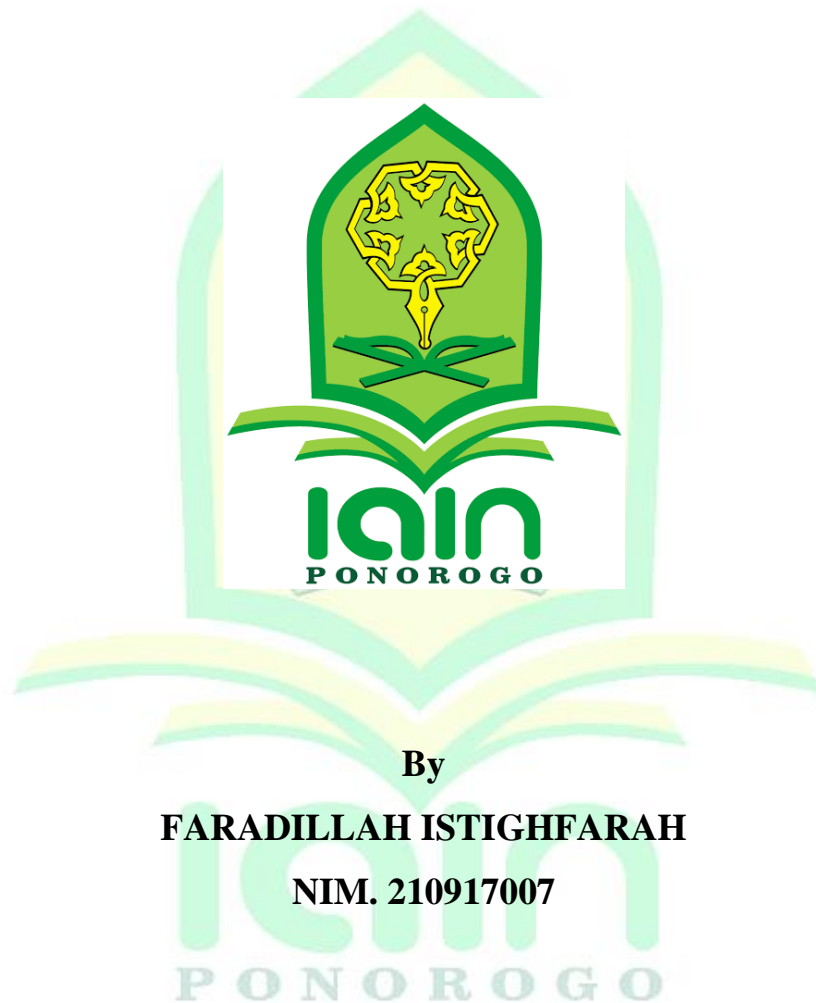


**BUILDING STUDENTS CHARACTER THROUGH MORAL  
VALUES IN “MULAN” MOVIE**

**THESIS**



**By**

**FARADILLAH ISTIGHFARAH**

**NIM. 210917007**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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## ABSTRACT

**ISTIGHFARAH, FARADILLA.** 2021. *Building Students Character through Moral Values in “Mulan” Movie*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic studies of Ponorogo. Advisor Nurul Khasanah, M.Pd.

**Key Word: Character, Moral Values, and Mulan Movie.**

Movie is a part of literature works. It is created based on scenario and visualized by the actors. Beside for entertaining, movie can be used as medium for education because it contains moral values inside. Moral values are important to teach to the students for guiding them in distinguish the right and the wrong. By instilling moral values, students can build good character like wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility.

The purpose of this research are to find out the moral values in “Mulan” movie and described those moral values as students character building. The researcher used theory of moral values by Linda and Richard Eyre and theory of character by Thomas Lickona.

In conducting this research, the researcher used library research which applied descriptive qualitative approach. The primary data sources were “Mulan” movie and its script. Whereas the secondary sources were taken from other books and related references which support and concern the primary data. For collecting the data, the researcher used documentation technique. Yet, the researcher used content analysis to analyze the data.

The result of this study shows that there are nine moral values found in “Mulan” movie. They are honesty, courage, self-reliance and potential, fidelity and chastity, loyalty and dependability, respect, love, unselfishness and sensitivity, then kindness and friendliness. Moreover, many students’ characters that can be built through nine moral values in “Mulan” movie are such justice, fortitude, self-control, love, integrity, and humility.

## APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name : Faradillah Istighfarah  
Student Number : 210917007  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : Building Children Character Through Moral Values In  
"Mulan" Movie

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor



**Nurul Khasanah, M.Pd.**  
NIP. 198406112009122003

Ponorogo, 01 April 2021

Acknowledge by

Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies Ponorogo



**Dr. Dhinuk Puspita Kirana, M.Pd.**  
NIP. 198303272011012007



MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : faradillah Istighfarah  
Student Number : 210917007  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : Building Students Character through Moral Values in  
"Mulan" Movie


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Dean of Tarbiyah and Teacher Training  
State Institute of Islamic Studies Ponorogo  
Dr. H. Moh. Anwar, Lc., M.Ag  
NIP. 196307051999031001

Board examiners

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Nama : Faradillah Istighfarah

NIM : 210917007

Fakultas : Tarbiyah dan Keguruan

Program Study : Tadris Bahasa Inggris

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NIM : 210917007  
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Faradillah Istighfarah



## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Indonesia is recognized as a country with its citizen who have good personality such as humble and polite. Having good personality is a result of having a good character building. Yet, education plays important role in building character. As said by Jackues Maritain in the book *Character Matter* that the purpose of education is to guide the students in shaping themselves into human with character.<sup>1</sup>

Character can be said as an identity or something different among people, and it is needed to be taught for people since they are childhood.<sup>2</sup> Book of *Kebijakan Nasional: Pembangunan Karakter Bangsa 2010-2025* defines character as the typical of good values-good (knowing the value of kindness, willing to do something good, living a good life, and having a good impact on the environment) which is embedded in oneself and is manifested in behaviour. In addition, character is the result of thinking, affecting, acting, feeling and intention of someone. Furthermore, character is identity of someone who contains values, abilities, moral capacity, and toughness in facing difficulties and challenges.<sup>3</sup>

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<sup>1</sup> Thomas Lickona, *Character Matters*, (Jakarta: Bumi Aksara, 2012), 1.

<sup>2</sup> Dwi Sulis Setyoasih, "Analysis of Moral Value In "Aesop's Fable" Toward Children Character Building," (Thesis, IAIN Tulungagung, Tulungagung 2014), 1.

<sup>3</sup> *Kebijakan Nasional: Pembangunan Karakter Bangsa 2010-2025*, (Jakarta: Pemerintah Republik Indonesia, 2010), 7.

There are three elements of good character that need to be instilled in students, they are: a) moral knowing which includes moral awareness, knowing moral values, perspective-taking, moral reasoning, decision making, and self-knowledge; b) moral feeling which includes conscience, self-esteem, empathy, loving the good, self-control, and humanity; c) moral action which includes competence, will, and habit.<sup>4</sup> In addition, Thomas Lickona states that there are some ideal character, they are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility that can be taught to the student.<sup>5</sup>

For building student character, we can use a literature as the medium. As mentioned by Tatit and Sudjito that literature has been used over countless years to entertain, inform, engage, and evoke thought in the classroom. Literature also, has been used by parents to internalize some core values to young children before and after the coming of public school.<sup>6</sup>

Literature presents something interesting and persuades reader to fantasize the literature itself based on their imagination. It is emphasized that literature aims to provide entertainment, fun, and satisfying to reader, no matter for adult or child. It is an essential thing in literature.<sup>7</sup> Moreover, literature not only has aesthetic values but also has a message for the reader to do good or

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<sup>4</sup> Thomas Lickona, *Educating for character: How our schools can teach respect and responsibility*, (New York: Bantam Books, 1991), 53-62.

<sup>5</sup> Thomas Lickona, *Character Matters*, 16.

<sup>6</sup> Tatit Hariyanti and Sudjito, "Sustained Character Building Through Literature for College Students In Indonesia," *Jurnal Dinamika Hukum*, Vol. 18 No. 1 (2018), 11.

<sup>7</sup> Dhanang Lukmantoro, et al., "Analisis Nilai Moral dalam Film Animasi "The Boss Baby" Produksi Dreamwork Animation Bagi Siswa Sekolah Dasar," *Jurnal Filsafat Indonesia*, Vol 1 No 3 (2018), 129.



bad. The message is called moral because the author persuades the reader to obey moral norms. Moral in literature as values, messages, attitudes, action and behaviour delivered by the author to the reader, so that literary works are considered as moral education because literature is a reflection of people's life.<sup>8</sup>

The classification of literary works into different genres has been a major concern of literary theory, they are fiction, drama, poetry, and film.<sup>9</sup> Film is one of literary work that liked by people. Another name of film is movie. A film (excluding cartoons, documentaries, newsreels, and other) is rather like a play. A story is presented by means of actors.<sup>10</sup> Furthermore, film is also defined as the development of drama literary work which visualized by the actors. Beside for entertaining, film can be used as medium for education because inside the film contains moral messages which provides some lessons for the audience.<sup>11</sup>

Film or movie is a medium of education that demonstrate the human life, so people with such a device would be easier to accept education. There are many advantages to convey education in movie. Such as movie can help to see language in use, pick up a range cross cultural clues, allow everyone to entry into a whole range of other communication worlds included how the rules

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<sup>8</sup> Heru Kurniawan, *Teori metode dan aplikasi sosilogi sastra*, (Yogyakarta: Graha Ilmu, 2012), 10.

<sup>9</sup> Mario Klarer, *An Introduction to Literary Studies*, (English: Routledge, 2004), 9.

<sup>10</sup> Sylvan Barnet, et al., *An introduction to literature: Fiction, Poetry, and Drama (Fifteenth Edition)*. (New York: Longman), 12.

<sup>11</sup> Suwardi Endaswara, *Metodologi penelitian postmodernisme sastra*, (Yogyakarta: Center for Academic Publishing Service, 2016), 178.

of behaviour in social and business situations.<sup>12</sup> As a conclusion, drama or movie can be used as methods for value education, because it contains some moral values.<sup>13</sup>

Moral values deliver a message in terms of advice. It is presented by the character who plays good or bad action.<sup>14</sup> Moreover, moral values also stand with human behaviour about the good and bad insight of view of life.<sup>15</sup> The definition of moral values itself is about people's belief on good and bad things. Thomas Lickona states that moral values tell what should be done.<sup>16</sup> Moral values give the example of good attitude and culture, which is inspired from society's behavior.<sup>17</sup> Similarly, moral values can be explained as an important standard of the act done by a person or society that can be judged as good or bad attitude and bring consequences for each action.<sup>18</sup>

Moral values according to Linda and Richard Eyre are divided into two kinds called values of being and values of giving. Values of being is the development of quality or an attitude within ourselves that determines how we behave and how we treat others. Some values included as values of being were

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<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching with DVD 4<sup>th</sup> Edition* (Britain: Pearson Longman, 2007), 308.

<sup>13</sup> J. Mark Halstead and Monica J. Taylor, *Values in Education and Education in Values*. (London: Routledge Falmer, 1996), 11.

<sup>14</sup> Chairina Nasir, et al., *An Analysis of Moral Values In The Movie "Coco"*, Proceedings of the 2<sup>nd</sup> English Education International Conference (EEIC) in conjunction with the 9<sup>th</sup> Annual International Conference (AIC), (Banda Aceh: Universitas Syiah Kuala, 2019), 22.

<sup>15</sup> Robert in Nina Rosenstand, *The moral of the stories: an introduction to ethics*, (New York: McGraw-Hill Companies), 47.

<sup>16</sup> Thomas Lickona, *Educating for character: How our schools can teach respect and responsibility*, (New York: Bantam Books, 1991), 38.

<sup>17</sup> Sena Mahendra Pusumakeja, 'An Analysis of Moral Value Teaching In "The Fate of The Furious" Movie (Based On Its Main Characters)', 2.

<sup>18</sup> Mauldya Pandansari, 'Moral value reflected through major character in Sara Shepard's pretty little liars', a Thesis at Sanata Dharma University, Yogyakarta 2016, 15.

honesty, courage, peaceability, self-reliance, discipline, and fidelity. While, values of giving are originate as a gifts to other then go on to influence who we are. Values of giving consists of respect, love, loyalty, unselfishness, kindness, and mercy.<sup>19</sup>

Mulan that released in 2020 is one of movie that has a lot of moral values for the student. Mulan movie tells about young girl named Hua Mulan who succeeds her ailing father in battle when the emperor of China decrees that one man from each family is obliged to join the imperial army to defend the country from the attack of Böri Khan. While in Hua family there is only a man, Mulan's father, who is sick. In order to save his father's life and maintain dignity of her family, Mulan departs disguised as a man while carrying his father's armor, horse, and sword to join the imperial army. During the inspection at army camp, fortunately the commandant does not know that Mulan is a girl. So, she escapes to become imperial army replace her father. For several weeks, all of imperial army is rigorously trained for battle with Böri Khan. Then time for battle is coming, Mulan and all imperial army trying hard to win the battle for their kingdom. Their hard work paid off, they win the battle. After that victory, Mulan returns to her family bringing honor to her family.

From this synopsis, Mulan's effort to maintain dignity of her family and the empire show more than one moral values especially love, loyalty, courage,

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<sup>19</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, (New York: Fireside, 1993), 28-29.

honesty, kindness, and unselfishness. So, Mulan movie has a lot of good moral value that can be used as motivation for students to build a good character. Moreover, Mulan movie was chosen because this movie contained positive role models played by the actors, such as shown by how Mulan loves her family and her kingdom. Here, the student can imitate what the actor did. This movie also has a good rating about 6.8 from 10 points, such as reported in [www.commonsemmedia.org](http://www.commonsemmedia.org). It means that this film is interesting and often seen by the moviegoers. Then, this movie can be used as a learning media in the classroom to build student character.

Dealing with the theories that have been found above, the writer is interested to analyze moral value inside “Mulan” movie based on Linda Eyre and Richard Eyre theory of moral value. The writer hopes the moral value of “Mulan” movie can be applied to the student to build their character. Then, it helps to develop motivation of the student in learning English. Therefore, the writer is going to conduct research entitled “BUILDING STUDENTS CHARACTER THROUGH MORAL VALUE IN “MULAN” MOVIE”.

## **B. Statements of the Problem**

Based on background above, the writer formulates some problem as follows:

1. What are the types of moral values found in “Mulan” movie?
2. How are the moral values in “Mulan” movie presented as students character building?

### **C. Objectives of the Study**

1. To analyze types of moral values found in “Mulan” movie
2. To describe the moral values in “Mulan” movie presented as students character building.

### **D. Significances of the Study**

The significances of the study are divided into two parts, they are theoretical and practical significances. They will presented as follow:

#### 1. Theoretically

This research is expected to enrich the theoretical bases of literary studies, especially those which are related to the moral value based on Linda and Richard Eyre and Thomas Lickona’s theory of children’s character building. Moreover, this study is also expected as reference for further research that conduct research in same topic.

#### 2. Practically

##### a. For teachers

This study is hoped to be useful for reader especially the teachers. They can use this movie as medium to give example for their students what should do and don’t in daily life.

##### b. For students

This study is aimed to inform that students can build character through moral value inside “Mulan” movie. The students can imitate every value presented by the actor and applied it in daily life. Besides,

“Mulan” movie is also expected to motivate students in learning English.

c. For other researchers

For other researcher, this research can be used as the previous study or reference to study about literature especially movie.

d. For researcher

This study is hoped can increase researcher’s knowledge and to fulfil one of requirements in getting undergraduate degree at English Department Faculty of Tarbiyah and Teacher Training in the State Institute of Islamic Studies Ponorogo.

## **E. Previous Research Findings**

On this previous study, the researcher confirms the previous research findings which conducted by other researchers before. First, the previous research finding that can be a consideration theory is taken from thesis of State Islamic Institute of Tulungagung by Dwi Sulis Setyoasih entitled “*Analysis of Moral Values In “Aesop’s Fable” Towards Children’s Character Building*”. The researcher wanted to know what moral values implied in Aesop’s fable and how the moral values of Aesop’s fable presented as children’s character building. So the researcher used library research to analyze moral values and character building in thirteen stories selected in the Aesop's Fable collection. The result of this study was (1) Aesop's Fable contains various moral values such as respect, tolerance, fairness, responsibility, trust, and honesty. (2). The character building in Aesop's Fable is obtained through moral values implied

in Aesop's Fable. The characters that can be built through Aesop's Fable are compassion, empathy, respect, upholding justice, responsibility, and honesty. Compassion and empathy are reflected in the moral values of caring for the soul and kindness. Respect is reflected through the moral values of respect and tolerance. Upholding justice is reflected through moral values, namely fairness. Responsibility is reflected through the moral value of responsibility and an attitude of trust. Honesty is reflected through moral values, namely trust and responsibility.<sup>20</sup>

The similar study is conducted by Irma Ulfiah Faharani of UIN Sunan Ampel Surabaya about *Building Children Character Through Moral Values in "The Adventure of Pinocchio"*. She wanted to know what moral value depicted in *The Adventure of Pinocchio* and how the moral values of *The Adventure of Pinocchio* presented as children's character building. The method of this study is qualitative research. This study merely uses *The Adventure of Pinocchio* novel written by Carlo Collodi, which has been translated into English version by Carol Della Chiesa as the primary data source. Whereas the secondary sources are taken from other literary books and related references to support and complete the primary data. As a result, the researcher finds that some elements of moral values such as love and affection, sensitiveness and altruism, honesty, bravery, self-discipline and moderation, and respect depicted in the content of the novel. Moreover, children's character building could be implied

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<sup>20</sup> Dwi Sulis Setyoasih, "Analysis of Moral Values In "Aesop's Fable" Towards Children's Character Building," (Thesis, State Islamic Institute of Tulungagung, Tulungagung, 2014).

through *The Adventure of Pinocchio* novel are Honesty as moral values can build Honesty characters; Self-Discipline and Moderation and Bravery as moral values can build Responsibility characters; Respect can build Regard and Respect characters; Love and Affection and Sensitiveness and Altruism as moral value can build Compassion characters.<sup>21</sup>

Then from a thesis entitled *An Analysis of Moral Value Teaching In “The Fate of The Furious” Movie (Based On Its Main Characters)* by Sena Marhaendra Pusumakeja of State Institute For Islamic Studies of Metro. The researcher wanted to know what moral values found in *The Fate of The Furious*. He used descriptive analysis research to find moral value inside the movie based on Linda and Richard Moral Value and Mansur H. R.’s theory. The result shown that there are some moral values in the film *The Fate of The Furious (Fast n Furious 8)*. The moral values in the film *The Fate of The Furious (Fast n Furious 8)* are about honesty, courage, peace ability, self-reliance, potential, discipline, moderation, loyalty, respect, love, friendliness, justice, mercy, religiosity, tolerance, social care, and responsibility.<sup>22</sup>

Based on explanation above, those previous studies and this research have some differences and similarities. The researcher used different theory and approach from the previous studies above in conduct this research. While, the similarities between those previous studies and this research is analyzing

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<sup>21</sup> Irma Ulfia Faharani, “Building Children Character Through Moral Values in “*The Adventure of Pinocchio*,” (Thesis, UIN Sunan Ampel Surabaya, Surabaya, 2019).

<sup>22</sup> Sena Mahendra Pusumakeja, “An Analysis of Moral Value Teaching In “*The Fate of The Furious*” Movie (Based On Its Main Characters),” (Thesis, State Institute For Islamic Studies of Metro, Metro, 2018).



moral value for education purpose. So the researcher used those previous studies as reference for this research.

## F. Research Methods

The definition of research methods are techniques that researcher used to conduct the research. They represent the tools of the trade, and provide researcher with ways to collect, sort and analyse information so that the researcher can come to some conclusions.<sup>23</sup>

### 1. Research Approach and Design

Research design is a process or steps used by researcher to collect and analyze information to increase people's understanding of a topic or issue.<sup>24</sup> Another definition of research design is all of the researcher's plan and strategy to answer research problems of study.<sup>25</sup> The choice of which design to apply depends on the nature of the problems posed by the research aims.<sup>26</sup>

In this study, the researcher used descriptive qualitative method to describe moral value inside Mulan movie and presented it as students character building. Descriptive qualitative method was serving to describe or analogy something and it deals the meaning of thing and view of meaning is associate.<sup>27</sup> According to Lexy Moleong, Qualitative method

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<sup>23</sup> Nicholas Walliman, *Research method: the basics*, (New York: Routledge, 2011), 7.

<sup>24</sup> John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research, 4<sup>th</sup> edition*, (USA: SAGE Publication, 2011), 3.

<sup>25</sup> Dwi Sulis Setyoasih, "Analysis of Moral Values In "Aesop's Fable" Towards Children's Character Building," 34.

<sup>26</sup> Nicholas Walliman, *Research method: the basics*, 9.

<sup>27</sup> Lexy J. Moleong, *Metode penelitian kualitatif*, (Bandung: Remaja Rosdakarya, 2011).

is data in the form of written or oral word are descriptively analyzed, which does not include any calculation or numeration.<sup>28</sup> in addition, Aminuddin stated that qualitative method always has descriptive quality. It means that the data which are analyzed have the form of phenomena descriptive, not nominal form or coefficient about relationship among variable.<sup>29</sup>

## 2. Data and Source of Data

Data are information or fact that can be analyzed.<sup>30</sup> They are classified into several kinds such as word, behaviour, written document, photos, and statistics data.<sup>31</sup> Moreover, data source according to Donald Ary is divided into two kinds. Namely primary source and secondary source.<sup>32</sup> Primary data is data sources that directly provide data to researcher.<sup>33</sup> In addition, Khotari defined primary data as data that collected afresh and for the first time, and thus happened to be original.<sup>34</sup> While Secondary data are written sources that interpret or record primary data, which tend to be less reliable such as news bulletins, magazines, newspapers, documentaries, advertising, the Internet etc.<sup>35</sup>

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<sup>28</sup> Lexy J. Moleong, *Metode penelitian kualitatif*, 3.

<sup>29</sup> Aminuddin, *Pengembangan Penelitian Kualitatif dalam Bidang Bahasa dan Sastra*, (Malang: Yayasan Asah Asih Asuh (YA3)), 22.

<sup>30</sup> Victoria Bull, *Oxford learners pocket dictionary*, (UK: Oxford University Press, 2008), 113.

<sup>31</sup> Lexy J. Moleong, *Metode penelitian kualitatif*, 157.

<sup>32</sup> Donald Ary, et all., *Introduction to research in education*, (USA: Thomson Learning, 2010), 435.

<sup>33</sup> Hardani, et all., *Metode penelitian kuliitatif dan kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), 121.

<sup>34</sup> Khotari, *Research methodology: methods and techniques 2<sup>nd</sup> revised edition*, (Jaipur: New Age, 2004), 95.

<sup>35</sup> John W. Creswell, *Research method: qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publication, 2014), 71.

The data of this study were in the form of sentences. While, this study used video and script of “Mulan” movie that contained moral value as primary source of the data. The file of movie was downloaded from telegram application and the script was downloaded from <https://sublikescript.com>. This primary source was analyzed to find any sufficient information among the characters to describe moral values in “Mulan” movie. For the secondary source the writer used data outside of the movie. They were book of Linda and Richard Eyre entitled *Teaching your children value* and book of Thomas Lickona entitled *Character Matters*.

### 3. Data Collection Technique

In conducting this study, the writer used documentation technique for collecting the data. It means that the writer used some document in the form of movie and its script. Documentation technique is a technique to collect the data from transcript, books, newspaper, magazine, script, etc.<sup>36</sup> The writer got the data by reading the movie script and watching the picture of “Mulan” movie directed by Niki Caro.

In accumulating the data from the data source, the writer followed some procedures as follow:

- a. Downloaded the movie script.

The writer looked for the script in internet at <https://sublikescript.com>

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<sup>36</sup> Sugiono, *Metode penelitian kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), 240.

- b. Watched “Mulan” movie.

The writer got the movie in telegram application on group Mulan movie.

- c. Read and understood the movie script.

The writer read the movie script more than one to get understanding deeply about the movie script.

- d. Collected the data by watching the movie.

The writer identified all the scene and utterances which containing moral value.

- e. Classified them into categories of moral value based on Linda and Richard Eyre’s formulation.

#### 4. Data Analysis Technique

Donald Ary defined data analysis as the effort of the researcher in arranges and analyses the data systematically in order to increase their understanding of the data and to enable them to present what they learned to others.<sup>37</sup> In this research, the writer used content analysis to analyse the data. Content analysis is a research analysis technique for making replicable and valid inferences from text (or other meaningful matter) to the context of their use.<sup>38</sup> Content analysis also defined as a technique for

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<sup>37</sup> Donald Ary, et al., *Introduction to research in education*, 465.

<sup>38</sup> Klaus Krippendorff, *Content analysis: an introduction to its methodology*, 2<sup>nd</sup> edition, (London: SAGE Publication, 2004), 18.

analyzing the text and context inside books, newspaper, film and other sources.<sup>39</sup>

In this study, the process of analyzing the data used Miles and Huberman model. Miles and Huberman divided technique of analyzing data into three. They are data reduction, data display, and conclusion.<sup>40</sup>

a. Data reduction

Data reduction is process of selecting important data, classifying, directing, removing unnecessary data, and organizing data in such a way that conclusion can be drawn and verified.<sup>41</sup> In this step, the writer marked the dialogue among the characters in the script that contain moral value by giving highlighting.

b. Data display

Data display is set of organized information that give a possibility of drawing conclusion and taking action. Data display can be done in the form of brief description, charts, relationship between categories, flowcards, and others. By displaying data, it will be easier to understand what happened and plan the next step on what has been understood.<sup>42</sup> After the data has been identified, the researcher

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<sup>39</sup> Amir Hamzah, *Metode penelitian kepustakaan (library research): Kajian filosofis, aplikasi, proses, dan hasil penelitian*, (Literasi Nusantara: Malang, 2020), 58.

<sup>40</sup> Amir Hamzah, *Metode penelitian kepustakaan (library research): Kajian filosofis, aplikasi, proses, dan hasil penelitian*, 62.

<sup>41</sup> Amir Hamzah, *Metode penelitian kepustakaan (library research): Kajian filosofis, aplikasi, proses, dan hasil penelitian*, 62.

<sup>42</sup> Amir Hamzah, *Metode penelitian kepustakaan (library research): Kajian filosofis, aplikasi, proses, dan hasil penelitian*, 62.

displayed the data by classifying it into kinds of moral value based on Linda and Richard Eyre's theory of moral value.

c. Conclusion or verification of data

Conclusion is the core of research finding. That finding can be in the form of a narration or description of the object that vague before. But after examined, it become clear.<sup>43</sup> In this step, the researcher described the utterances of the characters of "Mulan" movie that containing moral value based on Linda and Richard Eyre then they were presented as students character building based on Thomas Lickona's theory of character.

## **G. Organization of the Study**

To make a good thesis, it needs to arrange the organization of study systematically. So, in this section the writer clarifies about organization of the thesis. It is aimed to help the writer in arranging the thesis. There are five chapters that explained in the following.

Chapter one is introduction. This chapter consists of background of the study, problem statements, objectives of the study, significances of the study, previous research finding, research method, and organization of the study.

Chapter two is theoretical background. It explains some relevant theories that is used by the writer for this study. It consists theory of character,

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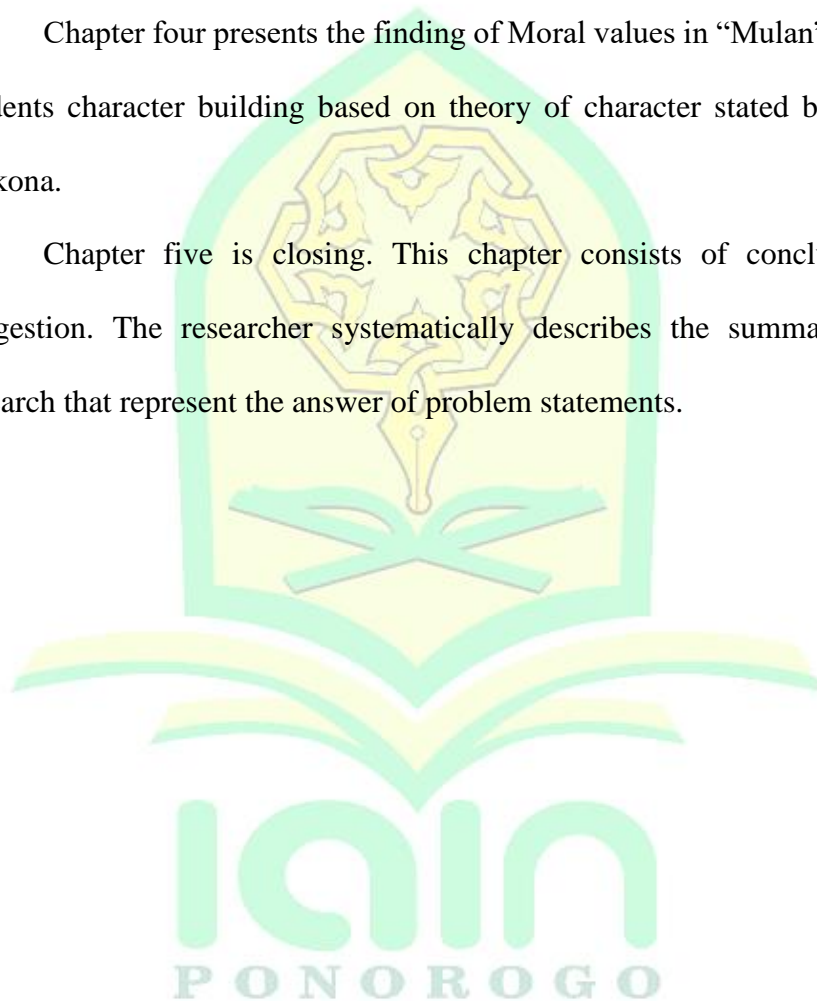
<sup>43</sup> Amir Hamzah, *Metode penelitian kepustakaan (library research): Kajian filosofis, aplikasi, proses, dan hasil penelitian*, 63.

character building, moral value, movie, Mulan movie, and the biography of director.

Chapter three discusses about moral values that found in “Mulan” movie. The researcher uses the theory of Linda and Richard Eyre about moral values for analyzing moral values in “Mulan” movie.

Chapter four presents the finding of Moral values in “Mulan” movie as students character building based on theory of character stated by Thomas Lickona.

Chapter five is closing. This chapter consists of conclusion and suggestion. The researcher systematically describes the summary of the research that represent the answer of problem statements.



## CHAPTER II

### THEORETICAL BACKGROUND

In this chapter, the researcher discusses some theories related to the study. It covers the highlight of character, character building, moral value, movie, synopsis of “Mulan” movie, and the biography of director.

#### A. Character

##### 1. Definition of character

Someone is called person with character if their behaviour is in accordance with moral principles.<sup>44</sup> According to Thomas Lickona, character is possession of “good things”.<sup>45</sup> While book of *Kebijakan Nasional: Pembangunan Karakter Bangsa 2010-2025* defines character as the typical of good values-good (knowing the value of kindness, willing to do something good, living a good life, and having a good impact on the environment) which is embedded in oneself and is manifested in behaviour. In addition, character is the result of thinking, affecting, acting, feeling and intention of someone. Furthermore, character is identity of someone who contains values, abilities, moral capacity, and toughness in facing difficulties and challenges.<sup>46</sup>

Similarly, James Arthur refers the term of character into three.

First, there is an interlocked set of personal value which normally guide

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<sup>44</sup>Arismantoro, *Character building: Bagaimana mendidik anak berkarakter?*, (Yogyakarta: Tiara Wacana, 2008), 28.

<sup>45</sup> Thomas Lickona, *Character Matters*, 13.

<sup>46</sup> Pemerintah Republik Indonesia, *Kebijakan Nasional: Pembangunan Karakter Bangsa 2010-2025*, 7.



one's conduct. It means character is about who we are, who we become, also about good and bad. Second, character is not a fixed set easily measured or incapable of modification. And the third, that choice about conduct are about 'right' or 'wrong' actions and thoughts.<sup>47</sup>

## 2. Type of characters

Someone will be achieved in society if they have a good character. Thus, Thomas Lickona proposes some ideal character, they are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility. The character is presented as follow:

### a. Wisdom

Wisdom is defined as ability to think and act using knowledge, experience, understanding, common sense, and insight. The ancient Greek considered wisdom as master of virtue that directs all character, because wisdom enables someone in making reasonable decisions that are good for himself and for others. Wisdom leads us how to put the other virtues into practice like when to act, how to act, and how to balance the different virtues when they are in conflict (for example, when telling honesty that might hurt someone's feelings). Wisdom enables us to perceives correctly, to see what is truly important in life, and set priority scale. As Richard Gula points out, "We cannot do the right unless we first see things properly".<sup>48</sup>

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<sup>47</sup> James Arthur, *Education with character: The moral economy of schooling*, (London: Routledge Falmer, 2003), 2.

<sup>48</sup> Thomas Lickona, *Character Matters*, 16.

b. Justice

Justice means respecting the rights of all peoples. It is also called “the Golden Rule” which directs us to treat other persons as we wish to be treated. Since we being ourselves, justice also includes self-respect, a proper regard for our own rights and dignity. In character education efforts, school often focus on justice because it includes many interpersonal virtues such as honesty, politeness, respect, responsibility and tolerance.<sup>49</sup>

c. Fortitude

Fortitude enables us to do what is right in facing difficulty. The right decision in life is often difficult to do. One of the high school’s motto says, “Do the hard thing but it is right instead of the easy thing but wrong.” James Stenson defines fortitude as the inner toughness that enables us to overcome or withstand hardship, defeats, inconvenience, and pain. Courage, resilience, patience, perseverance, endurance, and self-confidence are all aspects of fortitude.<sup>50</sup>

d. Self-control

Self-control, and sometimes called temperance, is the ability to control ourselves. This character is allowing us to control our temper and emotions, regulate our sensual desires and passions, and control us in

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<sup>49</sup> Thomas Lickona, *Character Matters*, 17.

<sup>50</sup> Thomas Lickona, *Character Matters*, 17-18.

pursuit our pleasure. Self-control is the power to resist temptation. It enables us to wait and postpone pleasure for a higher purpose.<sup>51</sup>

e. Love

Love is more than just justice, it gives more than fairness requires.

Love is the desire to sacrifice oneself for the benefit of another. Some values include in this character are empathy, compassion, kindness, generosity, service, loyalty, patriotism, and forgiveness.<sup>52</sup>

f. Positive attitude

Thomas Lickona said that if someone has a negative attitude in life, they are a burden to themselves and others. Then If someone has a positive attitude, they are an asset to themselves and others. Hope, enthusiasm, flexibility, and a sense of humour are all part of a positive attitude.<sup>53</sup>

g. Hard Work

The definition of hard work in oxford dictionary is a great deal of effort or endurance.<sup>54</sup> While Thomas Lickona defines Hard work as what we have to do to survive. Hard work includes the virtues of initiative, diligence, goal-setting, and brilliance.<sup>55</sup>

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<sup>51</sup> Thomas Lickona, *Character Matters*, 18.

<sup>52</sup> Thomas Lickona, *Character Matters*, 18.

<sup>53</sup> Thomas Lickona, *Character Matters*, 19.

<sup>54</sup> <https://en.oxforddictionaries.com/definition/hardwork> accessed on March 09, 2021 at

<sup>55</sup> Thomas Lickona, *Character Matters*, 19.

#### h. Integrity

According to Nel Nodding, integrity refers to self-consistency. It means that being a person of one's word, being transparent to oneself, being responsible, self-accountable, and sincere.<sup>56</sup> Integrity itself means following moral principle, being faithful to moral conscience, keeping the word, and standing by what we believe. The principle of integrity is what we say and do in different situations is consistent and not contradicting each other. Integrity is different from honesty. Honesty tells the truth to others, while integrity is telling the truth to oneself. Integrity prevents us from justifying our action when we do something wrong.<sup>57</sup>

#### i. Gratitude

Gratitude is often described as the secret to a happy life. Gratitude moves us to count our everyday blessings. Anne Husted Burleigh said that Gratitude, like love, is not a feeling but an act of the will. We choose to be thankful, just as we choose to love.”<sup>58</sup>

#### j. Humility

Humility can be considered the foundation of the whole moral life. Humility makes us aware of our imperfections and leads to be better people. David Isaacs defined humility as recognizing both our inadequacies and abilities and pressing our abilities into service

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<sup>56</sup> Nel Noddings, *Educating moral people: a caring alternative to character education*, 86.

<sup>57</sup> Thomas Lickona, *Character Matters*, 19.

<sup>58</sup> Thomas Lickona, *Character Matters*, 20.

without attracting attention or expecting applause. Humility enables us to take responsibility for our mistakes and failures (not blaming other), apologize for mistake, and redeem the mistakes that we make.<sup>59</sup>

## **B. Character Building**

The purpose of character development is to help reduce the negative behaviour by which young people hurt themselves and society.<sup>60</sup> In this case, building character is better taught at early age. As told by Plato and Aristotle that character must be actively cultivated since childhood.

Student begin to be introduced to the basic of moral values to shape good character. As stated by Anita Yus that character development is carried out by instilling the basic moral values as the basic of good character. So that the goal in forming person with good character can be achieved.<sup>61</sup>

For building student character, we can use literature. The material of literature is very general such as 'human life'. This implies that literature can deal with every human activity include human culture and morality.<sup>62</sup> Similarly, Nel Nodding also said that the use of great literature supports our concern with social and intellectual virtues. Usually, character educators tend to choose heroes and inspirational accounts, and we can get it from character

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<sup>59</sup> Thomas Lickona, *Character Matters*, 20.

<sup>60</sup> Larry Nucci, et al., *Handbook of moral and character education, 2<sup>nd</sup> edition*, (New York: Routledge, 2014), 292.

<sup>61</sup> Arismantoro, *Character building: Bagaimana mendidik anak berkarakter?*, 90-94.

<sup>62</sup> Ersis Warmansyah Abbas, *Pendidikan karakter*, (Bandung: Wahana Jaya Abadi, 2014),

among stories or drama.<sup>63</sup> It also supported by Thomas Lickona that students need a positive *role model* and they can get it from movie since television becomes favorite sources among student.<sup>64</sup>

## C. Moral value

### 1. Definition of moral value

Moral value is derived from two words, moral and value. The term moral comes from Latin “*mos*” (*Moris*) means custom, habitual, values, and role of life.<sup>65</sup> Moral is relating to the standards of good or bad behaviour, fairness, honesty, etc.<sup>66</sup> While Gallagher defines moral as some actions that can be judge as food or bad attitude. This judgement can be given by individual or society. It is a standard by reference to which a particular action can be judged morally good or bad.<sup>67</sup>

Then, the term values are used to refer to principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity.<sup>68</sup>

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<sup>63</sup> Nel Noddings, *Educating moral people: A caring alternative to character education*, 2.

<sup>64</sup> Thomas Lickona, *Educating for character: Mendidik untuk membentuk karakter*, (Bumi Aksara: Jakarta, 2012), 434.

<sup>65</sup> K. Bertens, *Etika*, (Jakarta: Gramedia Pustaka Utama 2005), 4.

<sup>66</sup> <https://www.google.com/amp/s/dictionary.cambridge.org/amp/english/moral> accessed on December 6, 2020 at 07.37

<sup>67</sup> John Gallagher, *The basis for Christian Ethics*, (New Jersey: Paulist Press, 1985), 1.

<sup>68</sup> J. Mark Halstead and Monica J. Taylor, *Values in Education and Education in Values*,s (London: Routledge Falmer, 1996), 5.

The definition of moral values is about people belief on good and bad thing. Thomas Lickona state that moral values tell what should to do.<sup>69</sup> Moral value gives the example of good attitude and culture, which is inspired from society's behavior.<sup>70</sup> Similarly, Moral value can be explained as an important standard of the act doing by person or society that can be judged as good or bad attitude and bring consequences for each action.<sup>71</sup>

Moral value should teach to the students since they are childhood. The reason why moral values should be taught is because they provide a framework, a guide, and rails of purposeful, quick, and efficient movement through life.<sup>72</sup>

Home is the primary moral value educator and the most effective. Besides home, school and society are also part of moral value educator. As said by Larry Nucci that the agents of socialization such as parents and teachers can imbue the students with "moral values" through role modelling, emotional attachment to groups, and appropriate uses of rewards and consequences.<sup>73</sup>

Plato, a Greek philosopher, seemed to agree that children need good models of moral behavior and that they should be instructed, if

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<sup>69</sup> Thomas Lickona, *Educating for character: How our schools can teach respect and responsibility*, (New York: Bantam Books, 1991), 38.

<sup>70</sup> Sena Mahendra Pusumakeja, 'An Analysis of Moral Value Teaching In "The Fate of The Furious" Movie (Based On Its Main Characters)', 2.

<sup>71</sup> Mauldya Pandansari, 'Moral value reflected through major character in Sara Shepard's pretty little liars', a Thesis at Sanata Dharma University, Yogyakarta 2016, 15.

<sup>72</sup> Shambhu Dutta and Kalpna Prasad, *Education for values, character & integrity*, (New Delhi: Transparency International India, 2008), 26.

<sup>73</sup> Larry Nucci, et al., *Handbook of moral and character education, 2<sup>nd</sup> edition*, 121.

possible, to behave virtuously. Plato was so deeply concerned about providing good examples and he advised of those poetical and dramatic works that might have an effect on the young. Thus, in classical Greek thought, we find that the arts or literature can be a powerful influence on moral development.<sup>74</sup>

Teaching moral value to the student will foster their moral self-identity. Moral identity is a dimension of individual differences or we can say it as personality. People has a moral identity to the extent that moral notions, such as being good, being just, compassionate, or fair. That's judge is central, essential, and important to one's self-understanding. Hence, Blasi sates that moral self-identity is constructed on the basis of moral commitments. Moral commitments cut deeply to the core of what and who they are as individual.<sup>75</sup>

## 2. Kind of moral values

In the book *Teaching your children values* written by Linda Eyre and Richard Eyre, they explained briefly about the basic of moral values that parents can teach to children. They write this book based on their observation of their students when they are in England.<sup>76</sup> Linda Eyre and Richard Eyre stated that there were two kinds of moral values called values of being and values of giving. Values of being are development of quality

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<sup>74</sup> Nel Noddings, *Educating moral people: a caring alternative to character education*, 40.

<sup>75</sup> Larry Nucci, et all., *Handbook of moral and character education, 2<sup>nd</sup> edition*, (New York: Routledge, 2014), 85-86.

<sup>76</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 13-15.



or an attitude within ourselves that determines how we behave and how we treat others. Some value included as values of being were honesty, courage, peaceability, self-reliance, discipline, and fidelity. While, values of giving are originated as a gifts to other then go on to influence who we are. Values of giving consists of respect, love, loyalty, unselfishness, kindness, and mercy.<sup>77</sup> Then, it is explained as follow:

a. Values of being

1) Honesty

Honesty is the quality of being truthful and integrity.<sup>78</sup> Wibowo defines that honesty as the behaviour lean on the efforts to make somebody could be trusted even in actions, work, and words.<sup>79</sup> The example of honesty is parents answer all children's questions truthfully and candidly unless it is a question that is off-limits, and then tell them simply and honestly why you won't answer it.<sup>80</sup>

2) Courage

The definition of courage is when someone doing the right things even it is hard to do.<sup>81</sup> Courage is also defined as the quality of mind or spirit that enables person to face difficulty, danger, and

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<sup>77</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 28-29.

<sup>78</sup> Accessed on <http://www.yourdictionary.com/honesty> on December 7, 2020 at 14.06

<sup>79</sup> A. Wibowo, *Pendidikan karakter: strategi membangun karakter bangsa berperadaban*, (Jogjakarta: Pustaka Pelajar, 2012), 100.

<sup>80</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 42.

<sup>81</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 58.

pain without fear, or it can also called bravery.<sup>82</sup> For example when children trying unfamiliar activity like reading a hard book, speaking to a new friend, or telling the truth when they lie. Those activities usually require the overcoming of a thumping heart and mind full of uncertainty, so it is called courage.<sup>83</sup>

### 3) Peaceability

We demonstrate peaceability as the ability to understand how other feel rather than reacting to them or sometimes called control of temper. Peaceability also include calmness, peacefulness, and serenity.<sup>84</sup> It means to not to hurt other and to avoid conflict. Such as when there are two children who fight (physically or verbally), then one of them hug and request for forgiveness.<sup>85</sup>

### 4) Self-Reliance and potential

Self-reliance means accepting the responsibility and the consequences of their own action and performance rather than blaming someone else. And potential means trying to develop one's best self.<sup>86</sup> Example of these values are accepting responsibility and doing their best for everything. If you make a mistake, you take the blame for mistake that you make.<sup>87</sup>

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<sup>82</sup> <http://www.dictionary.com/browse/courage> accessed on December 7, 2020 at 14.00

<sup>83</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 59.

<sup>84</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 76.

<sup>85</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 81.

<sup>86</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 91.

<sup>87</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 91-92.

#### 5) Self-discipline and moderation

Self-discipline is one of some values that mean being able to manage yourself and your time. Then moderation means pulling in away from the excesses of trying to do or to have too much.<sup>88</sup>

For example maintain a family schedule such as have a set breakfast time and dinner time, done the homework on time, live within your means, eat moderately. Save percentage of your income, and so on.<sup>89</sup>

#### 6) Fidelity and chastity

The term fidelity defines as faithfulness to a person, cause, or belief that demonstrated by continuing loyalty and support.<sup>90</sup>

Then chastity means purity and virtue. The word virtue refers to inner strength and good habits. Hadden state the important thing to keep chastity value is for our eternal happiness.<sup>91</sup> In addition, chastity helps us to ovoid inappropriate behaviour and keep us clean, pure and virtuous. To keep chastity value we can delay single dating until a reasonable age.<sup>92</sup>

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<sup>88</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 108.

<sup>89</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 109-110.

<sup>90</sup> <https://www.lexico.com/definition/fidelity> accessed on December 7, 2020 at 15.19

<sup>91</sup> Huanani Hadden, accessed on <https://prezi.com/c1bbatxnasfx/why-is-chastity-important/>

<sup>92</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 140.

b. Value of giving

1) Loyalty and Dependability

In Collins dictionary loyalty defines as the quality of staying firm in your friendship or support for someone.<sup>93</sup> While Cambridge Dictionary defines loyalty as the quality of being loyal and also our feelings of support or duty toward someone or something.<sup>94</sup> For instance, loyal to the state, work, school, organization, university, or supporting other family member in their activities.<sup>95</sup> While Dependability is quality of being able to be relied on, to be trusted, and constancy. For example finish an assignment or task, etc.<sup>96</sup>

2) Respect

There are 3 kind of respect they are a) respect own self, b) respect other people, c) respect all life and environment around you.<sup>97</sup> Courtesy, politeness, and manners include part of respect. Respect conveys a sense of admiration of good or valuable qualities. And it is also process of honouring someone.<sup>98</sup> For example we can use word “thank you” or “please” to other,

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<sup>93</sup> <https://www.collinsdictionary.com/dictionary/english/loyalty> accessed on December 8, 2020 at 15.36

<sup>94</sup> <https://dictionary.cambridge.org/amp/english/loyalty> accessed on December 8, 2020 at 15.52

<sup>95</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 150.

<sup>96</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 146.

<sup>97</sup> Thomas Lickona, *Educating for character: How our schools can teach respect and responsibility*, 44.

<sup>98</sup> <https://en.m.wikipedia.org/wiki/respect> accessed on December 8, 2020 at 22.20

respect other opinion, assisting the elderly, being polite in all situation, and caring for nature.<sup>99</sup>

### 3) Love

Linda and Richard define love value as individual and personal caring that goes both beneath and beyond loyalty and respect.<sup>100</sup>

In addition, love is caring for others without any regard to what you get in return.<sup>101</sup> We can demonstrate love such as prioritized lifelong commitment of loving family, love for friend even adversaries, taking responsibility for younger siblings, and so on.<sup>102</sup>

### 4) Unselfishness and sensitivity

Unselfishness is not be a self-centred. It means that we should care and consider to other.<sup>103</sup> Empathy, tolerant of other lifestyles, caring other, and brotherhood are example of this value.<sup>104</sup>

Meanwhile, sensitive is having an emotional sensibility and aware of responsive to the feeling of others. For example, children share or give their toy to other in need.<sup>105</sup>

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<sup>99</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 159.

<sup>100</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 168.

<sup>101</sup> Janine, *Values for children: Love*, <https://www.trueaimeducation.com/values-for-children-love/> accessed on December 8, 2020 at 22.25

<sup>102</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 173.

<sup>103</sup> Pola Esianita, "Educational values based on formulation of Kemendiknas in the year 2013 related to "Aquaman" movie," (Thesis, IAIN Ponorogo, Ponorogo, 2020), 22.

<sup>104</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 181.

<sup>105</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 184.

#### 5) Kindness and Friendliness

The ability to being friendly, gentleness, helpfulness, and cheerfulness.<sup>106</sup> For instance make and keep friends, saying nice thing, help other in need, etc.<sup>107</sup>

#### 6) Justice and Mercy

Justice is doing fairness and humanism. While mercy means having compassion or giving forgiveness toward someone who one has the power to punish.<sup>108</sup> Obedience to law and fairness in play and work are examples of those values.<sup>109</sup>

### D. Movie

#### 1. Definition of movie

Movie is a part of literature work that liked by everyone today. There are a lot of interesting things inside the movie such as visual, audio, action, location, situation, and many other. Movie also communicate information and ideas which show us places and ways of life we might not know. It offers us some experiences that are driven by stories centering on characters.<sup>110</sup>

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<sup>106</sup> Linda Eyre and Richard Eyre, Teaching your children values, 204.

<sup>107</sup> Linda Eyre and Richard Eyre, Teaching your children values, 206.

<sup>108</sup> Christina Wither, *The Differences Between Justice And Mercy*, <http://www.differencesbetween.net/language/the-difference-between-justice-and-mercy/> accessed on December 8, 2020 at 23.06

<sup>109</sup> Linda Eyre and Richard Eyre, Teaching your children values, 224.

<sup>110</sup> David Bordwell, et all., *Film art: An introduction, 11<sup>th</sup> edition*, (New York: Mc. Graw Hill Education, 2017), 2.

According to Hornby, movie is a series of moving picture recorded with the sound that tell a story shown at television or cinema.<sup>111</sup> While Suwardi Edaswara states that film is the development of drama literary work which visualized by the actors. Beside for entertaining, film can be used as medium for education because inside the film contains moral messages which provides some lessons for the audience.<sup>112</sup>

## 2. Elements of movie

Movie has several elements. They are story, theme, plot, setting, and character. Story is something happened that created by author. A story might be fantasy, fact, or tradition.<sup>113</sup> Story in movie also known as scenario. A movie's story consists of all the narrative events that happened whether it is presented on-screen or not.<sup>114</sup>

The next element is theme. Theme is defined as the main idea expressed in a work. Every choice that writer creates such as the events of the plot, the description of character, and the selection of setting, is depend on the theme that had been chosen.<sup>115</sup> Theme play important role in literature, because an interesting theme will make people curious and watch the whole story.<sup>116</sup>

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<sup>111</sup> Hornby, *Oxford Advanced Learners Dictionary of Current English*, (New York: Oxford University Press, 1987), 234.

<sup>112</sup> Suwardi Endaswara, *Metodologi penelitian posmodernisme sastra*, (Yogyakarta: Center for Academic Publishing Service, 2016), 178.

<sup>113</sup> Maulidia Humaira, "An Analysis of Moral Values In Zootopia Movie," (Thesis, Ar-Raniry State Islamic University, Aceh, 2018), 18.

<sup>114</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, 5<sup>th</sup> edition, (New York: W.W Norton Company, 2016), 136.

<sup>115</sup> Kellenberg Memorial High School, *An introduction to literature*, 7.

<sup>116</sup> Maulidia Humaira, "An Analysis of Moral Values In Zootopia Movie," 19.

The third element is plot. Plot is a series of events that are created in such ways as to move the story line. Plot also defined as the arrangement of events. Movie commonly has three kinds of plot. They are rising action, climax, and falling action. The rising action consists of the main character's attempts to overcome whatever obstacle stand in his or her way. While climax is a situation where the conflict appears. Then falling action is a situation where the conflict had reached its climax, then gradually decreases and the story moves toward its conclusion.<sup>117</sup>

The fourth element is setting. Setting is a location and time in which the story occurs. Furthermore, setting is defined as physical details of the place, the time, and the social context that influence the action of the characters. It evokes a mood and foreshadowing event to come.<sup>118</sup> Setting gives essential contextual information to help understanding the story events and character motivation.<sup>119</sup>

The last element of the movie is its character. Character refers to the people that authors created to inhabit their stories.<sup>120</sup> Character is the people who plays a role based on scenario that has been created. The main character usually labelled as protagonist or hero and he often in conflict with the antagonist or villain.<sup>121</sup>

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<sup>117</sup> Kellenberg Memorial High School, *An introduction to literature*, 7.

<sup>118</sup> Maulidia Humaira, "An Analysis of Moral Values In Zootopia Movie," 19.

<sup>119</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, 5<sup>th</sup> edition, 149.

<sup>120</sup> Kellenberg memorial high school, *An introduction to literature*, 8.

<sup>121</sup> Maulidia Humaira, "An Analysis of Moral Values In Zootopia Movie," 20.



### 3. Types of movie

According to Richard Barsam and Dave Monahan, there are three types of movie. They are narrative, documentary, and experimental.

#### a. Narrative movie

Narrative movie is a movie directed toward fiction. Usually, the story is presented to engage and entertain the audiences because the aim of narrative film is for entertainment. Narrative movie is created based on screenplays in which nearly every behaviour and spoken line are predetermined. The characters are played by actors delivering dialogues and executing actions in a manner.<sup>122</sup>

#### b. Documentary movie

If narrative movie is fiction, then documentary movie is non-fiction. Documentary movie is concerned with recording reality, educating viewers, or presenting political or social analyses. It uses actual people, places, and event as source material. Also, this film always reflects objective truth.<sup>123</sup>

Similarly, David Bordwell said that documentary film present factual information about the world. It means documentary movie present themselves as factually trustworthy such as historical film. But sometimes, in historical film, many documentaries have been

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<sup>122</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, 5<sup>th</sup> edition, 72.

<sup>123</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, 5<sup>th</sup> edition, 73.

challenged as inaccurate. Even it is an unreliable documentary, it is still documentary.<sup>124</sup>

Historically, documentary film is divided into four basic approaches, they are factual, instructional, persuasive, and propaganda. Factual film usually presents people, places, or processes in straightforward ways to entertain and instruct without unduly influencing audiences. While instructional film seeks to educate audience about common interests rather than persuading them to accept particular ideas. Then persuasive film is purposed to address social injustice. The last is propaganda film. Propaganda film is a film that involves some form of propaganda.<sup>125</sup>

c. Experimental movie

Experimental film is made for some reasons. Usually, this film expresses personal experience or viewpoints of filmmaker in ways that would seem eccentric in a mainstream context.<sup>126</sup> The aim of this movie is for personal expression rather than for commerce and entertainment.<sup>127</sup>

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<sup>124</sup> David Bordwell, et all., *Film art: An introduction, 11<sup>th</sup> edition*, 351.

<sup>125</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film, 5<sup>th</sup> edition*, 73-74.

<sup>126</sup> David Bordwell, et all., *Film art: An introduction, 11<sup>th</sup> edition*, 369.

<sup>127</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film, 5<sup>th</sup> edition*, 79.

#### 4. Genre of movie

Genre refers to the categorization of films by the stories they tell and the way they tell them. When we speak of movie genres, we are indicating certain types of movies. Genre categories help producers decide what movies that will make. For the audience, genre categories are a part of their taste. They may try to see everything in a genre they love and to learn as much as possible about their favorites.<sup>128</sup>

a. The action adventure

Action adventure has a concept like right and wrong, good “guys” and bad “guys”, physical action, fight, chases, and explosion. It emphasises on performance and athletic also feats and stunt. For example heroes overcoming obstacles and dangers to accomplish an important and moral mission.<sup>129</sup>

b. The gangster

The gangster genre is rooted in the concept of the American dreams. Usually this movie tells about organized crime and classic gangster plots typically follow this rags-to-riches-to-destruction formula.<sup>130</sup>

c. Film noir

Film Noir is designed to build support for the war effort. This movie also exposes the horror of war. Film noir sometimes is called *black film*.

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<sup>128</sup> David Bordwell, et all., *Film art: An introduction, 11<sup>th</sup> edition*, 329.

<sup>129</sup> Amy Capwell Burns, “Action, romance, or science fiction: Your favorite movie genre may affect your communication,” *American Communication Journal*, vol. 11, vol. 11 No. 4 (2009), 7.

<sup>130</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film, 5<sup>th</sup> edition*, 91.

The name of *black film* refers to its genre's attitude and its look as well. Usually noir movie employs lighting schemes that emphasize contrast and create deep shadow.<sup>131</sup>

d. Science fiction

This movie presents speculative fantasy about the potential wonders of technological advances. Science movie explores our dread of technology and change. It means the genre's focus is on humanity's relationship with science and the technology it generates.<sup>132</sup>

e. The western

The western is one of the earliest film genres in American filmmaking. It based on historical reality since in West America there were cowboys, outlaws, settlers, and tribes of Native American. The central theme of this genre is the conflict between civilized order and the lawless frontier.<sup>133</sup>

f. The horror

Horror films speaks to our fear of the supernatural and the unknown. The horror movie aims to shock, disgust, and to horrify. Usually the producer choose monster to horrify the audience in this movie. The monster maybe unnaturally large as King Kong. Also, the monster may violate the boundary between the dead and the living such as ghost,

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<sup>131</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, 5<sup>th</sup> edition, 93-96.

<sup>132</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, 5<sup>th</sup> edition, 96.

<sup>133</sup> David Bordwell, et al., *Film art: An introduction*, 11<sup>th</sup> edition, 337.

vampire, and zombie do. The monster may be an ordinary human who is transformed such as *The Werewolf*. Or the monster that unknown in science such as *Aliens* film.<sup>134</sup>

g. The Musical

The musical tells its story using character who express themselves with song and dance. But for the most part, the actors feature a combination of music, singing, dancing, and spoken dialog. Unlike many genres, musical film was not created for any political or cultural moment. But musical performance is for entertainment.<sup>135</sup>

h. Comedy

This movie serves humor sense. Physical and visual of the character plays important part in comedy movie. Moreover, this movie often contains “team” interaction but sometimes it also played by a single character.<sup>136</sup>

i. Drama

Criteria of this genre is has a tragedy in some aspect, convey moral value trough emotion, and whose story is told through the dialogue that demonstrates and portrays relationship. Drama allows the viewers to

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<sup>134</sup> David Bordwell, et all., *Film art: An introduction, 11<sup>th</sup> edition*, 339.

<sup>135</sup> Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film, 5<sup>th</sup> edition*, 105.

<sup>136</sup> Amy Capwell Burns, “Action, romance, or science fiction: Your favorite movie genre may affect your communication,” *American Communication Journal*, vol. 11, vol. 11 No. 4 (2009), 7.

feel sympathy and provides a therapeutic affect through protagonist' overcoming powerful forces that make them victims.<sup>137</sup>

#### **E. Mulan movie**

“Mulan” movie has released in September 4, 2020 which is a remake of “Mulan” animation movie in 1998. “Mulan” is live action movie produce by Disney and directed by Niki Caro.

In Imperial China, Hua Mulan is an adventurous and active girl, to the disappointment of her parents, who hopes that one day she will be wed to a good husband. As a young woman, Mulan is forced to meet with a matchmaker to demonstrate her fitness as a future wife. Mulan, flustered, attempts to pour tea in front of the matchmaker, but a spider causes a panic that destroys the kettle, and the matchmaker calls her a disgrace in front of her family.

To the north, an imperial outpost is invaded by Rouran warriors, under the leadership of Böri Khan. They are assisted by the witch named Xianniang, who uses her magic to pose as a surviving soldier and report the attack to the Emperor of China; he then issues a conscription decree ordering every family to contribute one man to fight Khan's forces.

Imperial soldiers arrive in Mulan's village to enlist recruits and her elderly and frail father Hua Zhou is forced to pledge his service as he has no sons. Realizing that her father has no chance of survival, Mulan flees with his armor, horse, and sword to join in his place. Mulan arrives at the training camp,

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<sup>137</sup>Amy Capwell Burns, “Action, romance, or science fiction: Your favorite movie genre may affect your communication,” *American Communication Journal*, vol. 11, vol. 11 No. 4 (2009), 7.

which is run by Commander Tung, an old comrade of Hua Zhou. Alongside dozens of other inexperienced recruits, she ultimately becomes a trained soldier under his tutelage without exposing her true identity.

The Khan's army continues to advance, forcing Tung to end training early and send his battalion to fight. Mulan chases some troops on her own, but is confronted by Xianniang, who mocks her for pretending to be a man. She attempts to kill Mulan, but her attacks are stopped by the leather with which Mulan's chest had been bound to hide her identity. Mulan removes her male disguise, returning to the battle just as the Rourans begin attacking her fellow troops with a trebuchet. Mulan uses discarded helmets and her archery skills to maneuver the trebuchet into firing on a snowy mountain, triggering an avalanche that buries the Rourans.

Mulan rides back to camp and rescues Chen Honghui, a soldier she befriended in camp. Unable to hide her true gender any longer, she is expelled from the army and begins her return home. On her way, she is confronted by Xianniang, who reveals that she was also shunned by her people and fights for Böri Khan only because he treats her as an equal. Additionally, she reveals that the attacks on the outposts have been a diversion, as Khan's true plan is to capture and execute the Emperor for having his father killed. Risking execution, Mulan returns to her battalion to warn them of the impending capture. Tung decides to believe her, and allows her to accompany a unit to the Emperor's palace.

Xianniang, posing as the Imperial Chancellor, persuades the Emperor to accept Bōri Khan's challenge to single combat, while removing the city guards from their posts. The guards are murdered, and the Rourans prepare to burn the Emperor alive. Mulan's unit distracts the Rourans while Mulan goes to save the Emperor. Khan tries to snipe her with an arrow, but Xianniang, sympathetic to Mulan and disenchanted with Khan, transforms into a bird and sacrifices herself by intercepting the arrow. Mulan kills Khan, but not before he disarms her and destroys her father's sword. She frees the Emperor, who offers to let her join his personal guard. She declines the offer and returns to her village.

Mulan is reunited with her family. An emissary from the Emperor, under the leadership of Commander Tung, arrives to present Mulan with a new sword, while making a personal request that she join the Emperor's Guard.<sup>138</sup>

#### **F. The Biography of Director**

Nikola Jean Caro (Niki Caro) was born on 20 September 1967 in Wellington, New Zealand. She is a film director and screenwriter. She was educated first at Diocesan School for Girl in Auckland. It was a private girl's school which has ranks among the top achieving schools in New Zealand. Then, she continued to study at the Elam School of Fine Arts at the University of Auckland and graduated in 1988. For post-graduated studies, Caro enrolled at the Swinburne University of Technology in Melbourne, Australia.

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<sup>138</sup> 'Mulan 2020' [https://en.wikipedia.org/wiki/Mulan\\_\(2020\\_film\)](https://en.wikipedia.org/wiki/Mulan_(2020_film)) accessed on 8 December 2020 at 09.03



Niki Caro directed her first film entitled “Memory and Desire”. It was an adaptation of a short story by Peter Wells. This film told about the depression and apparent suicide of Japanese married man. This film was critically well-received and won *Best New Film* at the New Zealand Film Award.

In 2002, she wrote and directed *Whale Rider* (2002). This film is about a Māori girl that has to stand up against the other men and her grandfather in the tribe to show she can be as much of a leader as the boys who were being trained to be leaders. “Whale Rider” become New Zealand's most financially successful film and made this movie won a number of awards at international film festivals that was *Best Feature Film for British Academy Children's Awards*.

With the success of *Whale Rider*, Caro was chosen to direct her first Hollywood film, *North Country* (2005). This film also got a lot of nomination such as Best Actress for lead and Best Actress for supporting role at the Oscars, also was nominated for a Golden Globe.

After doing *North Country*, Caro went back to New Zealand to write and direct the feature film *A Heavenly Vintage* (2009). This film told about a peasant winemaker who sets out to make the perfect vintage wine. The film won three awards at the Sedona Film Festival.

In 2015, Caro directed the sport drama “McFarland, USA”. This film is based on the life of track and field coach James White. It was released in February 2015 and has received a critical success. This film won 46 million

dollars at worldwide box office and become the commercially most successful film in Caro's career to that point.

Next, in 2017 Caro was hired to direct Disney's live-action adaptation of *Mulan*, which was released in 2020. This film has budgeted at over \$100 million that made her become the second woman at the studio to direct a film with higher budget. *Mulan* movie also get a lot of awards such as *Best Action Movie* in CCA Super Award and IGN Summer Movie Awards, also *Favorit Movie* in Kid's Choice Awards, USA.

Since working in film industry, Caro has got some awards. In 1994, Caro was nominated for *Best Director and Best Writer* at *The NZ Film and Television Awards*. While she also got *Member of the New Zealand Order of Merit for services to the film industry in the 2004 New Year Honours*. Then, Caro also become the honorees for *Ms. Magazine's 10 women of the year* in 2003.



## CHAPTER III

### MORAL VALUES IN “MULAN” MOVIE

This chapter reveals moral values reflected in ”Mulan” movie to answer the first problem statement, that is what moral values found in “Mulan” movie. The result of the study is presented in the form of descriptive data. The data is come from the dialog or conversation according to the script.

Moral values are standard that help people determine what is right and what is wrong. Linda and Richard Eyre divide moral values into twelve values. They are honesty, courage, peaceability, self-reliance and potential, self-discipline and moderation, fidelity and chastity, loyalty and dependability, respect, love, unselfishness and sensitivity, kindness and friendliness, and the last is justice and mercy.

In Mulan movie, the researcher has found nine moral values reflected in dialog between each character. Those values were honesty, courage, self-reliance and potential, fidelity and chastity, loyalty and dependability, respect, love, unselfishness and sensitivity, kindness and friendliness. Here the researcher will present the data as follows.

#### **A. Honesty**

Honesty is the foundation of all values. Linda and Richard Eyre said that honesty is the inner strength and confidence that is bred by exacting truthfulness, trustworthiness, and integrity. Such as honest with other

individuals, institutions, society, and also with own self.<sup>139</sup> So honesty is the behaviour lean on the efforts to make somebody could be trusted even in actions, work, and words. Here the researcher would present moral value of honesty inside Mulan movie.

There were two dialog or conversation implied moral values of honesty. The first dialog that contain moral values of honesty performed at 00:53:03 – 00:53:14, when Hua Jun (Mulan) want to meet Commander Tung to reveal the truth about her true identity.

*Hua Jun (Mulan) : Commander Tung, there's something that weighs heavily on my heart. I need to confess it to you. It has to do with the three virtues.*

The dialog above show moral value of honesty. Hua Jun (Mulan) felt that she violated the principle of the royal army which was they should be true. She felt that it was not right to hide her true identity that she was a woman and disguised herself as a man. So, Hua Jun tried to reveal her true identity to Commander Tung.

Another dialog that show moral values of honesty also performed at 01:12:29 - 01:12:50. This scene happens after the war when Mulan showing her true identity in front of all soldier.

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<sup>139</sup> Linda and Richard Eyre, *Teaching your children values*, 41.

*Commander Tung* : *Hua Jun?*

*Mulan* : *I'm Hua Mulan. Forgive me.*

*Cricket* : *He's a girl?*

*Commander Tung* : *You are an imposter.*

Finally, Hua Mulan ventured to tell to commander Tung her true identity even though she knew the risk she will take. All soldiers are shocked by Mulan's confession. Then, Mulan was ultimately exiled and dishonourably discharge. This dialog appropriate with Linda and Richard Eyre theory about moral value of honesty. Someone has to be honest even it is hard to do and even it can hurt oneself.

## **B. Courage**

When someone is doing the right thing even it is hard to do is called courage.<sup>140</sup> Courage also known as bravery. It means when ones try his best to succeed, even the success is not assured. In fact, courage often followed by failure. In this life, we have many options that we can take. It takes courage to learn and grow up even it takes some risk. But, those risk should be reasonable.

There are five dialog indicate moral values of courage. The first dialog performed at 00:10:54 – 00:11:04 as follow.

*The Emperor* : *We're not afraid of dark magic. We will destroy this Rouran army and their witch. Here's my decree!*  
*We will build a mighty army.*

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<sup>140</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 58.

This dialog represents moral value of courage. It shown that The Emperor never scared with anything. Even after an unexpected attack from Bori Khan's army, The Emperor decided to fight back. He was not afraid of the power of Bori Khan's army and his witch. Due to fight with Bori Khan, The Emperor asked to build a mighty army.

Moral values of courage also found at 01:18:06 – 01:18:25. It based on what Hongui thinks about Mulan.

*Honghui : You would believe Hua Jun. Why do you not believe Hua Mulan? She risked everything by revealing her true identity. She's braver than any man here. And she's the best warrior amongst us.*

After expelled from the army, Mulan accidentally met Bori Khan's witch, Xianniang. She persuaded Mulan to come with her for against the royal army due to reason that Mulan had been banished. Xianniang told the true plans of Bori Khan which is kill The Emperor and take place the city. Knowing the true fact, Mulan returned to the royal army even though she knew she would be not accepted by Commander Tung. But all of the soldier even defended and admitted that Mulan was a brave woman and the greatest warrior.

Then, the third conversation which show moral values of courage performed at 01:20:29 – 01:20:57. It happens when The Chancellor told to The Emperor that Bori Khan offers a duel.

*The Chancellor : He assembles at the New Palace. He offers a duel.*

*The Emperor : Prepare my guards. We ride to the site immediately.*

*The Chancellor : Your Majesty, it is far too dangerous.*

*The Emperor : Silence! My people have suffered enough. Now I must act.*

Bori Khan asked The Emperor to do a duel at new palace. The Emperor accepted it even though he knew the risk he would take because Bori Khan was a cunning person. However, The Emperor had to fight Bori Khan because he wanted to protect his people.

Moreover, courage value is also found at 01:28:33 – 01:28:57. This value appears in following dialog between Xianniang and Bori Khan.

*Bori khan : Why are you here?*

*Xianniang : The attack has met a fierce resistance.*

*Bori khan : From who?*

*Xianniang : A young woman... from a small village.*

*Bori khan : A girl?*

*Xianniang : A woman, A warrior. A woman leads the army.  
And she's no scorned dog.*

Xianniang even admitted that Mulan was a brave woman and a true warrior. Because of her bravery, Mulan becomes the leader of royal army. For those reasons, Xianniang realized and then lead Mulan to Bori khan.

The last dialog or conversation that proves moral values of courage happens at 01:31:26 - 01:31:56. This scene show how Mulan tried to save the kingdom.

*Bori khan : The girl who has come to save the dynasty.*

*Hua Mulan : No!*

*The Emperor : Rise up. You are a mighty warrior! Rise up like a phoenix! Fight for the kingdom and its people!*

Mulan came to save The Emperor. But first, she had to fight with Bori Khan. The fight was very fierce. Amidst the fight, Mulan fell her father's sword and it consumed by the fire. But Mulan continued to fight with Bori Khan even did not use any tools. Finally, Mulan won the battle and she save The Emperor.

From those dialogs we know that Mulan had fought Bori Khan without fear, even though her own life was at stake. She tried to save The Emperor and the whole Dynasty from the attack of Bori Khan's army.

### **C. Self-reliance and Potential**

The other kinds of moral values based on Linda and Richard Eyre that found in Mulan movie are self-reliance and potential. Self-reliance is accepting the responsibility and the consequences of their own action and performance rather than blaming someone else. Then potential means trying to develop one's best self.<sup>141</sup>

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<sup>141</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 91.



Moral values of self-reliance and potential were reflected in four dialog bellow. The first dialog performed at 00:21:03 – 00:21:22 as follow.

*Hua Mulan : But how can you fight.*

*Hua Zhou : I am the father. It is my place to bring honor to our family on the battlefield. You are the daughter! Learn your place.*

The Emperor declared that every family should contribute one man to fight against Bori Khan's army. Because in Hua family there is no man except Mr. Hua Zhou, so he accepted to join the royal army for fight even though his leg is ailing now. He as the head of family knew his responsibility that he should to bring honor to his family.

Another dialog that reveal self-reliance and potential values appeared at 01:25:16 - 01:26:47. It presented in the following dialog.

*Xianniang : Impossible. A woman leading a man's army.*

*Hua Mulan : Where's the emperor?*

*You were right. We are the same.*

*Xianniang : With one difference. They accept you, but they will never accept me.*

*Hua Mulan : You told me my journey was impossible. Yet here I stand. Proof that there is a place for people like us.*

*Xianniang : No. It's too late for me.*

*Hua Mulan : You can still take the noble path. It's not too late. Please. I need your help.*

In this scene, Mulan tried to meet the king in his palace. Unfortunately, Mulan late and found someone who stand inside the palace was not king but Xianniang. Xianniang did not expect that Mulan led the royal army towards the palace after Mulan was thrown away by the royal army. Mulan did not blame anyone for her mistake in deceiving all soldier that causing her to be expelled from the royal army even though she helped them won the battle. Here, Mulan convinced to Xianniang that someone like both of them also could be accepted by the others. Xianniang realized that what she had done all this time was wrong and she wanted to help Mulan to find the king. In this scene, both characters realize that if their chi power is used wisely, so they will be well accepted in their community.

Furthermore, dialog that performed at 01:36:05 – 01:37:00 also indicated self-reliance and potential values. Here, the researcher presented the dialog as follow.

*Hua Mulan : Your Majesty, I'm deeply honored by this immeasurable invitation. But with humble apologies, I cannot accept it. I left home under cover of darkness and betrayed my family's trust. I made choices I knew would risk their dishonor. Since then, I have pledged an oath to be loyal, brave, and true. In order to fulfil this oath, I must return home and make amends to my family.*

Mulan realized the mistake that she had made to her family. She left her home quietly to join the battle in succeed her father who has sick. So, she could not accept The Emperor's request to stay in the palace and join the royal army. Mulan wanted to go back to her family and made amend the mistake she had made to her family.

Then, dialog that occurred at 01:40:20 - 01:40:57 also contained self-reliance and potential values. The dialog is presented as follow.

*Hua Mulan : Forgive me, Father. I stole your horse. I stole your sword, I stole your armor. And the sword I lost it. The sword is gone. Now I understand...how much that sword means to you.*

The dialog above is another evidence that Mulan is having self-reliance value. Those scenes tell how Mulan returned to her family and apologized for the mistake she had made especially to her father, Hua Zhou. That her action might bring dishonour to her family.

#### **D. Fidelity and Chasity**

Linda and Richard Eyre define fidelity as faithfulness to a person, cause, or belief that demonstrated by continuing loyalty and support.<sup>142</sup> Then chastity means purity and virtue. The word virtue refers to inner strength and good habits.

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<sup>142</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 124.

In Mulan movie, there was a dialog between each character that shown fidelity values. It performed at 00:51:51 – 00:52:19.

*Sergeant Qiang* : Today, you become men. You will now take the oath of the warrior. Pledging fidelity to the three pillars of virtue. The enemy possesses none of these, and therefore can be defeated. Remember this when you meet him on the battlefield.

*Commander Tung* : Draw sword! Loyal!

*All soldier* : Loyal!

*Commander Tung* : Brave.

*All soldier* : Brave!

*Commander Tung* : True.

*All soldier* : True!

What had done by the imperial army shown fidelity value. They are taught that to become a great warrior, all soldiers are required to be loyal, brave, and honest. Due to save the kingdom, they had to fight all enemy who want to destroy the kingdom.

#### **E. Loyalty and Dependability**

Loyalty and dependability values are also found in Mulan movie. Loyalty is the quality of being loyal and also our feelings of support or duty toward someone or something. Linda and Richard Eyre give some examples of being loyalty such as loyal to the state, work, school, organization, university,

or supporting other family member in their activities.<sup>143</sup> While Dependability is quality of being able to be relied on, to be trusted, and constancy.<sup>144</sup>

There were several dialogs that shown loyalty and dependability values. The first dialog occurred at 00:20:00 – 00:20:25. It was presented as follow.

*Hua Zhou : I am Hua Zhou. I served the Imperial Army in the last battle against the Northern Invaders.*

*Sergeant Qiang : Have you no son old enough to fight?*

*Hua Zhou : I am blessed with two daughters. I will fight.*

The dialog above shown that Mr. Hua Zhou has been loyal to the kingdom and to family. As we know, Mr. Hua Zhou has been a soldier of imperial army. He joined the last battle that caused his leg got injured and now he is limping. After Sergeant Qiang announced that each family should devolved one man to join the imperial army for fight against Bori Khan's army, Mr. Hua Zhou wanted to join back with the imperial army to fight even with limping leg because there is no man in his family except him.

In another dialog, Mr. Hua Zhou also reflected loyalty and dependability values. It shown in this following dialog that performed at 00:24:08 -00:24:13.

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<sup>143</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 150.

<sup>144</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 146.

*Hua Zhou : It is my duty to fight. My honor to sacrifice for the emperor.*

Mr, Hua Zhou is principled person. He never wanted to bring dishonour to his family so he would join to imperial army for fight. He also said that as a warrior, to fight for the kingdom is an honor.

Furthermore, loyalty and dependability values also appeared in the dialog that performed at 01:15:57 - 01:16:28. Here the researcher presented the dialog as follow.

*Xianniang : But it happens even now. Join me. We will take our place together.*

*Hua Mulan : I know my place. And it is my duty to fight for the kingdom and protect the emperor.*

Those dialog shown the conversation between Mulan and Xianniang that contains moral values of loyalty and dependability. Xianniang persuaded Mulan to join Bori Khan's army and destroy the kingdom. But Mulan refused it. She will not betray the kingdom for any reason. Mulan will fight for the kingdom and protect it for everyone who tried to destroy the kingdom.

The last dialog that shown moral values of loyalty and dependability happened at 01:17:09 – 01:17:52. Mulan reassure the imperial army to hear what she said about the truth of Bori Khan army's plan.

*Hua Mulan : Please, you have to listen to me.*

*Commander Tung : Sergeant, hand me my sword.*

*Hua Mulan : Kill me if you must. But first, listen.*

*The garrison attacks were just a distraction.*  
*Khan has our army focused on the Silk Road,*  
*so he can sneak into the Imperial City and*  
*kill the emperor.*

*Böri Khan is already far ahead. The*  
*Imperial Army can't stop him now. But*  
*perhaps a small, well-trained force could.*  
*When employed correctly... four ounces can*  
*move 1,000 pounds.*

Even though she was thrown away by the imperial army, Mulan stay loyal and told them the true plan of Bori Khan's army after Xianniang revealed it. It shown that Mulan was loyal to the kingdom.

## **F. Respect**

Respect means showing regard for the worth of someone or something. It can be respect for parents, for elders, for life, for environment, and for the beliefs and rights of others. Linda and Richard stated that children who is taught the principles of respect value will be better member of society, friends, and better leader.<sup>145</sup> Courtesy, politeness, and manners include part of respect. Respect conveys a sense of admiration of good or valuable qualities and it is a process of honouring someone.

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<sup>145</sup> Linda Eyre and Richard Eyre, Teaching your children values, 156-157.

In Mulan movie there are some conversations that shown respect value. Such as performed at 01:18:42 – 01:19:00 below.

*Commander Tung : Hua Mulan, your actions have brought disgrace and dishonour to this regiment, to this kingdom, and to your own family. But your loyalty and bravery are without question. You will lead us as we ride to the Imperial City.*

Mulan's effort to earn trust of the regiment was successful. She joint back in imperial army and had the honor to lead the imperial army to the imperial city for save the kingdom and The Emperor.

Furthermore, dialog that represent moral values of respect also happened at 1:35:43 – 01:36:04. This scene shown that Mulan get honor from The Emperor.

*The Emperor : Hua Mulan, the people owe you a debt of thanks. I owe you my life. In gratitude for your service and dedication. I invite you to take your place with our greatest decorated warriors as an officer in the Emperor's Guard.*

This dialog shown that the Emperor respects all Mulan's effort for saving the kingdom. After fight for the Emperor and the kingdom against Bori Khan, Mulan win the battle. The Emperor was grateful of all Mulan's effort,



courage, and her loyalty, so the Emperor gave Mulan an honour to join with Emperor's guard.

In another dialog, Mulan also get respect from the Emperor through Commandant Tung. It happened when she just arrived in her village. The dialog was performed at 01:42:38 – 01:43:14 as follow.

*Commander Tung : Under order of His Imperial Majesty, the Emperor, we present this gift to Hua Mulan. She has saved the dynasty. The entire kingdom is in her debt. She has brought honour to her ancestors, to her family, to her village, and to her country.*

What had done by Mulan bring honor to her family, her village and her country. For now, no one sees Mulan as a witch because of her Chi power. Now she become a warrior and all people were proud of her.

## **G. Love**

Love is one of moral values found in “Mulan” movie. Linda and Richard state that love is individual and personal caring that goes beneath and beyond loyalty and respect. It can be love for family, love for friend, and so on.<sup>146</sup> When you truly love and care for others, you don't expect to receive anything in return for your gifts or service. You do it with your whole-hearted and without keeping score.

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<sup>146</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 168.

There were four dialogs that indicated moral values of love. One of them is appeared at 00:03:28 – 00:03:50. As shown in the dialog below.

*Hua Xiu : Mulan, what happened when you fell off the roof? It was like you were a bird!*

*Hua Mulan : Don't panic! There's a spider crawling in your hair.*

*Hua Xiu : You know I'm afraid of spiders. This is not one of your tricks, is it, Mulan?*

*Hua Mulan : Don't worry, if you hold very still, I will squash it.*

From the dialog above, we know that those both siblings are caring each other. Xiu was worry if something bad happened when Mulan climb from roof to roof. And Mulan too, feels for her sister, Xiu. She is really taking care her sister with a lot of affections. In this scene, Mulan also spoils her sister by combing her sister's hair.

Then, the second dialog that performed at 00:09:40 – 00:09:45 also indicated love values. This scene told how The Emperor felt afraid if his citizen get injured because of Bori Khan's attack.

*The Chancellor : Your Majesty! Six of our northern garrisons along the Silk Road have fallen in a coordinated attack. All trade has been disrupted. If we allow this to continue, it could be the end of the kingdom.*

*The Emperor : And my citizens?*

The chancellor told to the Emperor about the situation outside the kingdom that Bori Khan's army attack the kingdom suddenly. It caused the

imperial army got loss. Even in crucial situation like this, the Emperor worried his citizens. It shown that the Emperor love his citizens.

Besides, love value was contained in dialog that happened at 01:37:02 - 01:37:12. It presented as the following dialog.

*The emperor : Very well, Hua Mulan. Devotion to family is an essential virtue.*

The Emperor asked Mulan to stay in the palace as imperial guard. It was an honor for herself. But with great respect, Mulan refused the emperor's request. Mulan prefers to return to her family because she really loves her family and felt sorry for what she done to them.

Then, the last dialog that shown moral values of love is presented at 01:41:00 – 01:41:19. This dialog told how Mr. Hua Zhou love her daughter so much even her daughter had made a mistake.

*Hua Zhou : It is my daughter that means everything to me. And it is I should apologize. My foolish pride drove you away.*

This dialog shown how the father love his daughter. Mr. Hua Zhou knew what Mulan had done was to save his life. He always felt worry every day if something bad happened to Mulan during the war.

## H. Unselfishness and sensitivity

Unselfishness and sensitivity are the other kinds of moral value found in Mulan movie. Linda Eyre and Richard Eyre defined unselfishness values as doing more care and consider to others. Empathy, tolerant of other lifestyles, caring other, and brotherhood also part of this value.<sup>147</sup> Meanwhile, sensitive is having an emotional sensibility and aware of responsive to the feeling of others.<sup>148</sup>

Here the researcher presented the dialog that contained moral values of unselfishness and sensitivity. The value was performed at 00:14:08 – 00:14:55 as follow.

*Hua li : We have excellent news. The matchmaker has found you an auspicious match!*

*Hua Zhou : Yes, Mulan, it is decided. Come and sit down. It is what is best for our family.*

*Hua Mulan : Yes. It is best. I will bring honor to us all.*

Mulan is young women. At this age, she is a free-spirited girl who want to develop her potential and Chi power. But her parents want her to get married. They have found a match for Mulan through a matchmaker. Mulan felt

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<sup>147</sup> Linda Eyre and Richard Eyre, Teaching your children values, 181.

<sup>148</sup> Linda Eyre and Richard Eyre, Teaching your children values, 184.

disappointed and wistful. But Mulan gave in to her ego and complied with her parent's demand to get married because she wanted her parents be happy.

## I. Kindness and friendliness

Linda and Richard Eyre said that kindness and friendliness is the ability to being friendly, gentleness, helpfulness, and cheerfulness. Kindness and friendliness values establish ones to help others and diminishes hurt in other.<sup>149</sup> Become a part of society, people need to be kindly and friendly because they always need other's help.

Here in Mulan movie, the researcher found kindness and friendliness value that represented in several dialogs. The first one was found at 00:43:19 – 00:43:38 as presented in the dialog below.

*Honghui : But you are my equal. We fight together against the same enemy. I will do all I can to protect the others. You can turn your back on me but when the time comes, do not turn your back on them.*

Honghui is a man who really care with his friends. He ever said and suggest Mulan that as a team they must cooperate with each other due to against the enemy. They also had to protect and help each other when faced with difficulties.

Kindness and friendliness values also contained in the dialog that happened at 00:56:28 – 00:56:50. Here the dialog was presented as follow.

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<sup>149</sup> Linda Eyre and Richard Eyre, Teaching your children values, 204.

*Hua Jun (Mulan) : Listen to me, all of you. We will live. I guarantee it. Because I will protect you. We'll protect each other. We'll fight for each other.*

Hua Jun (Mulan) calmed down his friends who got worried if something bad happened during the war. She said that they will fight together and protect each other during the war.

As a team, the imperial army taken care each other. This shown that the imperial army has values of kindness and friendliness. Such as dialog performed at 01:09:48 – 01:11:45.

*Honghui : Cricket! Go! Go! Go!*

*Hua Mulan : Honghui! Honghui!*

*Commander Tung : Gather yourselves. Caring friends. Find your comrades. The enemy has been defeated. Sergeant Qiang, regroup the men.*

During the war, the iceberg was melted and caused all soldiers were separate. One of them was Cricket. Hongui and Mulan risked their life to save Cricket who drifted away when the iceberg melted. After the war, Commander Tung asked for caring and helping their friends who got hurt.

Those dialogs above showing that “Mulan” movie contain kindness and friendliness values. This movie taught us that as a team, all soldier should support and protect each other due to reach the goal. Also gather and help other when they get difficulties.

## CHAPTER IV

### MORAL VALUES IN “MULAN” MOVIE PRESENTED AS STUDENTS CHARACTER BUILDING

After analyzed moral value inside “Mulan” movie, in this chapter the researcher presented what character building contained in moral value of “Mulan” movie based on Thomas Lickona theory. As the researcher explained in chapter two, Thomas Lickona purposed some ideal character. Those are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, humility.

As mentioned in chapter III, the researcher found nine kinds of moral values. Those values can build character to the student. Honesty and respect instill justice character. Courage value can build fortitude character. Unselfishness and sensitivity develop self-control character. Loyal, love, kindness and friendliness build love character. Dependability is for building integrity character. Self-reliance and potential develop humility character. So, In this study, the researcher found several good characters they are justice, fortitude, self-control, love, integrity, and humility. Moreover, the researcher discusses these character buildings through moral values as followings.

## A. Honesty

Moral values of honesty that found in “Mulan” can instill to build character of justice to the students. This character is very important to have considering we are a part of society. Justice means respecting the rights of all person.<sup>150</sup> Justice direct someone to treat others as ones wish to be treated. This character includes some values such as honesty, politeness, respect, responsibility, and tolerance.<sup>151</sup>

Honesty was one of moral values that can build justice character. Honesty means telling the truth to other people. This value can develop justice character because asking to treat other well. Such as performed in conversation that happened at 01:12:29 – 01:13:38 bellow.

*Commander Tung* : *Hua Jun?*

*Hua Mulan* : *I'm Hua Mulan. Forgive me.*

*Cricket* : *He's a girl?*

*Commander Tung* : *You are an imposter. You've betrayed the regiment. You've brought disgrace to the Hua family.*

*Hua Mulan* : *Commander...*

*Commander Tung* : *Your deceit is my shame.*

*Sergeant Qiang* : *Commander, what is the punishment assigned to this imposter?*

*Commander Tung* : *Expulsion.*

*Hua Mulan* : *I would rather be executed.*

*Commander Tung* : *From this moment forward, you are expelled from the emperor's Imperial Army. If you*

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<sup>150</sup> Thomas Lickona, *Character Matters*, 36.

<sup>151</sup> Thomas Lickona, *Character Matters*, 17.



*show your face again, your wish to be executed will be granted.*

This scene happened when Mulan reveal her true identity. The consequences for hiding her true identity, Mulan was kicked by her regiment dishonourably. Even She knows the consequences that she will get, Mulan still told the truth. So, this scene can teach the children to learn honesty value due to becoming justice person. It is because if ones want to treated well by other, so he should be a predictable person. Such as what Mulan did, she told the truth about her identity even she knows that she will be kicked from the imperial army.

## **B. Respect**

Respect means showing regard for the worth of someone. It means that moral values of respect also has a contribution to build character of justice to the student. As Thomas Lickona said that some moral values such as honesty, politeness, respect, responsibility, and tolerance are kind of moral values that can build justice character.<sup>152</sup>

Moral values of respect that can build justice character was shown by the dialog that appear at 1:35:43 – 01:36:04 as follow:

*The Emperor : Hua Mulan, the people owe you a debt of thanks.*

*I owe you my life. In gratitude for your service and dedication. I invite you to take your place with our*

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<sup>152</sup> Thomas Lickona, Character Matters, 17.

*greatest decorated warriors as an officer in the Emperor's Guard.*

Mulan's effort to be accepted in society is hard. We know that Mulan has a powerful Chi and it caused the society dubbed Mulan as a witch. But Mulan keep loyal for the whole kingdom and used her powerful Chi against Bori Khan and she won the battle. Now, the whole kingdom and the society respect her as warrior. This scene could be considered as character building of justice to the students because it reflected moral values of respect. As said by Thomas Lickona, this value will teach the students to respect and give appreciation to what others do. As show by the emperor, he thanks to Mulan because she had saved the kingdom. Then it will build Justice character to the students and make them treats someone in accordance with human rights.

Yet, Life in society is about taking and giving. As the researcher explained in data above, both honesty and respect values can build justice character to the students because those moral value reveal if we want treated well by other, so we must act to other as what we wish to be.

### **C. Courage**

Another moral values that found in "Mulan" movie was courage. Courage is defined as doing the right thing even it is hard to do.<sup>153</sup> Courage also known as bravery. It means when someone trying his best to succeed, even the success is not assured. Then, moral values of courage that found in "Mulan" movie was reflected fortitude character.

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<sup>153</sup> Linda Eyre and Richard Eyre, Teaching your children values, 58.

Fortitude character enables us to do what is right in facing difficulties. Similarly, James Stenson defines fortitude as the inner toughness that enables people to overcome or withstand hardship, defeats, inconvenience, and pain. Some value inside this character are courage, resilience, patience, perseverance, endurance, and self-confidence.<sup>154</sup>

Here in the following dialog, the researcher shown moral values of courage that can be used to develop fortitude character. The dialog was performed at 01:31:26 - 01:31:56 and presented as follow.

*Bori khan : The girl who has come to save the dynasty.*

*Hua Mulan : No!*

*The Emperor : Rise up. You are a mighty warrior! Rise up like a phoenix! Fight for the kingdom and its people!*

Based on kind of character according to Thomas Lickona, this dialog shown that Mulan has fortitude character because what she did based on moral value of courage. Even she was a young woman, she bravely fought against Bori Khan without a fear. She did this to save the kingdom and bring honor to the kingdom and her family. To achieve her goal, she tried hard to beat Bori Khan. With her great effort and bravery, finally Mulan won the battle and save the kingdom.

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<sup>154</sup> Thomas Lickona, *Character Matters*, 17-18.

Students can imitate what Mulan do to build fortitude character. Having this character make students brave in facing difficulties. As said by Thomas Lickona that people need to teach the students to develop the character more through sufferings rather than successes. Those sufferings then will make the students get braver and stronger.<sup>155</sup>

#### **D. Unselfishness and Sensitivity**

Moral values of unselfishness and sensitivity also found in “Mulan” movie. Unselfishness means that we should care and consider to other. Meanwhile, sensitive is having an emotional sensibility and aware of responsive to the feeling of others.<sup>156</sup> Moreover, unselfishness and sensitivity as moral values can build self-control character.

Self-control, and sometimes called temperance, is the ability to govern ourselves. This character allows people to control their temper and emotions. Self-control is the power to resist temptation. It enables ones to wait and postpone pleasure for a higher purpose.<sup>157</sup>

The dialog below were shown moral values of unselfishness and sensitivity which can be used to build self-control character. It was performed at 00:14:08 – 00:14:55 as the following dialog.

*Hua li : We have excellent news. The matchmaker has found you an auspicious match!*

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<sup>155</sup> Thomas Lickona, *Character matter*, 36.

<sup>156</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 184.

<sup>157</sup> Thomas Lickona, *Character Matters*, 18.

*Hua Zhou : Yes, Mulan, it is decided. Come and sit down. It is what is best for our family.*

*Hua Mulan : Yes. It is best. I will bring honor to us all.*

This dialog reveals that Mulan was unselfishness. It shown by how Mulan can control her emotion very well when her parents want Mulan to get married. Actually, Mulan has not taught about getting married. She was still young and want to develop her talent. But, she puts her ego aside due to make her family feel happy. What Mulan did is reflected of unselfishness values and this value can build self-control character to the student.

Becoming person who has self-control character enables the student to control and manage their emotions. This character should develop to the student since childhood because the early student get, the better they are able to manage themselves. Thus, through “Mulan” movie, the student can emulate Mulan who instilled unselfishness values to build self-control character.

#### **E. Loyalty**

Moral values of loyalty had found in “Mulan” movie and this moral values can build love character to the students. Love character means desire to sacrifice oneself for benefit of another. Thomas Lickona said that some values include in this character were empathy, compassion, love, kindness, loyalty, patriotism, and forgiveness.<sup>158</sup> Hence, moral values found in “Mulan” movie

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<sup>158</sup> Thomas Lickona, *Character Matter*, 18.

especially loyalty can build love character. As shown in the following dialogs that performed at 01:15:22 - 01:16:28 as follow.

*Xianniang : You saved them today and still they turned on you. You are just at the beginning of your power. Merge your path with mine. We will be stronger together.*

*Hua Mulan : You follow a coward. A leader who runs from battle.*

*Xianniang : Böri Khan did not run from battle. That coward will take the Imperial City and your emperor will fall.*

*Hua Mulan : That can't happen.*

*Xianniang : But it happens even now. Join me. We will take our place together.*

*Hua Mulan : I know my place. And it is my duty to fight for the kingdom and protect the emperor.*

The dialog above reveals moral value of loyalty. Loyalty is quality of staying firm in one's friendship or support for someone. This value can build love character. Such as shown by the conversation above that told about Mulan's loyalty to the kingdom. After expelled from the imperial army, Mulan went to the desert and unfortunately, she met Xianniang. Here, Xianniang persuaded Mulan to join into Bori Khan's army but Mulan refused it. She did not want to join with Bori khan and keep fight for the kingdom against Bori khan. She would do everything to protect the emperor and the kingdom. Thus, what Mulan did shown loyal for the state or kingdom.<sup>159</sup>

Loyal to the kingdom is also part of love character. Student who taught loyalty values will be a person full of love. As reflected in dialog above, student

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<sup>159</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 150.

can learn to be a loyal person through what Mulan did to the kingdom. Then, it will build a love character to the student.

## F. Love

Beside loyalty, moral values of love also found in “Mulan” movie. This moral value can be used to build love character to the students. Moral values of love means caring for others without any regard to what you get in return. As shown in the dialog that performed at 00:03:28 – 00:03:50 below.

*Hua Xiu : Mulan, what happened when you fell off the roof?  
It was like you were a bird!*

*Hua Mulan : Don't panic! There's a spider crawling in your hair.*

*Hua Xiu : You know I'm afraid of spiders. This is not one of your tricks, is it, Mulan?*

*Hua Mulan : Don't worry, if you hold very still, I will squash it.*

The interaction between both siblings shown caring each other. As a family, they know how to treat each other. It shown in the dialog above that Hua Xiu felt worry if something bad happened to Mulan. And Mulan too took care and protected Hua Xiu very well. The harmonious and cherishing sisterhood between Mulan and Xiu can be a role model to student for building love character. Children will realize to love their family members because family is place where ones learn about love. Hence, the conversation above can be a consideration to develop love character to the student due to it contained moral value of love.

## G. Kindness and friendliness

Moral values of Kindness and Friendliness is also one of essential value for building love character. It is because kindness and friendliness showing desire to sacrifice oneself for the benefit of another. Kindness and friendliness mean ability for being friendly, gentleness, helpfulness, and cheerfulness.<sup>160</sup> As reflected in the following dialog that performed at 00:56:28 till 00:56:50.

*Hua Jun (Mulan) : Listen to me, all of you. We will live. I guarantee it. Because I will protect you. We'll protect each other. We'll fight for each other.*

Mulan support all soldier that they would always together and fight for the kingdom against Bori Khan's army. What Mulan do reflected from moral values of kindness and friendliness. That as a team, they should help each other due to reach the goal. This scene can taught to the children to build love character because the dialog above indicates love character especially love to friend. Children who are kind and friendly, will be easy to get along with the community. So this is important to the children become a love person due to gather with the society.

From explanation above, we conclude that we can build love character to the student through moral value in "Mulan" movie especially moral values of loyalty, love, kindness and friendliness.

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<sup>160</sup> Linda Eyre and Richard Eyre, Teaching your children values, 204.



## H. Dependability

“Mulan” movie contains moral values of dependability which can be used to build integrity character. Dependability is defined as quality of being able to be relied on, to be trusted, and constancy.<sup>161</sup> While, Thomas Lickona defines integrity character as following moral principle, being faithful to moral conscience, keeping the word, and standing by what we believe. It means what one says and what one does in different situation is consistence and not contradicting each other. Being integrity prevent people from justifying our action when we do something wrong.<sup>162</sup>

Thus, dialog that performed at 01:16:19 - 01:16:28 contain moral values of dependability which can be used to build integrity character. As shown in the dialog below.

*Xianniang : But it happens even now. Join me. We will take our place together.*

*Hua Mulan : I know my place. And it is my duty to fight for the kingdom and protect the emperor.*

The dialog above shown conversation between Mulan and Xianniang. What Mulan said to Xianniang reflected dependability value. Xianniang persuaded Mulan to join Bori Khan’s army and destroy the kingdom. But Mulan refused it. She will not betray the kingdom for any reason and kept being dependable to save the kingdom. Based on description above, dependability value reflected in “Mulan” movie can be taught for building character of

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<sup>161</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 146.

<sup>162</sup> Thomas Lickona, *Character Matters*, 19.

integrity to the student. It shown by in any conditions, Mulan choose to fight for the kingdom rather than join with Bori Khan's army. Student can learn from Mulan who instill dependability value due to becoming an integrity person. Then, character of integrity will enable student to say and do in different situation with consistent rather than contradictory.

### **I. Self-reliance and Potential**

One of moral value in "Mulan" movie was self-reliance and potential. Self-reliance as defines in chapter two is accepting the responsibility and the consequences of their own action rather than blaming someone else. While potential means trying to develop one's best self.<sup>163</sup> Hence, moral values of self-reliance and potential can build humility character to the students.

Thomas Lickona said that being humility makes us aware off our imperfection and lead us to be better people. Moreover, humility enables us to take responsibility for our mistakes and failure (not blaming other), apologize for mistake, and redeem the mistakes that made.<sup>164</sup>

Here in dialog that performed at 01:36:05 – 01:37:00 contained moral values of self-reliance which can build humility character. The dialog is presented as follow.

*Hua Mulan : Your Majesty, I'm deeply honored by this immeasurable invitation. But with humble apologies, I cannot accept it. I left home under cover of darkness and betrayed my family's trust. I made choices I knew*

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<sup>163</sup> Linda Eyre and Richard Eyre, *Teaching your children values*, 91.

<sup>164</sup> Thomas Lickona, *Character Matters*, 20.

would risk their dishonor. Since then, I have pledged an oath to be loyal, brave, and true. In order to fulfil this oath, I must return home and make amends to my family.

The dialog above reflected moral value of self-reliance. It shown by how Mulan realized the mistake that she had made to her family. She left her home quietly to join the battle in succeed her father who has sick. Because of this reason, she could not accept The Emperor's request to stay in the palace and join the royal army. Mulan chose to go back to her family and made amend the mistake she had made to her family. How Mulan realized and took responsibility for the mistakes that she had made implied humility character. Children can learn from this scene to build humility character. Here, the scene above can be consideration for building humility character to the children through self-reliance value inside "Mulan" movie.

After analyzing all of the data, all moral values that had been explained above shown that "Mulan" movie can be used as students character building especially character of justice, fortitude, self-control, love, integrity, and humility. Those character can be build trough moral values that presented by the actors and actress. Hence, all of the moral values found are contributed and influenced for students character building.

## CHAPTER V

### CLOSING

This chapter presents two sub chapter. They are conclusion and suggestion. The conclusion is drawn based on the finding. Then, the suggestion is given by the researcher to everyone who reads this research.

#### **A. Conclusion**

Mulan is live action movie directed by Niki Caro. As a literature work, Mulan movie contains moral values. After conducting the study, the researcher found nine moral values in Mulan movie such as honesty, courage, self-reliance and potential, fidelity and chastity, loyalty and dependability, respect, love, unselfishness and sensitivity, then kindness and friendliness.

Furthermore, many students' characters that can be built through nine moral values in "Mulan" movie are such justice, fortitude, self-control, love, integrity, and humility.

#### **B. Suggestion**

According to the result of this research, the researcher gives suggestion to the readers that beside for entertaining, movie is also can be a medium to build character to the students because movie contains some moral values inside. Movie also deals with every human activity which is inspired from society's behaviour.

Moreover, movie especially English movie also can be used as learning material to the student. They can learn foreign language through "Mulan"

movie because this movie used simple words that easy to understanding by the student.



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