explanation by Schultz and Schultz 303-308

a. Physiological Needs

Maslow states that these basic needs are the most prepotent among other needs in the hierarchy (35). Satisfying this level of needs is for survival because everyone needs air to breath, food to eat, water to drink, and a place to live. When these needs are not met or satisfied, one might feel discomfort and are motivated to satisfy the needs above all else.

b. Safety and Security Needs

Safety and security needs will emerge after the physiological needs are satisfied. This level of needs is pursued in order to be free from the threat of physical and emotional harm. Therefore, in order to satisfy this needs, one is motivated to save money for the future, buy insurance, and choose to stay in secure job (Schultz and Schultz 306).

c. Love and Belongingness Needs

Once one's physiological as well as safety and security needs are met, he or she will seek love and belonging feeling. These needs are satisfied through a close relationship with family members, friends, and lover or through social relationship form within a group (Schultz & Schultz 306). For example, many attempt to satisfy the need to belong by joining particular groups at school, joining sport club or volunteering for a service organization.

d. Esteem Needs

Esteem needs are divided into two forms: self-esteem and esteem from others. One requires esteem and respect from oneself in form of self-worth and from others, in form of status, recognition and social success. The satisfaction of this level of needs allows one to feel confident of their strength, worth and competence. On the other hand, when this level of needs is not satisfy, one will feel helpless, inferior and discouraged with little confidence in their ability to cope (Schultz & Schultz 306).

e. Self-Actualization

Self-actualization is the pinnacle of the hierarchy. It is one's needs to become everything he or she is capable of becoming or to realize and use his or her potential, capacities and competence. This need can be reached only when all the lower levels need in the hierarchy are satisfied.

One's self-actualization needs are reached when they are at peace or comfortable with what they are doing. The exact form of self-actualization will vary from individual to individual. One's self-actualization may take form of the desire to be an ideal mother, in another one it may expressed athletically, while in some other it may take form of inventing or creating arts (Maslow 46).

According to Schultz and Schultz there are four conditions that are necessary for oneself in order to satisfy his or her self-actualization needs. First, he or she must be free from society and self-suppression. Second, he or she must not be distracted by lower needs in the hierarchy. Third, he or she must feel secure of his or her self-image and in his or her relationship with others. Fourth, he or she must have realistic knowledge of his or her strengths and weaknesses.

There are twelve characteristics of self-actualizers according to Maslow as explained by Schultz and Schultz (311-312). First, they have an *efficiency perception of reality* which means they perceive their world and other people within, clearly and objectively or unbiased by prejudice. Second, they have an *acceptance of themselves, others and nature* which means they accept their strengths and weaknesses. They do not falsify their self-images and do not feel guilty about their failings. Third, they have a *spontaneity, simplicity and naturalness*. They feel secure enough to be themselves without being overly assertive.

Fourth, they have a *focus on problem outside themselves* which means they have dedication to a cause that is required for their self-actualization. Their devotions challenge and develop their sense of self. Fifth, they have a *sense of detachment and the need for privacy* which means they depend on themselves for their satisfaction. Their independences may seem unfriendly and lonely but actually they are simply more autonomous and do not crave for social support. Sixth, they have a *freshness of appreciation* which means they have the ability to perceive and experience their environment with freshness, wonder and astonishment. They appreciate what they have and take little for granted.

Seventh, they have *mystical or peak experiences* which Maslow defines as time when oneself is transcended and feels supremely powerful, confident, and decisive (qtd in Schultz and Schultz 305). Eighth, they have *social interest* which means they have sympathy and empathy for all humanity. Although often irritated by other people's behavior, self-actualizers still have connection feeling and understanding as well as desire to help them. Ninth, they are *profound interpersonal relations* which mean they tend to select friends with similar qualities to them. It explains why they have long and deep relationships.

Tenth, they have a *democratic character structure* which means they show no racial, religion or social prejudice. They are willing to listen and learn from anyone capable of teaching him or her. Eleventh, they have *creativity* which mean they display innovativeness and originality in their works. They are willing to make mistakes and learn from them. They are open and humble like children. Twelfth, they are *resistance to enculturation* which means they feel free to resist social and cultural pressures to think or to do in certain ways. They are governed by their own nature.

In conclusion, Maslow's hierarchy of needs theory is a theory to understand human motivation to do things they are doing. This motivation is based on satisfying certain level of needs in the hierarchy. The hierarchy of needs consists of five levels where physiological, safety, love and belongingness and esteem needs must be satisfied first before one pursues the self-actualization needs.

4. Previous Studies

Glee has been an object to be studied by researchers in various purposes, for examples to examine its portrayal of bullying, its gender representation and its social impact. The researcher of this study has found a study entitled *Constructing Girls in A Post-Feminist Society* by Pluretti, Grimmer, and Casebier which is a paper presented at the 2015 annual meeting for the Association for Education in Journalism and Mass Communication in San Francisco. Pluretti, Grimmer, and Casebier use feminist theory as the lens in examining the representation of adolescent girls in television show and set their focus on the main female characters in *Glee*. Their findings are structured into four themes: female appearances, female personalities, female relationship and female roles and behaviors.

For the benefit for this study, the researcher will only review the finding about Rachel Berry. From appearance, they point out that Rachel Berry is not confident with it and other characters often refer her look in negative way. However, at the end of the day she always accepts her physical appearance knowing her talents are more important than her look. From personality, Rachel Berry is described as self-driven girl in pursuing her dream. She is also described as someone who likes to take control of situation that she tries to do what she sees fit even when it leads to trouble. From relationship, Rachel is never content being single that can be seen from her up and down romantic relationship with Finn Hudson. From behavior, Rachel Berry often self-objectifies herself in order to pursue her desire such as wanting Finn Hudson's attention.

In simplest words, Rachel Berry's character can be seen and understood by using feminist point of view. Clearly the similarity between the study from Pluretti, Grimmer and Cassiebier and this study is the object which is *Glee* while the differences are in the objectives and the approach. Moreover, the researcher of this study reviews two other journals regarding the implementation of Maslow's hierarchy of needs theory in other field such as education and psychology. The two previous studies will be discussed as follow.

First, an article written in 2013 by Piragasam, Majid, and Jelas entitled *Music Appreciation and Self-actualization of Gifted Students*. This study is a review of researches relating to four aspects: music appreciation, Maslow's hierarchy of needs theory which has shed light on music, self-actualization especially in gifted students and their needs to acquire honorable character and well-being. The objective of this study is to discuss on Maslow's needs theory of self-actualization and music appreciation practice to the experience of music listening on the well-being of human being. After reviewing some researches related to the four aspects mentioned before, the researchers conclude that music is important to create the perfect human condition. Music appreciation regardless to what kind of practices triggers some characteristic of human being that led them to self-actualization. This finding is relevant to this study since *Glee* is a musical drama series where music practices is central to its character development in certain occasions.

Second, a research study conducted by Taormina and Gao in 2013 entitled *Maslow and the Motivation Hierarchy: Measuring Satisfaction of the Needs*. The objective of this study is to measure satisfaction of the needs in Maslow's hierarchy of needs theory. The researchers formulate eight hypotheses to assess the satisfaction correlation between each level of needs. The method used in this research is questionnaire test to 386 adults (18 to 67 years old) respondents from the general population in China, the data is analysed using multiple regression. The finding of this study is the more each lower need in hierarchy is satisfied the higher need is satisfied. Each level of needs is found to be a statistical predictor of the level needs immediately above it in the hierarchy. The more physiological needs are satisfied then the more safety and security need will be satisfied, the more safety and

security needs are satisfied then the more love and belongingness need will be satisfied until finally the more esteem needs are satisfied the more self-actualization will be satisfied. The finding of this study gives empirical support to Maslow's hierarchy of needs theory.

C. RESEARCH METHOD

This study is designed to be a qualitative descriptive research because the aim of this study is to examine Rachel Berry's satisfaction of needs based on Maslow's the hierarchy of needs theory and it does not use numerical data as measurement and the result of this study is presented in form of words or sentences. The main source of data of this study is Ryan Murphy's *Glee* season 2 which in the format of DVD (digital video disc). The data are in the form of characters's monologues, dialogues and narrations. While the secondary sources of data are some references like previous studies used in this study. The data are collected as supporting ideas for the data analysis.

The researcher herself is the main instruments since she did all the watching, collecting, classifying and analysing the data. It is in accordance with Endraswara who points out that one of the characteristics of qualitative studies is a researcher as the main instrument who will analyse a literary work carefully (5).

Data collection in this study was started by watching all the episode of *Glee* season 2 intensively to understand the plot lines. Next, the researcher decided which episodes to focus on; the chosen episodes are those which narrations support the objectives of this study. After that, the researcher re-watched the chosen episodes and utilized Reaske's characterization devices to obtain the data.

After the data were collected, the researcher analysed them in accordance with Miles and Huberman flow diagram. The flow diagram consists of three parts which are data reduction, data display and conclusion drawing (Miles and Huberman 10). The first step is data reduction; the researcher organized and separated the data that reflect Rachel Berry's satisfaction of needs based on Maslow's theory as well as the data that reflect the characteristics of self-actualizer that Rachel Berry shows. After that, the researcher described each data to give clear explanation about how Rachel Berry satisfies her needs and her characteristics of self-actualizer. At last, the researcher drew conclusion based on the findings.

D. FINDINGS AND DISCUSSION

1. Rachel Berry's Satisfaction of Maslow's The Hierarchy of Needs Theory

Maslow's the hierarchy of needs theory is a theory to understand human motivation to do things they are doing. This motivation is based on satisfying certain level of needs in the hierarchy of needs. The hierarchy of needs consists of five levels where physiological, safety and security, love and belongingness and esteem needs must be satisfied first before one pursues the self-actualization needs. The following are a description of how Rachel satisfies her needs according to Maslow's the hierarchy of needs theory.

a. Physiological Needs

Throughout season two, Rachel Berry is never shown motivated by these basic needs. She is narrated to pursue satisfaction of other needs in the hierarchy. The fact that Rachel Berry shows no interest in satisfying her basic needs proves that it is already

satisfied. This statement is in accordance with Maslow's notion that one's behavior is dominated and organized only by unsatisfied needs (304).

In *Blame It on the Alcohol* episode, Rachel's two gay fathers are narrated to be out of town in cruise so she is left alone at home. Rachel then decides to throw a party for her glee club friends at her house. It is shown that her fathers have turned their basement into a place for parties. These facts show that it is unlikely for Rachel to be in condition of lacking food and drink or unable to satisfy her physiological needs. This statement is supported by finding from Taormina and Gao study which points out that family supports should reflect on physiological needs satisfaction (170).

Furthermore, their finding also points out that people with a good health are more likely to exercise, sleep and eat well (170). Rachel is healthy in general. Health is a sign that she has enough food, drink, air and sleep to sustain her life.

b. Safety and Security Needs

Safety and security needs are pursued after the physiological needs are satisfied. People are motivated by these needs because they want to be free from threat of physical and emotional harm. Maslow states that people prefer to be in predictable and non-chaotic world (41).

Similar with previous needs, Rachel has also satisfied her safety needs. Rachel is never narrated to worry about her place of living or financial problem. In fact, Rachel can easily pay someone to do something she desires. However, her security needs are in consideration. Even though Rachel is well aware of her talent, she can become insecure every now and then especially if it is about her solo performances, her appearance and her love life.

In *Audition* episode it is narrated that Rachel plots things to dissuade a new student at school named Sunshine from auditioning. First, she pays Azimio and Karofsky to 'slushy' her glee club friends (Kurt and Mercedes) and herself in front of Sunshine in order to discourage her from auditioning. When the idea is resented by her friends, Rachel conducts her second plan which is to give Sunshine the wrong address to audition place. At the end of episode, Sunshine moves to another school. It is security ticket for Rachel. She finally admits that the reason she does not want Sunshine to be in team because she is afraid that Sunshine will take her solo.

Another form of Rachel's insecurities is shown in *Britney/Brittany* episode. Rachel dresses like Britney Spears to feel confident about herself. Prior to her act, she is teased by Santana and Brittany about her appearance. She is disappointed that her boyfriend, Finn, does not defend her. She eventually gets back to her regular outfits and demands Finn to quit football team in order to feel secure of their relationship. She tells Finn that the only way their relationship to work is if they both are losers. Thus, her insecurity of her love life is the motive of her behavior.

Rachel asks Finn's ex-girlfriend, Quinn to talk to Finn about getting back together since they are both popular students. Finn rejects Quinn saying that he has a girlfriend and states that Quinn knows that. After Rachel finds out that Finn has chosen her over Quinn, she has satisfied her security need of her love life. At the end of the episode, she dedicates a song for Finn. She admits that she is wrong for trying to control him. She finally understands that she needs to give Finn freedom in order for their relationship to work.

Furthermore, Rachel is narrated to feel insecure about her appearance every now and then in the series. Besides *Britney/Brittany* episode, *Born This Way* episode tells Rachel insecurity about her appearance especially her nose. It is narrated that Finn accidentally hits

her on the nose causing her to visit a doctor. The doctor advises her to adjust her deviated septum for vanity or in the other word get a nose job. She says she considers having nose job because it may improve her talent. However, it is just an excuse to her insecurity of her appearance. At the end of the episode she decides not to have the nose job and accepts herself the way she is.

The findings and discussions of these needs are in line with findings from Pluretti, Grimmer, and Casebier study. Their findings point out that Rachel is not confident with her appearance but at the end of the day she always accepts it knowing her talents are more important than her look (4). Their findings also point out that Rachel likes to take control of situation that she tries to do what she sees fit even when it leads to trouble (21).

c. Love and Belongingness Needs

After the two lower levels of the hierarchy are satisfied, one is motivated to find love and to feel belong. Therefore, these needs are satisfied through a close relationship with family members, friends, and lover or trough social relationship form within a group (Schultz & Schultz 306).

Rachel has satisfied her love needs. She is loved by her fathers; they spoiled her with arts to advance her talents as shown in *Audition* episode. Her fathers have built a stage inside their basement because Rachel likes to give performance for their neighbors. Besides love from her family members, she also receives love from Finn Hudson. Finn has expressed his love for Rachel not only to Rachel herself but also to others. In *Britney/Brittany* episode, Finn tells Quinn that he loves Rachel. Rachel has satisfied her needs as lover to be loved by this occurrence.

Moreover, Rachel has also satisfied her belongingness needs when she joins glee club. She feels that she belongs to the group. Despite often annoyed by her behavior, the glee club members accept her the way she is and from time to time they praise her talent. It is proven in *Special Education* episode where she admits to Finn that she feels special because she is part of something special like the glee club.

d. Esteem Needs

Esteem needs are pursued after lower levels of needs are satisfied and one feels loved and sense of belonging. There are two forms of esteem needs: self-esteem and esteem from others. One requires esteem and respect from oneself in form of self-worth and from others, in form of status, recognition and social success.

Rachel Berry basically has high self-esteem but sometimes, like has been discussed before, she forgets that she is talented singer and it is all that matter. However, for one thing and another she will always realize that she is matter. For example, she always says that she is the best thing has ever happened to the school and that she often feels neglected. She often mentions her talent and proud of it as well.

On the other hand, Rachel does not seem getting so much esteem but dislike from her friends in glee club. They actually tease her because they realize how talented she is. It is proven in *Special Education* when Kurt asks for her help in choosing song to sing in an audition for his new choir club. Kurt admits that Rachel is as brilliant and talented as she is irritating.

Rachel is also getting esteems from Finn. Finn tells Rachel that she is the most talented student in the school. Finn believes that Rachel will make the glee club win the competition. Esteems from Finn encourage Rachel to prove herself. In *Original Song* episode, she finally gets esteem from her glee club friends. Rachel is voted by all the glee

club members to be MVP (Most Valuable Player) for the regional championship. They believe that Rachel has carried the teammates to win. By that moment Rachel has satisfied her esteem needs in both forms. Her self-esteem and esteem from others are related to one and another. Her friends believe in her because she believes in herself at the first place. After she has satisfied this fourth level of needs in the hierarchy, she finally can focus on her career journey.

e. Self-Actualization

Self-actualization is the pinnacle of the hierarchy. It is one's needs to become everything he or she is capable of becoming or to realize and use his or her potentials, capacities and competences. This need can be reached only when all the lower levels need in the hierarchy is satisfied. There is no exact form of self-actualization because one's potential is vary from individual to individual.

From the first episode, the viewers are presented with knowledge of how annoying Rachel Berry is. She is confident but at the same time insecure. It can be seen in scene where she approaches Sunshine and dominates the conversation. She acts like an idol until they sing together and she is threatened by Sunshine's talent at singing. Her insecurities then take over that she plots things so Sunshine will not join the glee club. Till the very end of the episode her selfishness shows that she has not reach self-actualization yet. It is different from the last episode of the season when she meets Sunshine at bathroom where she admits what she felt toward Sunshine. She shows the self-actualizer's characteristics.

Furthermore, in *Silly Love Songs* episode, Rachel tries to make her relationship with Finn right. Although she fails, she gets esteem from Finn who says that he still believes in her even though he cannot be with her. What happens at the end of the episode makes her realizes that she needs to let Finn out of her mind and focus on herself instead. It is narrated that Rachel questions Finn whether it is true that he kisses Quinn. Rachel is disappointed because prior to that, Finn does not want to kiss her. Her disappointment is getting worse when Finn admits that when he kisses Quinn, it feels like a firework.

Finn's admission gives Rachel strength to move on. She realizes that she needs to focus in pursuing her dream. This occurrence sets Rachel free to reach her self-actualization. She is not distracted anymore by her relationship with Finn. In *Comeback* episode, Rachel begins to explore her potential by focusing in her career and trying to forget about boys. However, she cannot accept it yet because of her lack of esteems from others. Therefore, she needs to satisfy it first before she finally reaches her self-actualization. It is narrated that Rachel wants to come back from being anonymous. She wants to make a self-image as a trendsetter so she pays her friend, Brittany, to dress like her. However, things are not going so well that the female students at McKinley start to follow Brittany's style and it is not helping that Brittany refuses to give credit to Rachel.

In this episode, Rachel gets bullied again referring to her appearance. Even Brittany gave her a though love saying that whenever people see Rachel, they do not see her as trendsetter. It is disappointing for Rachel but at the end of the episode, Finn tells her that she is a true trendsetter and that she has something coming. This declaration from Finn makes her finding back her spirit and uses it to compose a song for competition. It means that she finally realizes that her talent is way more important than her appearance.

After the process above, she finally reaches her self-actualization needs. She realizes that she needs to explore her potential as singer and performer. By exploring her potential in singing, she is able to actualize herself.

According to Schultz and Schultz in order to satisfy self-actualization needs one needs to be in four necessary conditions (307). First, he or she must be free from society

and self-suppression. Second, he or she must not be distracted by lower needs in the hierarchy. Third, he or she must feel secure of his or her self-image and in his or her relationship with others. Fourth, he or she must have realistic knowledge of his or her strengths and weaknesses.

By satisfying all of her lower level needs, Rachel is in the conditions to satisfy her self-actualization needs. Rachel has overcome problems that limit her to reach her dream. She is no longer motivated by physiological, safety and security, love and belongingness as well as esteem needs. She feels secure of her appearance and her relationship with others. She knows her strengths and her weaknesses and chooses to focus on her strength.

In *New York* episode, Rachel has determined to focus only in her career. She does not want any man even Finn to distract her from winning the national competition. She ignores Jessie's texts and phone callings. She even rejects Finn when he asks her to get back with him.

She focuses on her dream to be a *Broadway* star. The starting point to make her dream come true is going to college. She has decided to move to New York, the *Broadway* city, after graduating and goes to college there. By the end of season two, Rachel Berry has reached her self-actualization needs and will continue to satisfy them.

The finding and discussion of this sub-chapter are supported by study from Taormina and Gao. Their finding confirms that there are correlations between each need. The satisfaction of need is significantly correlated with the need directly below it (168). That is to say that the physiological needs must be satisfied first before the safety and security needs are satisfied. It is go on with the upper needs until finally self-actualization needs are pursued after the esteem needs are satisfied. Their finding also points out that the satisfaction of physiological needs is significant for the satisfaction of other needs (169). Since Rachel has satisfied her physiological needs, she is able to satisfy her other needs.

Rachel has reached her self-actualization by exploring her potential in singing. Before she reaches this pinnacle of the hierarchy, she has satisfied her four lower level needs. The fact that she is not narrated to be motivated by her physiological needs is the proof that she has satisfied these basic needs. Next, she has overcome her insecurities especially about her appearance so that she feels secure enough by accepting herself as the way she is. Furthermore, she has satisfied her love and belongingness needs by the love given by Finn and her fathers. She has satisfied her belongingness needs by believing that the glee club is special and she is part of it. After that, she has satisfied her esteem needs by maintaining her self-esteem which on its own way makes Rachel receiving esteem by her friends in the glee club.

From the discussion it can be seen that Rachel finally realizes that she needs to fulfill her potential which make her a self-actualizer. She is a believer, she knows she has the talent and she will do everything to reach her dream. There is always something on her way but at the end of the day she always overcomes them and back on the way to reach her dream.

2. Rachel Berry's Self-Actualization: The Characteristics

As discussed previously, Rachel Berry has reached her self-actualization needs which in form of fulfilling her potential in singing. The same with other self-actualizers, Rachel exhibits several characteristics of them. Those characteristics are discussed as follow.

a. An Acceptance of Themselves, Others, and Nature

According to Maslow, self-actualizers accept their strengths and weaknesses (155). They do not falsify their self-image and do not feel guilty about their failings. These

characteristics are implemented by Rachel as can be seen in *New York* episode. It is narrated that *New Direction* does not win the national competition and is not even placed in the top ten. Jessie, the team's advisor, said it is because of Finn and Rachel kissing on the stage. It is unprofessional and costs them the championship.

However, Rachel does not blame herself for their team lost while Finn does. She excuses themselves as artists, being artistic means expressing oneself. Therefore, she does not see their kissing as mistake but as an expression. She accepts the fact that they do not win this time because she believes they will have chance to win next time. It means that she knows her strength and believes in it. As a self-actualizer, she does not let the accusation that Finn and she are the cause of the glee club's failure influences her view of herself. She is able to do that because she is confident with what she has and one failure does not define herself. She has accepted herself the way she is.

b. A Sense of Detachment and the Need for Privacy

Maslow states that self-actualizers depend on themselves for their satisfaction (161). Their independence seems unfriendly and lonely but actually they are simply more autonomous. Rachel shows this characteristic several times throughout season two. She relies on herself more than on other people. She also needs some times alone in several occasions. First example is in *Audition* episode when Sunshine leaves McKinley thanks to Rachel. She wonders whether the glee club members will forgive her. Finn tells her that they will eventually but apologizing will be a good start. Before apologizing she goes to school's auditorium and sings alone to express her feelings.

Another moment of Rachel's need for privacy is in *Original Song* episode. At this episode she is supposed to write a song with Quinn. However, Quinn has tendency to hurt her feelings due to Quinn's relationship with Finn. Rachel then decides to write the song by her own. It is worth because the song she writes based on her heartbreak has made the glee club win regional championship and her as the MVP (Most Valuable Player).

Rachel has right amount of self-esteem that she refuses to work with someone who underestimates her. She does not see any reason why she should work with Quinn after what Quinn has said to her. She turns her disappointment into a song. She proves that when she depends on herself, she does not get hurt but is praised instead. It implies that Rachel's satisfaction can be reached by being independent.

c. Mystical or *Peak Experiences*

Self-actualizers have moment of *peak experiences* which Maslow defines as time when oneself is transcended and feels supremely powerful, confident, and decisive (qtd in Schultz and Schultz 311). As an artist, Rachel has a lot of moments of *peak experiences*. For example, when she feels insecure, a song will overcome it. After singing a song Rachel usually comes to realization of her worth. The most important of Rachel's *peak experiences* moment is in *New York* episode. Finn and she kiss after they have duet in national championship.

The kissing is not part of performance. It is pure impulse after they sing a song that Finn writes. The song is about their relationship. Prior to this duet, they both have fought their feeling. After performing the duet, they both realize that they love each other so they kiss.

Rachel's moments of *peak experiences* after she sings are supported by finding from Piragasam, Majid and Jelas study. They conclude that music appreciation regardless to what kind of practices triggers some characteristics of human being that lead them to self-actualization. The music appreciation practices are including listening or writing songs (128). They review a study from Zarate and Zatore which findings state that song

performance by vocalists trigger *peak experience*. This peak experience is describe as something spiritual, something not easily depicted and frequently occurs regardless of the time (129).

d. Social Interest

Self-actualizers have sympathy and empathy for all humanity. Although often irritated by other people's behavior, self-actualizers still have connection feeling and understanding for them. Maslow states that self-actualizer have genuine desire to help other people (65).

Rachel always has empathy for her friends in glee club who she thinks has problem. For example, she is the one who realize Kurt's disappointment with the week's assignment in *Duet* episode. She knows that Kurt is not happy with Sam and Quinn winning the duet competition. Kurt is supposed to sing duet with Sam but Rachel has feeling that Sam needs to win the competition to feel belong and sing duet with Kurt will not help. Moreover, in *Furt* episode, Rachel initiates the glee club members to defend Kurt from Karofsky's bullying.

Furthermore, in *Prom Queen* episode, Rachel has an idea to help Mercedes who does not have date for Prom Night. She offers Mercedes to go with her and Sam, this way she is not only help Mercedes but also Sam who does not want to go at first due to his family financial. Rachel is willing to help not only her friends but also her competitor when they needed help. In *New York* episode, Rachel cheers up Sunshine after she learns that Sunshine feels depressed.

Thus, based on those occurrences, Maslow's theory which states that self-actualizers have sympathy and empathy as well as genuine desire to help others is proven by Rachel who is willing to help not only her friends but also her competitors because she feels what they feel.

e. Profound Interpersonal Relations

Maslow states that self-actualizers tend to select friends with similar qualities to them (166). Thus, their circle of friends is rather small. However, they usually have deep and lasting relationships.

This characteristic can be seen in Rachel by taking a look at her friends' qualities. She tends to consider all the glee club members are her friends. They have two similarities. First, they all can sing and second, they all are outsider. Specifically, she embraces her friends who she thinks as talented as her like Kurt and Mercedes. Rachel even befriends with Sunshine who she considers as competitor at first. She knows that Sunshine and her are similar. Those occurrences show that Rachel tends to befriend with people with similar interest as her.

f. Creativeness

Self-actualizers are very creative and display innovativeness and originality in their works (Shultz and Schultz 312). Rachel is creative and full of ideas. In *Blame It on the Alcohol* episode, she told Blaine that she liked to give impromptu performances to her neighbors. It means she has creativity to sing songs with her own style. Furthermore, her creativity is also shown in *Original Song* episode. It is narrated in this episode that Rachel is able to write song that makes the glee club wins regional championship. Prior to that, she also composes songs about her headband and her status as an only child in the family.

Those occurrences show that Rachel exhibits creativities and originality in her works. As a singer she knows how to sing songs with her own style. As an artist she knows how to turn her feelings into art work such as songs.

In conclusion, Rachel exhibits some characteristics of self-actualizers. As a self-actualizer she accepts her strengths and weaknesses, she is autonomous and depends on herself for her satisfaction, she has *peak experiences* moments, she is willing to help her friends, she befriends with people who has similar qualities as her own, and she surely has creativity and originality in her works.

E. CONCLUSION

The results of this study show that Rachel Berry is a self-actualizer. Rachel Berry has satisfied the four lower level of needs (physiological needs, safety and security needs, love and belongingness needs, and esteem needs) before she reaches the pinnacle of the hierarchy of needs. Rachel Berry shows some characteristics of self-actualizer, which include acceptance of her strengths and weaknesses, depends on herself for her satisfaction, has moments of peak experiences, has sympathy and empathy as well as is willing to help others, tends to select friends with similar quality as her own and has creativeness.

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