

THE ANALYSIS OF MORAL VALUES ON “FRONT OF THE CLASS”

MOVIE AND ITS IMPLICATION ON EDUCATION

THESIS



By

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ABSTRACT

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Key Words: Moral Values, Movie, and Front of the Class.

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. Through literary movie, student can be motivated to behave and have character as the characters in the movie that they watch.

The purposes of this research are to describe how moral values are presented in the “Front of the Class” movie, and describe the implication of moral values in “Front of the Class” movie for education based on Indonesian Law on the National Education System Number 20 of 2003 and UNESCO Four Pillars of Learning.

In conducting this research, the researcher used library research which applied descriptive qualitative approach. The primary data sources were “Front of the Class” 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 results of this study shows that the first, there are thirteen moral values found in “Front of the Class” movie. They are self confident, serious, independent, patient, optimist and courageous, humble, persistent, caring and kind hearted, wise, respectful, honesty, responsibility, and love. These moral values are presented through the sentences spoken by the characters which the researcher found in the script of the movie “Front of the Class” by Peter Werner. The second of result shows that the implications of moral values in “Front of the Class” movie for education is that students can learn about the behavior of the main character who shows several moral values that have implications for the realization of the Indonesian Law on the National Education System Number 20 of 2003, there are in creating a learning atmosphere and learning process in Article 1 paragraph 1, in the formation of character building in Article 3, the establishment of a non-discriminatory education system provides equal rights for all students as stated in Article 4 paragraph 1, and government support in ensuring the quality of education as stated in Article 5 paragraph 1 which in its implementation is the realization of the implementation on the activities Learning to know, Learning to do, Learning to live together, and Learning to be set by UNESCO Four Pillars of Learning.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Moral is deciding good or bad considered behavior. A morality is sacrifice from little goodness to big goodness.¹ Morality is art to maximize happiness, it can be seen by achieving the existence of happy and joyful life of all people.² Moral can define as a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad view of the goodness or badness of human action and character. Morality refers to concern with what is good or right in people's relationships with each other. Understanding morality is to be specific about definitions of right or wrong, since these terms can be used in several different ways.³

Moral values derives from two words, there are "moral" and "value". Moral refers to the most important code of conduct put forward by a society and accepted by the members of that society. Values are our standards and principles for judging worth. They are the criteria by which we judge things (people, objects, ideas, actions and situations) to be good, worthwhile, desirable or on the other hand, bad, worthless, and despicable.⁴

¹ Hazlitt Henry, *The Foundations of Morality*, (New York: The Foundation for Economic Education, Inc., 1994), 91.

² *Ibid*, 113.

³ Birnbacher Dieter, *Moral and Other Values*, (Germany: Kultura I Wartosci, 2013), 45.

⁴ *Ibid*, 157.

Moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad.⁵ So we can use moral value as the doctrine of good and bad about the persons behavior in every daily life as being individual or societal creation.

From statements above, definition of moral value is about people belief on good and bad thing. Moral value gives the example of good attitude and culture, which is inspired from society's behavior. For literature work, moral value is about the researcher message to reader about good and bad manner. Moral value actually exist in exist in human daily life because in every action human being, it is actually based on the lesson that can be taken from peoples experience in daily life.

Moral values can be learned from various sources, one of them is from movie. Movies also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn). Nowadays, movies becomes very popular media that can be watched easily. Many people watch movie to spend their time, as entertainment or for learning. This situation makes the production houses compete to create an innovation for the development of movie. Movie has the interesting stories that aim to provide entertainment and satisfaction for the audiences, bring them to the atmosphere of the stories.

⁵ *Ibid*, 159.

One of the reasons why movies are chosen as the topic for analysis in this study is that most people enjoy watching movies, not only those in big cities but those in small towns as well. Nowadays, people can watch movies all the time, both in movies and on TV programs. Not only are movies produced on compact discs (CD) and digital discs (DVD) that make it easier for such viewers to enjoy their hobbies. Watching a movie is in a sense one of the most enjoyable activities in human daily life. In addition, movie is one of the media that its producers can use to convey their vision and mission to the public. By producing the movie, producers want to inform, educate, or just want to amuse people, and even just to arouse business interests.

From the explanation above, the researcher believes that movie are considered an important art form, a popular source of entertainment, and a powerful tool to educate and indoctrinate citizens. Movie is one of the few media outlets with a huge ability to help educate people.

Movies produces an emotional response to the audience. The audience can be amused, frightened, and excited, but the audience can also experience tension, patriotism, sadness, pity, and so on. By watching a movie, audiences can have more imagination in their minds and score scores by capturing the message delivered in the story. There are many types of movies such as action, comedy, horror, trailers, drama, and so on. For research topics, the researcher prefer drama family movies that are fresh and logical but that they can still convey the value of rich living that can help audiences improve audience's personalities.

Movies with motivational themes are the best of all to be seen and be investigated by the researcher. One of the inspiring movies is “Front of the Class” movie produced in 2008 which was belonged to drama movie and adapted from the book of real life story by Brad Cohen, *Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had*, co-authored by Lisa Wysocky. Since the movie taken from real life story, so that it is seen more touchable instead of imaginative movie. In other hand, the movie is rich of values that can encourage the audiences not to give up in facing any situation in audience’s life. No wonder, in some websites this movie is also received many good responds and good references from the audiences as one of the best inspiring movies that also got a prestigious Voice Award given by the Department of Health & Human Services.

“Front of the Class” movie tells about the disability of Brad Cohen who had Tourette Syndrom. Brad Cohen always produced silly noises. In the same time, Brad had a high desire to be a teacher. It seemed almost impossible, because being a teacher Brad must explain the material to his student and his Tourette will disturb it. It is like we have to run, but we do not have any legs. Here, Brad faced internal and external conflicts. How Brad faced his problem inspire the human to never give up of reaching humans desired job. Meanwhile, the “Front of the Class” movie relates to education, because it contains of many educational values and teaching methods that can be applied by teachers, moreover when the teacher have “special treatment

students”. It also will inspire peoples that teacher is prestigious and awesome job.

“Front of the Class” movie is number two of most popular movie and TV show tagged with keyword americans with disabilities reporting from the IMDB site. The IMDB is an online database of information related to movies, television shows, video homes. Includes cast lists, crew and personnel biographies, story line summaries, and fan commentaries and assessments. And also the “Front of the Class” movie on this site got an eight rating and got a certificate Parents Guide from Motion Picture Association (MPA) which suggests no sex, nudity, violence, gore, profanity, alcohol, drugs, smoking, frightening, and intense scenes.⁶

As a future teacher, the researcher should show much knowledge to build students attitude and build their characteristics. For example, by explaining the moral value of movie, the teacher can tell her future students that life is never going to be easy, they need the strong willing and guts to achieve their dreams, encounter the problems and try to solve it with critical thinking. Due to that condition, the researcher analyzes the moral values in “Front of the Class” movie, the researcher obtains that this research can help the readers to solve their problem and emphasize the importance of moral value.

⁶ https://www.imdb.com/title/tt1292594/parentalguide?ref=tt_stry_pg accessed on october 26, 2021 at 22.38.

From the reason above, the researcher conduct research entitled “THE ANALYSIS OF MORAL VALUES ON “FRONT OF THE CLASS” MOVIE AND ITS IMPLICATION ON EDUCATION”.

B. Statements of the Problem

Based on background above, the researcher formulates some problem as follow:

1. How the moral values are presented in the “Front of the Class” movie?
2. What are the implications of moral values of “Front of the Class” movie on education based on Indonesian Law of the National Education System Number 20 of 2003 and UNESCO Four Pillars of Learning?

C. Objectives of the Study

1. To recognize how the moral values are presented in “Front of the Class” movie.
2. To know the implications of moral values of “Front of the Class” movie on education based on Indonesian Law of the National Education System Number 20 of 2003 and UNESCO Four Pillars of Learning.

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 Thomas Lickona's theory of educating for character. 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. The teachers can use this movie as medium to give example for the students what should do and should not do in daily life.

b. For students

This study is aimed to inform that students to be able to build character through moral values inside "Front of the Class" movie. The students can apply every value presented by the actor and applied it in daily life. Besides, "Front of the Class" 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 to be able to 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

Nowadays, conducting a research in movie or film for education is not something new. There are many researchers that conduct a research in movie to observe the characters, values, even to use it for educational purposes. Here, the researcher finds some relevant research with this research.

The first is thesis of Paramita Dewi a student of English Education Departement. Faculty of Tarbiyah and Teacher Training, State Islamic Study Institute Salatiga, entiteld “THE ANALYSIS OF MORAL VALUES OF THE “DANGEROUS MIND” MOVIE.” The result of the study found that in “Dangerous Mind” moral values in this movie they are love and affection, respectful, bravely, kind and friendly, sensitive and not selfish, honesty, hard working, patriotism, and responsibility. The implication of moral values in “Dangerous Mind” for education is the teacher should always teach honesty to the students, the parents should understand the desire and the ability of their children so that, they don’t take wrong steps in educating their children, the students should know that their teacher love them, the students are more able to peace and ability.⁷

The second is the thesis of Mishbachul Anam Irvani a student of English Education Department. Faculty of Tarbiyah and Teacher Training.

⁷ Paramita Dewi Anggraeni, “The Analysis of Moral Value of the “Dangerous Minds” Movie,” (Thesis, STAIN, Salatiga, 2012).

State Islamic Institute (IAIN) of Tulungagung, entitled “Character Educational Values in “The Ron Clark Story” Movie”. This study is based on the 18 character educational values stated by Educational Minister of Indonesia (KEMENDIKNAS), that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, and responsibility. The result of the study found that in “The Ron Clark Story” movie there are 13 character educational values above, except: religious, independent, national spirit, patriotism, and environmental care. The most intensive values appeared in this movie are appreciating achievement and sociality with 5 data, then followed by creativity, hard working, curiosity, and hospitality with 3 data. The next intensive value is discipline which appeared twice. And then the other values are just appeared once, they are tolerance, honesty, democracy, patriotism, responsibility, and fondness of reading.⁸

Based on explanation above, there are both similarities and differences between the two previous research above. In this research the similarities lied on the analyzing values found in a movie. While the differences lied on the implications of moral values in education using theory of Indonesian Law on the National Education System Number 20 of 2003 and

⁸ Mishbachul Anam Irvani, “Character Educational Values in “The Ron Clark Story” Movie,” (Thesis, IAIN, Tulungagung, 2016).

UNESCO Four Pillars of Learning. 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.⁹

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.¹⁰ Another definition of research design is all of the researcher's plan and strategy to answer research problems of study.¹¹ The choice of which design to apply depends on the nature of the problems posed by the research aims.¹²

In this study, the researcher used descriptive qualitative method to describe and analyze moral values in the "Front of the Class" movie script. Descriptive qualitative method was serving to describe or analogy something and it deals the meaning of thing and view of meaning is associate.¹³ According to Lexy Moleong, Qualitative

⁹ Nicholas Walliman, *Research method: the basics*, (New York: Routledge, 2011), 7.

¹⁰ John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research, 4th edition*, (USA: SAGE Publication, 2011), 3.

¹¹ Dwi Sulis Setyoasih, "Analysis of Moral Values In "Aesop's Fable" Towards Children's Character Building," 34.

¹² Nicholas Walliman, *Research method: the basics*, 9.

¹³ Lexy J. Moleong, *Metode penelitian kualitatif*, (Bandung: Remaja Rosdakarya, 2011), 3.

method is data in the form of written or oral word are descriptively analyzed, which does not include any calculation or numeration.¹⁴ 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.¹⁵

2. Data and Source of Data

Data are information or fact that can be analyzed. They are classified into several kinds such as word, behaviour, written document, photos, and statistics data.¹⁶ Moreover, data source according to Donald Ary is divided into two kinds. Namely primary source and secondary source.¹⁷ Primary data is data sources that directly provide data to researcher.¹⁸ In addition, Khotari defined primary data as data that collected afresh and for the first time, and thus happened to be original.¹⁹ While Secondary data are written sources that interpret or record primary data, which tend to be less reliable such as news

¹⁴ *Ibid.*

¹⁵ Aminuddin, *Pengembangan Penelitian Kualitatif dalam Bidang Bahasa dan Sastra*, (Malang: Yayasan Asah Asih Asuh (YA3)), 22.

¹⁶ Lexy J. Moleong, *Metode penelitian kualitatif*, 157.

¹⁷ Donald Ary, et all., *Introduction to research in education*, (USA: Thomson Learning, 2010), 435.

¹⁸ Hardani, et all., *Metode penelitian kuliitatif dan kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), 121.

¹⁹ Khotari, *Research methodology: methods and techniques 2nd revised edition*, (Jaipur: New Age. 2004), 95.

bulletins, magazines, newspapers, documentaries, advertising, the Internet etc.²⁰

The data of this study were in the form of sentences. While, this study used video and script of “Front of the Class” 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 “Front of the Class” movie. For the secondary source the researcher used data outside of the movie. They were book of Thomas Lickona entitled *Educating for Character* and book of Larry P. Nucci and Darcia Narvaez entitled *Handbook of Moral and Character Education*.

3. Data Collection Technique

In conducting this study, the researcher used documentation technique for collecting the data. It means that the researcher 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.²¹ The researcher got the data by reading the movie

²⁰ John W. Creswell, *Research method: qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publication, 2014), 71.

²¹ Sugiono, *Metode penelitian kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), 240.

script and watching the picture of “Front of the Class” movie directed by Peter Werner.

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

- a. Downloaded the movie script.

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

- b. Watched “Front of the Class” movie.

The researcher got the movie in telegram application on group Front of the Class movie.

- c. Read and understood the movie script.

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

- d. Collected the data by watching the movie.

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

- e. Classified them into categories of moral value based on Thomas Lickona’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.²² In this research, the researcher 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.²³ Content analysis also defined as a technique for analyzing the text and context inside books, newspaper, film and other sources.²⁴

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.²⁵

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.²⁶ In this step, the researcher 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 is done by making the closing of tabling which contains the moral

²² Donald Ary, et all., *Introduction to research in education*, 465.

²³ Klaus Krippendorff, *Content analysis: an introduction to its methodology*, 2nd edition, (London: SAGE Publication, 2004), 18.

²⁴ Amir Hamzah, *Metode penelitian kepustakaan (library research): Kajian filosofis, aplikasi, proses, dan hasil penelitian*, (Literasi Nusantara: Malang, 2020), 58.

²⁵ *Ibid*, 62.

²⁶ *Ibid*.

values of the characters in “Front of the Class” movie. After the data has been identified, the researcher displayed the data by classifying it into kinds of moral value based on Thomas Lickona’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.²⁷ In this step, the researcher described the utterances of the characters of “Front of the Class” movie that containing moral value based on Thomas Lickona then they were implemented with education.

G. Organization of the Study

To make a good thesis, it needs to arrange the organization of study systematically. So, in this section the researcher clarifies about organization of the thesis. It is aimed to help the researcher in arranging the thesis. There are four 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.

²⁷ *Ibid*, 63.

Chapter two is theoretical background. It explains some relevant theories that is used by the researcher for this study. It consists of definition of moral, definition of value, definition of moral value, kinds of moral values, movie, definition of movie, elements of movie, kinds of movie, movie as educational media, Indonesian Law on the national education system (No. 20/2003), UNESCO four pillars of learning, synopsis of “Front of the Class” movie directed by Peter Werner, and biography director of the movie.

Chapter three is findings and discussion. It consists literary element of the “Front of the Class” movie, moral values are presented in “Front of the Class” movie, the implications of moral values in the “Front of the Class”, the implications of moral values in the “Front of the Class” Movie based on Indonesian Law on the national education system No. 20 of 2003, and the implications of moral values in the “Front of the Class” movie based on UNESCO four pillars of learning.

Chapter four is closing. This chapter consists of conclusion and suggestion. The researcher systematically describe about the summary of the research representing the answer of the research problem. In accordance to limitation of the research, the researcher gives suggestion and recommendation to the other people in interested in the topic being analyzed.

CHAPTER II

THEORETICAL BACKGROUND

A. Definition of Moral

According to William J. in the book *Introduction of Philosophy*, moral and ethics have the same meaning being used almost as synonyms. Ethics derive from the Greek *ethos* meaning usage, character, personal disposition. While moral derive from the Latin *mores* meaning customs, manners, character.²⁸ There are some definitions of moral, Hurlock also said moral comes from the Latin word *mores* meaning customs and manners. In the oxford dictionary, morality is defined as the power of distinguishing right and wrong based on ethics the study of right and wrong in human behavior.²⁹ The word morality in general refers to a conception of right and wrong, good and bad, and the principles that determine worthiness and bad habits. Moral behavior therefore is motivated by concepts of right and wrong, and seems to be connected to promoting one's understanding of good, and preventing or punishing those perceived moral transgressions.³⁰

Morality refers to an interest in what is good or right in people's relationships with others. The key to understanding morality is specifically knowing about good and right standards by social groups. A person must be moral because being moral is to follow a rule that is designed to set aside

²⁸ William James Earle, *Introduction of Philosophy* (New York: McGraw-Hill, 1992), 178.

²⁹ Hornby, *Oxford advanced learner's dictionary of current English* (England : Oxford University Press, 1995) 352.

³⁰ Darcia Narvaez and Daniel K. Lapsley, *Personality, identity, and character Explorations in Moral Psychology* (Cambridge: Cambridge University Press, 2009), 355.

his interests at any time in the interests of all that each person should put his or her interests aside.³¹

Then, Moral behavior means the behavior in conformity with the moral code of the social group. Moral behavior is controlled by moral concepts that are the member's rules of conduct of a culture that has become common and that specify the behavior patterns expected of all group members.³² Immoral behavior is behavior those are below moral standards because of individual ignorance of the standards. Immoral behavior is behavior that fails to conform to moral code because of individual disapproval over code or lack of feeling of the obligation to conform.³³ So to act morally means to act in harmony with the standards of group conduct. True morality is behavior that conforms to social standards and that is also voluntary for the individual. True morality comes with a transition from external to internal authority and consists of behaviors arranged from within. True morality is accompanied by a feeling of personal responsibility for the action.³⁴

The student must learn what is right and what is wrong, and as soon as the student must understand why it is so. The student must have the ability to do what is right, to act for the common good, and to avoid wrong. Moral success can be achieved by associating pleasant reactions with what is right

³¹ Henry Hazlitt, *The Foundation of moralit* (New York: The Foundation for Economic Education, 1994), 123.

³² Elizabeth Hurlock, *Child Development* (New York : McGraw-Hill, 1978), 375.

³³ *Ibid*, 396.

³⁴ *Ibid*, 23.

and unpleasant reactions with what is wrong. To ensure the student's willingness to act in a socially desirable way, the student must receive approval from the group. At birth, the student has no scale of values in determining good and bad. Before the student can behave morally, the student must learn what the group regards as right or wrong. The student learned this particularly from the relationships of parents and children, since the foundations of moral development were laid before the student comes in contact with the peer group.

No student is expected to develop a moral code alone. The student must be taught the group's standards of right and wrong and must have the ability to do what the group considers right because of the purpose of getting the anticipated social agreement. Through contact with others, especially with children and adults outside the home, the student had the opportunity to see how they were evaluating his behavior.³⁵

Moral is relating to principles or considerations of right and wrong action or good and bad character, expressing or teaching a conception of right behavior, or relating to the study of such principles or considerations.³⁶

It can be concluded that moral is formed from the environment where humans live. Children will have good morals if the environment in which children's live is also good. Moral is the human attempt at what is right and wrong about the human actions and thoughts, and what is good and bad

³⁵ *Ibid*, 376.

³⁶ Mariam Webster, *Webster's Third New International Dictionary* (Chicago: Encyclopedia Britanica: 1993), 468-469.

about being who we are. Moral can be shaped by the environment where the individual lives in society and it will affect how we act in our life.³⁷

B. Definition of Value

In the dictionary value is relatively worth, utility, or importance. It means that value must be selected freely to become guidance for someone, norm, and principle of someone. Value selected freely will be internalization, look after and become the life of someone. Choosing values freely means that freely from any pressure, like clear pressure and also which under cover from people who loves.³⁸

Value terms are used to refer to principles, fundamental convictions, ideals, standards, or life stances that act as a general guide of behavior or as a reference point in decision making or evaluation of beliefs or actions and are closely associated with personal, integrity, and personal identity. Talk about the value of something has always been to talk of its worth, and that when people value something people are making a high estimate of its worth. However, the term values now seem to be used to refer to the criteria by which make such value judgments, to the principles on which the value judgments are based. Values are people standards and principles for judging worth.³⁹

³⁷ Bill puka, *Kohlberg's Original Study of Moral Development* (Francis: Routledge,1994),56.

³⁸ Mariam Webster, *Webster's Third New International Dictionary* (Chicago: Encyclopedia Britinica: 1993), 2530.

³⁹ J.M.Halstead and M.J.Taylor, *Values in Education and Education in Values* (London: Routledge's collection, 1996), 5.

Value is central in understanding the nature of right and wrong action. Values are generally regarded as the moral standards of human behaviors in the society. Values is a kind of quality of humans, which is applied to human activities. Values is transmitted to a circumstantial factor which depends upon the judgment of the fact. Values can be defined as the principles that guide the human's lives, and have varying significance. Values are the essence of the people's personality, and affect the humans to make decisions, trust people, and arrange our time and energy in our social life. Values may be treated as keys to solving many world problems.⁴⁰

Values can be also defined as important and eternal beliefs or ideals. Those values encompass what is good or bad and what is desirable or undesirable. Some of the common value of a business is the innovation of justice and of society's involvement. Values has a great influence on a person's behavior and attitude and becomes a broad guide in all situations.⁴¹

Values relate to cultural norms, but values are more global and abstract than norms. Norms provide rules for behavior in certain situations, while values determine what should be judged as good or evil. While norms are standards, patterns, rules, and guidelines for expected behavior, values are abstract concepts of what is important and valuable. Social groups participate in a culture even if the personal values of each member do not

⁴⁰ Mr. Himanshoo Kumar Sharma, "Importance Of Moral Values In Modern Era" IJAETMAS, Volume 2 (July, 2015), 26.

⁴¹ M Beulah Viji, *Organizational behavior* (New Delhi: Friends Publication, 2017),116.

fully agree with some of the normative values agreed in the culture. Appreciating clarification helps people clarify what their purpose in life is and what is worth working for.⁴²

C. Definition of Moral Value

Moral values are beliefs about what is good or right and that some moral imperatives are nearly universally found in all social groups while others vary from one cultural setting to another.⁴³ Similarly moral value can be explained as value or worth that has to do with the goodness and badness of persons and in particular with the goodness and badness of those character traits and associated motives in virtue of which persons are morally good or bad.⁴⁴

Then, there are four characteristic of moral value:

1. Moral value is related with responsibility

Moral values relate to the human personality. A particularly marked moral value is related to the personal responsibility of humans. Moral values lead to guilt or innocence because of responsibility. Moral values can only be realized in the actions of someone who is fully responsible. Moral values comes from that person's free initiative. Thus it is said that human himself is the source

⁴² Dr. Balbinder Singh, *Value and environmental education*, (New Delhi: Friends Publication, 2021), 3.

⁴³ Leroy H Pelton, *The psychology of nonviolence*, (New York: Pergamon Press, 1974), 42.

⁴⁴ Mark Timmons, *Moral Theory: An Introduction*, (New York: Rowman & Littlefield Publishers, 2013), 345.

of his moral value. Humans themselves make their behavior good or bad from a moral point of view.

2. Moral value is related with conscience

All values ask to be recognized, communicated and realized. Realizing moral values is an appeal from conscience. One of the characteristics of moral values is that only these values raise the voice of conscience that accuses people of belittling or opposing moral values and praises people for realizing moral values.

3. Obligation

Moral values demand a person absolutely and non-negotiable. Morals oblige the humans just like that without conditions. For example, Honesty commands a person to return borrowed items, whether the person like it or not. The item should be returned just like that. This requirement applies absolutely, without conditions. In another way, it can also be said that the absolute obligation attached to moral values stems from the fact that these values embrace the human person as a whole, as a totality. Moral obligations do not come from outside, are not determined by other agencies, but are rooted in our own humanity.

4. Formality

Moral values do not stand alone without other values. Although moral values are the highest values that the people should respect, there is no highest value without other values. Moral values

cannot be separated from other values. For example, a seller applies moral values as well as applies economics values. Moral values are meaningless without other values. This is the form of formality.⁴⁵

D. Kinds of Moral Values

In the book *Educating for Character* written by Thomas Lickona, Thomas explained that the natural moral laws underlying the school's moral agenda can be expressed in two basic values, an attitude of respect and responsibility. Those values represent the universal basis for the main morality. Respect and responsibility have a purpose a real value in which respect and responsibility hold values both for all people as individuals and as part of society. Respect and responsibility are two basic values that should be taught in school. While other forms of value that should also be taught in school are honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation, courage, and democratic. Such values are a media support for being respectful and responsible. Here is an explanation of those values:

1. Respect

Respect means showing respect for the dignity of others or something other than ourselves. There are three principal things: respect for self, respect for others, and respect for all forms of life and environment that look after one another. Respect for ourselves requires

⁴⁵ K Bertens, *Etika* (Jakarta: PT Gramedia, 2007), 114-117.

the human to treat what is in the human's lives as human beings having natural value. Honoring others requires the humans to treat all people even those the human's hate as humans who have high marks and have the same rights as the humans as individuals. Respect for the entire complex network of life forbids acts of cruelty to animals and requires the humans to act in good ways by protecting nature and the environment when the human live from a fragile ecosystem and all this life depends upon.

2. Responsibility

Responsibility literally means “the ability to respond.” It means responsibility to be oriented toward others, to give attention, and to actively respond to what people want. The responsibility stresses the positive obligation to protect each other. Responsibility is a need for one another, not neglecting others who are in difficult circumstances. The attitude of responsibility also emphasized putting first things that today would be considered important as an improvement in the future based on rights.

3. Honesty

Being honest in dealing with others, not cheating, cheating, or stealing, is one way to honor others.⁴⁶ Honesty is the generality and behavior, the truthfulness of words with factual events, or the action of conformity with current regulations. Honesty is a concord between birth

⁴⁶ Thomas Lickona, *Educating for character* (New York: Bantam books, 1991), 67.

and the mind when actions do not conflict with one's condition, and do not deny in words. Honest people are the ones who tell the truth.⁴⁷

4. Fairness

Fairness consists of truth or virtue in its relationship with others. Fairness consists of treating the same as equals and not equal to their inequalities. Fairness requires that the human treat people equally and avoid discrimination. For example, two people who do the same work competently with the same amount of experience and training should earn the same pay. Fairness is embodied in the same citizenship rights for all. For example, everyone has the right to vote in elections and to run for political office.

5. Tolerance

Tolerance is a reflection of an attitude of respect. Tolerance is a sign of one of the meanings of civilized life. Tolerance is also an attitude of equality and a purpose for those with differing thoughts, races, and beliefs. So tolerance is something that makes the world equal to the various forms of civilization.

6. Prudence

Prudence makes us respect ourselves. For example, when we shun ourselves from things that can harm us both physically and morally or avoid things that lead to sin.⁴⁸ Prudence is the nature or

⁴⁷ Fitriah M. Suud, "Honesty: A multidimensional study as motivation for national character building," *Educatin*, 1 (Januari, 2020), 3.

⁴⁸ Thomas Lickona, *Educating for character* (New York: Bantam books, 1991), 73.

circumstance of being prudent and knowing. A prudent person has a clear, definite mental understanding and awareness of his or her condition. Furthermore, the prudent person not only has actual knowledge but also can create new knowledge of his own.⁴⁹

7. Self-discipline

Shaping ourselves not to follow the desires of the heart that lead to pandering to self-worth or self-destruction, but to pursue nothing good for ourselves, and to pursue healthy/positive desires to the proper degree. Self-discipline also molds us to be dissatisfied with what we have achieved, to develop our abilities, to work with purposeful time management, and to produce something meaningful for life.

8. Helpfulness

Helpfulness provide guidance to do good by heart. Helpfulness helps us carry out broader responsibilities. Helpfulness is a willingness to give each other a helping hand. Consciously, a person begins to provide such assistance from the dictates of his heart. Then help is given in whatever form a person needs to be helped, whether in speech, deed, idea, or thing.

9. Compassion

Compassion means making sacrifices to help us not only know what is our responsibility but also feel it.⁵⁰ Compassion is a deep feeling

⁴⁹ Carmen Wrede, "The wisdom of researchers and the prudence of practitioners." Education, (Mei, 2014), 4-6.

⁵⁰ Thomas Lickona, *Educating for character* (New York: Bantam books, 1991), 78.

of understanding the suffering or suffering of others and a desire to change lives for the better. Compassion is an inner awareness to help others from what has happened to them. Compassion is also defined as a selfless kindness intended for others.⁵¹

10. Cooperation

Cooperation is to work or act together with a common purpose. Cooperation is a cooperative effort between individuals or groups to achieve a particular goal. Cooperation is defined as a social process in which certain activities are intended to achieve common goals by helping each other and understanding each other's activities. Cooperatively knowing that no one can live alone in this increasingly demanding world, we must work together to achieve goals that are the same as self-preservation efforts.

11. Courage

Boldness will help young men to honor themselves to withstand peer pressure to do something that would jeopardize their survival. Courage also shapes all of us to respect the rights of others when we face pressure that forces us to join in an attitude that leads to injustice. Courage also molds us to act decisively and positively toward others.

⁵¹ Webster, 2004. *The New Lexicon Webster's Dictionary of the English Language*, (United States of America: Lexicon Publication Inc, 2004), 462.

12. Democratic

Democracy is the best way to ensure the security of each individual's human right to have respect and also lift the meaning of public welfare (be kind and accountable to all people). Democracy requires equality from everyone. Everyone has the same voice and speech. In a democratic society, everyone shares the same and secure status when they meet to do the common affairs of a broader society. Democracy is essential in life. Because democracy has the recognition and respect for different types of knowledge that gives rise to the fact that everyone has something to think about and feel, something that is different and equally important.⁵²

E. Movie

1. Definition of Movie

Movie reveal information and ideas, and they show us places and ways of life that we may not have known before. Important as these benefits are, though, something more is at stake. Movies offer us a way of seeing and feeling that we find truly satisfying. They take us through experiences, Experiences are often driven by stories centered on the characters we care about, But movies may also develop ideas or explore visual quality or sound texture.⁵³

⁵² Thomas Lickona, *Educating for character* (New York: Bantam books, 1991), 75.

⁵³ David Bordwell, et al., *Film art: An introduction*, (New York: Mc. Graw Hill Education, 2017), 2.

Movies are much more than entertainment. The movie we see shapes the way we perceive the world around us and our place in that world. Moreover, a close analysis of a certain film can tell us much about the artist, society, or industry who invented it. Surely any art form with such influence and insight is worthy of understanding at the deepest level.

Most movies attempt to engage the viewer's emotions and transfer them into the world that is presented on the screen. The visual vocabulary of the movie is designed to play the same instincts we use to navigate and interpret the visual and aural information of our real life. movie derived from celluloid strip where the images that make up the motion pictures were originally captured, cut, and projected; and movies is simply short for motion picture.⁵⁴

According to Webster Movie is a recording of moving images that tells a story and that people watch on a screen or television. The story is adapted from novels, books, and much other text literature and formed into the scenario and be rewritten into the movie script or movie script. Therefore, the relationship between literature and movie is represented as the relationship between novel and movie, because a novel is derived from literary works, and it can be performed into the movie.⁵⁵

The movie is a motion picture that is considered as a source of entertainment or as an art form. It becomes an important form of art to

⁵⁴ Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, (New York: W.W Norton Company, 2016), 2-3.

⁵⁵ Mohamad Zaenuri Arif, "An Analysis Of Moral Value In The Movie Entitled "Saving Mr. Banks" Based On Its Intrinsic Value" Volume 2, No. 4, (July 2019), 564-574.

learn various aspects through it. The movie as a work of art is born of the process of creativity that must have its charm. The result of this creativity comes from the author's imagination as the product of creativity that might originate from reality. The movie does not only present the results of the creative process of an author but also provide messages and motivate the audience to reflect on problems that occurred in society.

However, generally a movie has a variety of messages, both the message of education, entertainment, and information. The movie is also regarded as a powerful communication medium for the masses to be targeted, because of its audiovisual, image and sound live. With images and sound, the movie can tell a lot in a short time. The films divide into two basic divisions, namely the category of feature films and nonstory. Another opinion classifies into fiction and non-fiction.⁵⁶

2. Elements of movie

A movie must have some intrinsic elements to build in its totality. The intrinsic elements are used by the author to express his ideas. According to Eagleton, Intrinsic elements are the elements that made literature from within, intrinsic elements consist of Characters, Plot, Setting, and Theme.

⁵⁶ Ardila Yulfani, "An Analysis Of The Intrinsic Elements And Moral Values In Bad Genius Movies" Proceedings International Conference on Education of Suryakencana 2021), 385.

a. Characters

Character can be a human or animal. Anything that has the ability to take action or suffer consequences can be a character. Character is a central part of story structure and is regarded as possibly the most important aspect of a film by many. Every film must have characters and whatever happens within a film, must happen to the characters.⁵⁷

Characters are an important part of a story. Through the behavior and expressions of the characters, the message of the story can be conveyed to the audience. A character is a person in a literary work, whereas characterization is the way in which a character is created. The main character in the story is commonly known as the protagonist, and the opposing character is antagonist.

The role of the protagonist is a role that should represent positive things in the needs of the story. This role is likely to be the most hurt, either, and suffering that will cause sympathy for the audience. The role of the protagonist is usually the central figure, the figure that determines the motion scenes.

The role of antagonist is the opposite of the role of the protagonist. This role is a role that should represent the negative things in the needs of the story. This role is likely to be the most hurt

⁵⁷ Trisha Das, *How to write a Documentary script*, 31.

protagonists. This figure is an evil character that will cause hatred towards the audience.

b. Plot

Plot is the way in which events are arranged in a work of literature. The term plot is used to describe everything visibly and audibly present in the film before us. The plot includes, all the story events that are directly depicted. Second, the film's plot may contain material that is extraneous to the story world. Here are some kinds of plot such as exposition, rising action, climax, falling action, and resolution:

- 1) Exposition is an opening or the beginning of the story that introduces the main characters, background information inside. The story for the people who watch and read so that they could understand and are easy to follow the film context.
- 2) Rising action is the portion of the play where the complication and entanglement occurs. There are two kinds of conflict faced by protagonist, internal and external conflicts. In other words, rising action is when the author started to show the conflict in the story.
- 3) Climax is moment of greatest tension the characters must face in the story. It is the peak of story where the result of this situation will cause an effect that has to be accepted for the characters.

4) Falling Action is when the tension of the story going down or calm down

5) Resolution is the when the problems are sorted out and resolved. This part is the final element of plot and the end of conflict.

c. Setting

Setting are place and time to show how the characters act, how the characters socialize with others and how the characters show their human nature to the audience when they see it.⁵⁸ Setting covers the places the characters appear, the social context of characters, the particular locations of events, and the atmosphere the movie creates. there are two types of setting: Integral setting, when the place and time influence the theme, characters, and action of a movie. and backdrop setting, a vague and general setting, helps to convey a universal, timeless tale

d. Theme

Theme is the main idea of literature. A theme is invented into the story subtly rather than being told by the narrator/author. A theme is the general idea of the movie; a theme is also the message the filmmakers want to share in their movie. In this modern age of

⁵⁸ Dinah Indriani, Surya Sili, Setya Ariani, "An Analysis Of Intrinsic Elements In Mama Film By Andres Muschietti" (Jurnal Ilmu Budaya), 14-15.

cinema, the most common themes used for movies are love, good vs. evil, humanity vs. technology, and so forth.⁵⁹

3. Kinds of Movie

According David Brodwell, movies are grouped based on ideas about how they were made and what effects they attempt to achieve, they are three major types of filmmaking: documentary, experimental, and animation. While according to Richard add narrative in the kind of movie.

a. Narrative

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.⁶⁰

b. Documentary

According to Dave Monahan state documentary film is more concerned with recording reality, educating viewers, or presenting political or social analyses. Documentary filmmakers use actual people, places, and events as source material, their films always

⁵⁹ Priyo Danu Umboro, "Intrinsic Elements Analysis Of The Moviescott Pilgrim Vs. The World", 42-43.

⁶⁰ Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, (New York: W.W Norton Company, 2016), 68.

reflect objective truth documentary films record some aspect of the real world. They are distinguished from fiction films.

Documentaries present themselves as factually trustworthy. An unreliable documentary is still a documentary. Just as there are inaccurate or misleading news stories, so there are inaccurate or misleading documentaries.

A documentary may take a stand, state an opinion, or advocate a solution to a problem. As we'll see shortly, documentaries often use rhetoric to persuade an audience. But simply mounting an argument does not turn the documentary into fiction. To persuade us, the filmmaker marshals evidence, and this evidence is put forth as being factual and reliable. A documentary may be strongly partisan in its viewpoint, but as a documentary, it presents itself as providing trustworthy information about its subject.⁶¹

c. Experimental

Experimental is the most difficult of all types of movies to define precisely, in part because experimental filmmakers actively seek to defy categorization and convention. For starters, it's helpful to think of experimental cinema as pushing the boundaries of what most people think movies are or should be.⁶²

⁶¹ David Bordwell, et al., *Film art: An introduction*, (New York: Mc. Graw Hill Education, 2017) 80.

⁶² Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, (New York: W.W Norton Company, 2016), 69.

Experimental films are made for many reasons. The filmmaker may wish to express personal experiences or viewpoints in ways that would seem eccentric in a mainstream context.⁶³

Six criteria that outline the characteristics that most experimental films share:

- 1) *Experimental films are not commercial*
- 2) *Experimental films are personal.* They reflect the creative vision of a single artist who typically conceives, writes, directs, shoots, and edits the movie with minimal contributions by other filmmakers or technicians. Experimental film credits are short.
- 3) *Experimental films do not conform to conventional expectations of story and narrative cause and effect.*
- 4) *Experimental films exploit the possibilities of the cinema and, by doing so, often reveal (and revel in) tactile and mechanical qualities of motion pictures that conventional movies seek to obscure*
- 5) *Experimental films critique culture and media.*
- 6) *Experimental films invite individual interpretation*

Most experimental films do not tell a story in the conventional sense, incorporate unorthodox imagery, and are motivated more by innovation and personal expression than by

⁶³ David Bordwell, et al., *Film art: An introduction*, (New York: Mc. Graw Hill Education, 2017), 369.

commerce and entertainment, they help us understand in yet another way why movies are a form of art capable of a sort of motion-picture equivalent of poetry. Disregarding the traditional expectations of audiences, experimental films remind us that film like painting, sculpture, music, or architecture can be made in as many ways as there are artists.⁶⁴

d. Animated Movie

Animated movie are defined by the way they are made. Drawings, models, or other subjects are presented frame by frame to create illusory movements that never existed in front of the camera. Although we often think of animated films as being for children, we'll see that virtually any type of film can be made using animation.

Animated movie are distinguished from live-action ones by the kinds of work done at the production stage. Instead of continuously filming an ongoing action in real time, animators create a series of images by shooting one frame at a time. Between the exposure of each frame, the animator changes the subject being photographed. Anything in the world can be animated by means of two-dimensional drawings, three-dimensional objects, or information stored in software.⁶⁵

⁶⁴ Richard Barsam and Dave Monahan, *Looking at movies: An introduction to film*, (New York: W.W Norton Company, 2016), 75.

⁶⁵ David Bordwell, et all., *Film art: An introduction*, (New York: Mc. Graw Hill Education, 2017), 387.

4. Movie as Educational Media

One of Media of Education is Movie. Movie that is used in class is education movie. In the movie, or motion picture all students watch and listen experience that is recorded, drama, and recreational story and episode about past time. Motion picture is combination between movement, words, music and colors. Movie is one of literary works that gives value's system clearly because the creator reflect good message to the audience by scenes that is taken by the actors as the characters in the movie. The value that is found is morality.

Movie as screen educators helps the students perceive, understand and appreciate the unique visual and aural language of film and the role of this language in human communication. By developing skill in response to these visual-aural languages, student can increase their understanding of themselves and others and explore the communicative and artistic potential of film as a medium of expression.

Movie is displayed through electronic media. Message is displayed by the electronic media is enlightening, educating, and entertaining. It understood easily by all levels of society. Besides, it also provides the stimulus, suggestion, imagination, and emotion from audiences. Message contribution will be received more quickly because the nature of audiovisual.⁶⁶

⁶⁶ Nez Matul Ulak Nur Anggitasari, "An Analysis of Moral Values in Karate Kid Movie," (Thesis, IAIN, Ponorogo, 2015), 95.

The purpose of Value of motion picture for educator is following:

1. Movie is good media to complete basis experiences for class to reading, discussion, construction, and other learning activities. Movie is as replacement part, but students will have a share in, because it will identify in character of the movie.
2. Movie gives provide better that is unrestricted on intellectual abilities. Every child is no matter how much ability they will get benefit of it.
3. Containing many profit of education side, there are to getting attention of children.
4. Overcoming limitations in distance and time. With using movie, things that too small, too slow, can watched with eyes.
5. Movie will show a subject with attitude. Movie can demonstrate many things that will not happen directly.⁶⁷

F. Law on the National Education System (No. 20/2003)

Law of the Republic of Indonesia Number 20 of 2003 is a law that regulates the education system in Indonesia. In this law, the implementation of education is required to adhere to several principles, including education that is held democratically and fairly and is not discriminatory by upholding the values of human rights, religious values, cultural values, and national pluralism in one systematic unit with an open and multi-meaning system. In

⁶⁷ Ahmad Hadil Amin, "The Analysis of Moral Values Seen on the War Horse Movie," (Thesis, STAIN, Salatiga, 2015), 35.

addition, in its implementation, the education system must also be in a process of civilizing and empowering students that lasts a lifetime by setting an example. build the will (intentions, desires), and develop the creativity of students in the learning process through developing a culture of reading, writing, and counting for the community and empowering all components of society through and in controlling the quality of educational services.

Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system is the realization of the mandate of the 1945 Constitution, with details of Article 1 paragraph (1), concerning the nature of education, article 2 based on of national education, article 3 on the functions and national education goals, article 4 on the principles of implementation education, and article 5 on the rights of citizens. With the following details:

1. The nature of education in the article 1 paragraph (1):

Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State.

From these provisions it can be concluded that the education designed in Law no. 20 of 2003 is an education that adheres to the modern flow which Prioritizing active learners to develop their potential.

2. The basis of national education in Article 2 :

The National Education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

National education must directed at the realization of a national state, welfare state, state democracy based on Pancasila. This article serves as the basis for guide in organizing the National Education System.

3. The functions and objectives of national education in article 3 :

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials, so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

Indonesian citizen who has character and ability intellectual, emotional, vocational/professional, and spiritual, which is marked by 9 the thing that is written, the achievement will depend on our ability realizing education which is essentially written in Article 1 paragraph (1).

4. Principles of providing education in article 4:

In Article 4 concerning the principles of providing education, there are six paragraphs, two of which are written in Article 4 paragraph (1) and Article 4 paragraph (3) which are written as follows:

a. Article 4 paragraph (1):

Education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism.

b. Article 4 paragraph (3):

Education is conducted as a life-long process of inculcating cultural values and for the empowerment of learners.

The two principles of the six principles mentioned in Article 4 strengthen on the one hand the implementation of the basic national education written in Article 2, namely Pancasila and the 1945 Constitution, and on the other hand, the implementation of the function of national education and the achievement of national education goals as written in Article 3.

5. The rights and obligations of citizens in article 5 paragraph (1):

Every citizen has equal rights to receive a good quality education.⁶⁸

This provision implies that the government is obliged to guarantee the implementation of quality education.

G. UNESCO Four Pillars of Learning

According to Vega, Prieto, and Carreon each individual must be equipped to seize learning opportunities throughout life, both to broaden knowledge, skills, and attitudes, and adapt to a changing, complex and

⁶⁸ Law of the Republic of Indonesia Number 20 of 2003 National Education System.

interdependent world. For this goal to be successfully achieved,⁶⁹ the UNESCO together with the International Commission for Education advocates the four pillars of education :

1. Learning to Know

This pillar basically means the acquisition of the various instruments for understanding. Learning to know implies learning how to learn by developing one's concentration, memory skills, and ability to think. By formulating this pillar, the International Commission on Education believes that it is not necessary that the students learn all objective concepts and facts about a particular topic. However, what matters is that a student must be able to master the content, and be able to apply it in real-world situations.

Furthermore, the teachers' role is to help the students develop their skills that would make them independent learners. Teachers do not spoon feed all the information to the students. It suggests the end of the teacher centered classroom and the promotion of a student-centered environment where learning the structured knowledge and concepts is not given importance. The teacher main focus is for the students to be able to master the subject matter and apply it in real world situations.

⁶⁹ Violeta A. Vega and Nelia G. Prieto, *Social Dimensions of Education* (Boston: Loremar Publishing Inc., 2009), 13.

2. Learning to Do

This pillar entails the acquisition of a competence that enables people to deal with a variety of situations, often unforeseeable, and to work in teams, a feature to which educational methods do not at present pay enough attention.⁷⁰

As remembered, the first pillar, learning to know, equips the students with the necessary knowledge and trains the students to master and comprehend everything that have been taught in school. In the second pillar, it is expected that the students will be able to skillfully and creatively apply the knowledge in reality. However, it is not just merely learning how to apply knowledge, but also learning how to work together productively and harmoniously. But of course, before one can learn to work with others, one must have peace and organization deep within himself. That is, understanding oneself first, before understanding others. If he knows his/her potentials, he/she would most likely do it swiftly and successfully. These things are essential in order for a student to become lifelong learners, and be good and law-abiding citizens of this country.⁷¹

3. Learning to Live Together

This pillar is the most vital to building a genuine and lasting culture of peace. It has been mentioned that in order to do things

⁷⁰ *Ibid*, 15.

⁷¹ Jeffren P. Migue, “The Four Pillars of Education & Lifelong Learning”. *Journal of Social Dimensions of Education* (December 2, 2013) 39.

skillfully and creatively, one must possess peace in the inner self, and in return, he/she may work harmoniously with others. This statement is further strengthened in the third pillar, wherein living harmoniously not just in our respective societies, but even outside our cities and in the whole world is being emphasized.

In order to successfully achieve this pillar, one must have the commitment to peace, human rights, democracy, and social justice in an ecology sustainable development. Given all these, the teachers' role is to serve as the "helping hand" by means of giving classroom activities that provide the students with wider perspective in order for them to understand other people better. the teacher should help students to realize the value of being able to live together in the gradually enlarging world, from home, school, community, and the world. If the students are able to understand the feelings and beliefs of other people, the third pillar is targeted.

4. Learning to Be

This pillar refers to the role of education in developing all the dimensions of the complete person: the physical, intellectual, emotional, and ethical integration of the individual into a complete man, which is a broad definition of the fundamental aims of education. Since it aims to educate the individual, the teachers aim to teach the students how to solve problems, make the right decisions, and shoulder responsibilities.

Furthermore, this pillar also believes in educating the individual holistically, not as a student inside the classroom but a future member of the bigger society after graduation. Learning to be is the process of becoming the best that a student can be-holistically developed in all aspects: physical, intellectual, aesthetic, ethical, economic, socio-cultural, political and spiritual.

H. Synopsis of “Front of the Class” movie directed by Peter Werner

Bradley Cohen is a twelve-year-old boy, who lived in Missouri with his divorce mother, Ellen, and his younger brother, Jeff. Both of Brad and Jeff are very cheerful and very playful boys.

In his childhood, he was accused of being a troublemaker in school due to the tics he suffered from. His mother was compassionate of it, but his father, Norman, did not understand why his son did such like those things. Norman often got frustrated and punished him for making noises or other physical tics that he thought his son might be know how to control it.

One day, he was also punished by his fifth-grade teacher for making noise and causing disturbance for other students. The teacher forced him to walk to the front of the class room to apologize for the noises he made and promised he would never make them again. Of course, it made him sad and felt humiliated. He felt like the kid in the corner, who never got acceptance and got support from the teacher and his class mate.

To find out what was wrong with her son, Ellen, his mother sought medical help. One of Ellen’s friends suggested her to meet an exorcist, but

she did not believe with the exorcism. According to a psychiatrist, Brad's tics were the result of his parents' divorce. She decided to make a research to the library and finally she could identify her son behavior as Tourette syndrome (TS), and the psychiatrist agreed with the diagnosis and told her that there is no cure for this syndrome. It made Ellen felt very sad.

His mother also brought him to attend a Tourette syndrome support group for the first and the last time, as the members of support group seemed like lost their courage to be accepted by the society and to live normally like any other people. From then on, He aspired to never be like the other members of the support group instead of being a successful person.

At the eighth grade of his middle school, Brad was sent to the principal's office for disrupting the class. After meeting the principal, Principal Myer invited him to see the school concert in the afternoon, instead of giving him punishment. Brad refused the invitation, because he himself was not interested with the musical concert, and scared of making trouble in the concert.

Finally he came to the concert in the afternoon, even though he knew he would never be able to control his noises, that would make the audience felt upset hearing his noisy tics during the concert. At the end of the concert, Principle Myer called Brad up to the stage and asked some questions to Brad about his Tourette syndrome. He told the audience about his sickness that there is no cure of it, and he conveyed his desire to be treated like everybody else when the principle asked him what they can do

to help his problem. Brad got back to his seat, and the audience applauded him.

When he was adult, Brad lived with his house mate, Ron, in Georgia. He was looking for a job as an elementary school teacher. However, it was not easy to get a job he dreamt. No one was willing to give him a chance despite he had an impressive college record and many recommendations. He was turn down for 24 times from his interview. He almost gave up, because he ran out of time and money. So, he worked in his father's building company, while he was waiting for the interviews calling. He continued looking for a job he wants, an elementary school teacher. Finally, on his 25 grade teacher in Mountain View Elementary School.

On his first working day, Brad explained about his Tourette syndrome to the children. He tried to make the students understood that his TS was just his loyal companion, that might not make disturbance in teaching and learning activity in his class room. He helped Thomas on reading and made a good impression on Heather, a girl with terminal cancer. However, Amanda, one of his students, was pulled out of Mr. Cohen's class by his father, as he felt afraid her teacher would distract her. But his easy-going manner and gentle humor quickly won over his young students. In addition, the students also learned valuable lessons in tolerance and acceptance of differences.

Brad met Nancy on an online dating site. He invited her over to Thanksgiving party in his mom's house. He told Nancy that he loves her, as

he felt his love was reciprocated. He told his mom, that one day Nancy might get fed up of his tics, but Ellen reassured him that he must not let it happen.

At the end of the year, an observer was hanging around at the school to assess Brad's teaching. The head teacher announced that Brad has been chosen to receive the Sally Mae's Teacher of the Year award. He accepted his award proudly in front his family, friends and students. And at the end of story, Brad got his Master's degree; he dressed up as Homer, the Atlanta Braves mascot. He married with Nancy in 2006. Photographs of the real Brad Cohen teaching in his class room were also shown to close the story.

I. Biography Director of the Movie

Peter H. Werner is an American film and television director. he is born in New York City, January 17 1947. He was from Jewish family, his parent (Henry Werner and Elizabeth) has three children, werner has one sister Pasty werner Hanson and one brother Tom werner.

Peter Werner began his professional life as a teacher and documentary filmmaker; he has Master's degrees in both fields. While teaching in Vermont, he met Frances Flaherty, widow of the great "father of documentaries" Robert. Frances became both his friend and mentor and allowed Peter to make a documentary portrait of her that aired on PBS. It was the first project produced by his younger brother, Tom, who went on to create The Cosby Show, Roseanne and many others under his company

Carsey-Werner. Tom is currently co-owner of the Boston Red Sox and Liverpool Football Club.

In 1977, Werner won the Academy Award for Best Live Action Short Film for directing the short film *In the Region of Ice*. Since then he worked on primarily directing television, amassing a number of television film credits, namely *Mama Flora's Family*, *Two Mothers for Zachary*, *Call Me Claus*, *I Married a Centerfold*, *Gracie's Choice*, *Mom at Sixteen*, and *Tempting Fate*, among other films, including front of the class

His television series credits include *Ghost Whisperer*, *Medium*, *Law & Order: Criminal Intent*, *A Different World*, *The Wonder Years*, *Moonlighting*, and for the Graham Yost series, *Boomtown* and *Justified*, among other series.

In the span of his career, Werner has been nominated for multiple Emmy and D.G.A. Awards. He won an ACE cable Award for his HBO film, *The Image*, starring Albert Finney.

He is married with three children (Lillie, Katharine and James) and has been a board member of his son's schools as well as the American Film Institute. He has taught and lectured extensively and has practiced Buddhism for 30 years.

P O N O R O G O

CHAPTER III

FINDINGS AND DISCUSSION

This chapter present the research finding and discussion related to the research problems. The finding related to the result of analysis moral values are presented in “Front of the Class” movie and its implication of education based on Indonesian Law on the National Education System Number 20 of 2003 and UNESCO Four Pillars of Learning.

A. Literary Elements of the “Front of the Class” movie

1. Character and Characterization

Character is a participant in the story, and is usually a person, but it may be personal, identity, or entity whose existence emanates from a work of fiction or performance. Characters divided into two parts, they are major character and minor character.

a. Major Character

The major character is the most important in plot matters.⁷² In this movie there are three major characters. There are:

1) Bradley Cohen

Bradley Cohen is the main character in this movie, Brad Cohen is a people who have severe Tourette syndrome but Brad is inspired to become a teacher. Brad hates the books, school and

⁷² Trisha Das, *How to Write a Documentary Script* (Cambridge: Cambridge University Press, 2009), 75.

even Brad very hates to read books. It was also difficult to pay more attention for his lesson in school.

2) Brad's Mother

Brad's mother always encouraged Brad to achieve his dream.

3) Brad's Father

Brad's father seemed very rude, but Brad's father cares about his children's. Brad's father is always gives advice to her children's to be good people.

b. Minor Character

Minor character is the major proponent of character, sometimes not really involved with action at all.⁷³

1) Jeffier

Jeffier is Brad's young brother, Jeffier is humorous, kind, and caring.

2) Ron

Ron is Brad's roommate when Brad was an adult. Ron was patient, and became Brad's best friend. Ron also gives support to Brad to realize his dream.

3) Mr. Myer

Mr. Myer is person who inspired Brad to become a teacher. Mr. Myer thing that everyone has weakness, but nothing can stand in the way of our dreams.

⁷³ Ibid, 76.

4) Mr. Oybey

Mr. Oybey is the Headmaster of Mountain View elementary school. Mr. Oybey is the one who recruited Brad Cohen to be a teacher.

5) Dianne

Dianne is Brad's step mother.

2. Plot

Plot or storyline is a translation of the events and actions of the story. At the micro level, the plot consists of action and reaction, also called stimulus and response. At the level of macro, the plot has a beginning, middle, and an ending. Plot refers to the series of events that give meaning and effect. In most stories, this event comes from the conflict experienced by the main character. The conflict may come from an external, such as a dragon or a reigning mother, or it may spring from internal problems, such as jealousy, loss of identity, or overconfidence. When characters make choices and try to solve problems, action and story plots are formed.

The elements of plot are:

a. Exposition (introduction to situation)

Exposition is the presentation of the information necessary for the plot to run. These are preliminary to the character, their relationship to each other, and physical background where they find

themselves, and so on.⁷⁴ Exposition that provide the background information we need to understand of the action.⁷⁵ In the “Front of the Class” movie, the exposition is about introducing Brad as a graduate at Bradley University with cum laude score. But Brad has Tourette syndrome. It’s the disease that makes people lose control of their voices. Brad had a dream of becoming a teacher, although Brad has this illness, Brad has a strong spirit and the motivation to acquire it. Finally, Brad could become the teacher of his dreams.

(Performed at, 00:03:16-00:03:55)

Police : Take it easy son. I just need you to sign this. So,
What kind of jobs are you looking for?

Brad : Teaching. I'm going to be a teacher

b. Conflict

Conflict is a major cause, abiding in a conflict that is the basis of the storyline. The term “conflict” is a result of the opposition between at least two parties, just as two parties make an argument; It takes two or two opposing forces to produce a basic conflict to a plot. Without this opposition there is no conflict and without conflict there is no plot. Conflict may be clear and violent, or implied and minimized, can be seen in action, or it may occur entirely in character, mind, it may exist in different and sometimes different

⁷⁴ Graham Little, *Approach to Literature, an Introduction to Critical Study of Content and Method in Writing* (Australia: Science Press,1970), 83.

⁷⁵ Robert Diyanni, *Literature Reading, Fiction, Poetry, and Drama* (New York: McGraw Hill, 2004), 43-44.

forms, and to a different degree of meaning, but by that definition it is inherent in the concept of a plot.⁷⁶

The conflict in this movie is when it applies to work in some schools. The conflict didn't get a good response from headmasters and the staff. The headmaster guesses him as an abnormal person. So they rejected him until one day, there is a new teacher exam is held. The headmaster takes part in it because there is no restriction for people who have Tourette Syndrome.

(Performed at, 00:36:35-00:37:00)

Brad : Small likelihood that people exposed to Tourette syndrome

Headmaster : Ok, listen up. They don't tell me that you will be handicapped. How do you expect to handle a wild group of students? with a disability like that?

Brad : Well, by teach them, by let them know it's okay to talk about it. Well it was the worst interview I ever had. That he could see when he looked at me was my Tourette

c. Climax

Climax is a major crisis or a turning point in an entire action plot. It is the point at which a fatal step is made that critical decision resulting in the action concludes one way or the other.⁷⁷ The climax in this movie is when Brad falls under pressure and interferes with

⁷⁶ James L Potter, *Elements of Literature* (The United State: The Odyssey Press Inc, 1967), 25-26.

⁷⁷ Graham Little, *Approach to Literature, an Introduction to Critical Study of Content and Method in Writing* (Australia: Science Press,1970), 84.

his psychology. Brad was rejected by more than 20 schools and Brad felt frustrated, and then Brad worked in his father's office for a moment to put his mind at ease.

(Performed at, 00:49:06-00:49:20)

Brad : You know what Dad? This will be my last day here?
Father : Well, why do not you wait while you get a job first?
Brad : I'm going to get a job Dad. I just have to stay focused
Father : Why can not you stay focused and realistic at the same time? What is wrong with that?
Brad : It's here

d. Resolution

Resolution has been a fundamental conflict within an activated narrative, the forces of the adversary working against each other, developing conflict to the resolution. Like all conflicts, it can be solved by supporting the protagonist or antagonist, or in the draw, or while a reprieve of hostilities, but settled one way or another. Resolution is the end of conflict within certain plots.⁷⁸

The resolution in this movie is when Brad was given an opportunity at school. This opportunity is used by him as good as powerful. Brad teaches the children with spritely. And the children

⁷⁸ James L Potter, *Elements of Literature* (The United State: The Odysey Press Inc, 1967), 25-26.

were attracted to his teaching methods. Finally, Brad becomes a good teacher in Atlanta and was an excellent motivator.

(Performed at, 00:52:57-00:53:43)

And, right after he left, I got a call from the school. The headmaster wanted me to come in his office Just like old times.

Headmaster : Quite busy, huh?

Cohen : But the kids somehow manage it, is not it?

Headmaster : yes, they do. Hilarie and I discussed you with the teacher. And, we talked about how proud we are teaching our children to never let anything hold them back in life. And, Hilarie says that if we are talking, we need to run the same direction. He was waiting to show your class, welcome second class is the class that was packed so we had to create a new class.

3. Setting

Setting is the action of the characters taking place at time in some place, in the middle of some things, these temporal and spatial surrounding is the setting. A setting can create an atmosphere that will help produce certain qualities and effects of the story. The setting up of a fiction list reveals where and when the event occurred. It refers to a time and place where events plot.⁷⁹

a. Setting of Place

There are setting of places that we can find in a movie. The place where the story of “Front of the Class” take place as the following:

⁷⁹ *Ibid*, 27.

1) St. Luis

St. Luis is the place where Brad and his young brother were is born and grow up by his family. They are Yahudism. (Performed at, 00:08:43-00:09:00)

2) School

The school is place where Brad and his friends studying. In this school, his felt that Brad was refused by his society, but in this school Brad was inspired by his head master and has strong spirit too. (Performed at, 00:32:00-00:34:30)

3) Atlanta

Atlanta is the place where is Brad lives when Brad is a mature person. He Brad lives with Ron together. (Performed at, 00:26:00-00:26:26)

4) His father's work place

In his father's work place, Brad spent his time while he has to be waited calling from school which is came by him. Brad is more close to his father in that place.

(Performed at, 00:29:12-00:29:52)

5) Elementary School in suburban Atlanta

This is first time Brad is given chance by a school to teaching. Brad is also given reward as good teacher who has Tourette Syndrome and become motivator. (Performed at, 01:16:06-01:16:21)

4. Point of view

Point of view refers to the perspective from which the story says to identify the narrator. The researcher often pretends to be someone else. The researcher may allow himself to have more knowledge and more kinds of knowledge than the researcher does or just certain kinds of knowledge, and sometimes the researcher will pretend to be a completely different person. Presents what knowledge the researcher permits as if it were transfigured by the person's personality and emotions.⁸⁰

Point of view in this movie is first point of view, because the researcher takes part in the story and he tells about true story.

My name is Bradley Cohen. But when I was a kid, people called me by many names. My brother, Jeff, called me Dr. Bobo. My mother called me darling. And the kids at school? Well, they called me everything from sick and crazy I do not have many real friends. But I did have a companion. I can barely remember those days. Sometimes, it's not a problem for me. Other times, it's a problem.

(Performed at, 00:00:30-00:00:50)

5. Theme

The theme is the point of the story. The subject to talk, discussion and the topic of the whole story is revealing. It is the subject of the mind that is built most important to form the main idea, to point out each character involved and give direction so that the reader can understand the content of the literature it is produced.⁸¹ The theme in this film is disease

⁸⁰ *Ibid*, 28.

⁸¹ *Ibid*, 90.

is not problem for us to achieve our dream because everything can be achieved with hard work.

B. Moral Values are Presented in the “Front of the Class” Movie

The researcher writes down the types of moral values of all the characters in the “Front of the Class” movie.

Table 3.1

No	Character	Characteristic	Moral Value	Presented in Script Movie
1.	Full Name: Brad Cohen Nickname: Dr. Bobo Character: Protagonis	• Appearance: Small body, tall, slightly blonde black hair, fair skin, handsome face, light brown eyes. thin-faced and shining, wears short-sleeved shirts and long levis pants to school and leisure, often moves his head repeatedly and often says silly things because he has Tourette syndrome.	• Self Confident	Brad have Self Confident showed by the dialogue: Police: <i>“Take it easy, son. I’m gonna need you to sign. So what is kind of job are you looking for?”</i> Brad : <i>“Teaching. I’m gonna be a teacher. (Aha I get this look a lot, but I never let it get to me)”</i>
			• Serious	Brad have Serious showed by the dialogue: Principal : <i>“We don’t require for entry level.. But if you’re serious.”</i> Brad : <i>“I’m very serious. I want to make teaching my life. I make this noises because I have a Tourette syndrome. I’d like to tell you about it. It’s a neurological disoreder where my brain sends mixed signals to my body. It’s like sneeze, it’s irrepressible.”</i>
			• Independent	Brad have Independent showed by the dialogue : Norman: <i>“How’s your money holding out?”</i> Brad: <i>“I’m not asking you for money”</i>

	<ul style="list-style-type: none"> • Personality: Brad has a self reliance and open minded about his Tourette syndrome. Brad is an independence and creative man in reaching his dream to be a teacher. And Brad is also a person who doesn't want to lose with his flaws. 		<p>Norman: <i>"But if ever you do get short, you know you get a job with me"</i></p> <p>Brad: <i>"I'm gonna teach Dad. Ok? I can not let anything get in the way of that"</i></p>
		<ul style="list-style-type: none"> • Patient 	<p>Brad have Patient showed by the monologue :</p> <p><i>"So, I decided it wasn't tourette's. I just hadn't found the right school yet. I'd keep barking and I wasn't quitting until I found that principal. I made a map of every school where I hadn't interviewed. If the principal wasn't in, I'd give my resume to a secretary, or a janitor, and ask them to drop it off when the principle returned. I didn't care. I needed a job. I wasn't gonna stop, until I had."</i></p>
		<ul style="list-style-type: none"> • Optimist and Courageous 	<p>Brad have Optimist and Courageous showed by the dialogue:</p> <p>Norman: <i>"I guess you never heard from that school"</i></p> <p>Brad: <i>"No, not yet. They are still interviewing. I'm not worried."</i></p> <p>Norman: <i>"So you're a mind-reader now?"</i></p> <p>Brad: <i>"You know what, Dad? This is gonna be my last day here"</i></p>

		<ul style="list-style-type: none"> • Humble 	<p>Brad have Humble showed by the dialogue:</p> <p>Ellen: <i>“Honey, that is...that is wonderful news. Wonderful!”</i></p> <p>Brad: <i>“Yes, Mom, it is absolutely wonderful, but you know: they 're going to give me a contract for a year, ok? I still have to prove to them that they've made the right choice.”</i></p>
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From this character there is has several moral values showed by some scene:

1. The character of Brad Cohen presented the moral value of self confident. Self confident is an expectation of what can be done based on an evaluation of previous abilities and performance. When a persons believe in her abilities, the persons tend to achieve goals and have higher motivation.

From the dialogue in the matrix above which performed at: 00:03:25 – 00:03:43, it can be concluded that Brad very confident.

When the police ask Brad’s job, Brad says confidently that Brad want to be a teacher. It show the humans that even though Brad has the weakness Brad still has high-self confidence to reach his dream and make it comes true. Even though others think Brad will not be able to become a teacher because Brad has Tourette syndrome, Brad is still confident that Brad will be able to become a teacher.

2. The character of Brad Cohen presented the moral value of serious. Serious is a set of action that make the peoples are really work.

From the dialogue in the matrix above which performed at: 00:21:43 – 00:21:57, it can be concluded that Brad is serious. The moment of those dialogue happens when Brad is really serious to do what his passionate about. Brad is really did everything seriously and with a whole of heart.

3. The character of Brad Cohen presented the moral value of independent. Independent means not being influenced or controlled in any way by others.

From the dialogue in the matrix above which performed at: 00:29:20 – 00:29:58, it can be concluded that Brad is independent. That's the dialogue between Brad and his father. Even though Brad doesn't have a job yet, and money is running low, Brad doesn't want to give up on the condition, let alone ask Brad's father for money. Brad stood strong and still believed that Brad would soon get a job as a teacher. Brad show the people that Brad is not a spoiled child. Brad introduces the people to be independent and never stop hoping for others, because the humans have to believe that God put the humans on this earth to be extra.

4. The character of Brad Cohen presented the moral value of patient. Patient is the tendency to try to accept the opinions of others rather than deny them.

From the monologue in the matrix above which performed at: 00:39:32 – 00:40:34, it can be concluded that Brad is patient. Brad's

been turned down 24 times from his dream job interview. It's not a short time, Brad has to go there and see the interview, until Brad runs out of time and money, but nothing. But Brad is still trying to apply the same job to being a teacher. It perfectly inspires the people to always be patient with what the people want, because there will be no awesome things coming right away.

5. The character of Brad Cohen presented the moral value of optimist and courageous. Optimist is an attitude that always has hope in everything and expects pleasant results. Optimist can also mean positive thinking.

From the dialogue in the matrix above which performed at: 00:49:29 – 00:49:38, it can be concluded that Brad is optimist and courageous. Brad ran out of time and money, Brad had the initiative to work at his father's construction company while Brad waited for another interview. But Norman's gesture encouraged him to express his courage to stay focused on his dream job. From that moment on, the humans obtained valuable property that the humans sometimes had to leave jobs that made the people uncomfortable and remain optimistic about the job the people wanted.

6. The character of Brad Cohen presented the moral value of humble. Humble means an awareness of the limitations of one's own ability, and self-inadequacy, so that one is not haughty, nor conceited.

From the dialogue in the matrix above which performed at: 00:54:36 – 00:55:00, it can be concluded that Brad is humble. Brad

called his mother to tell her that Brad had been accepted as a new teacher at the mountain view elementary school. Brad's mother was very happy, but Brad didn't want to brag. Brad still defended himself to be humble and consider it a start. Brad used the opportunity given as a way to prove that Brad would be a great teacher and teach by using different methods in teaching. Brad's attitude teaches the peoples that even the peoples can achieve her dreams, the peoples must still come down to earth.

Table 3.2

No	Character	Characteristic	Moral Value	Presented in Script Movie
2.	<p>Full Name: Ellen Cohen</p> <p>Character: Protagonis, Brad's Mother</p>	<ul style="list-style-type: none"> Appearance: Small body, thin eyebrows, thin face, bright white skin, wavy black hair. Completed with normal make up and decorated with earrings and necklaces and dressed in a feminine way. 	<ul style="list-style-type: none"> Persistent 	<p>Ellen have Persistent showed by the dialogue: Ellen: "Well, it's that school or another school" Brad: "I hate all schools. Why are we going here?" Ellen: "To find some answers." Brad: "I can't go in the library. They'll throw me out. Please, Mom" Ellen: " All right. Come here. Sit over here. Well, maybe we're just going down the wrong track"</p>

	<ul style="list-style-type: none"> • Personality: Caring and loving her two children without distinction, a good mother, a mother who cares for Brad, an independent woman who opens a boutique. 	<ul style="list-style-type: none"> • Caring and Kind hearted 	<p>Ellen have Caring and Kind hearted showed by the dialogue:</p> <p>Brad: " <i>Sorry I cause you so much trouble, Mom!</i> "</p> <p>Ellen: " <i>I want you to read something in this book I found. It's a medical book that might explain why you make all those noises.</i> "</p>
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From this character there is has several moral values showed by some scene:

1. The character of Ellen Cohen presented the moral value of persistent. Persistent is must be tough in any conditions, and be done continuously not just once or twice.

From the dialogue in the matrix above which performed at: 00:17:10 – 00:17:23, it can be concluded that Ellen has persistent moral value. Ellen was angry at the principal who let brad down by saying that the silly noises brad was making were disturbing the other students. It made him look for answers to brad's illness. The above conversation shows us that a mother will fight her best for her child and not allow her child to be insulted by someone else. It counsels us never to give up on conditions and never to let anyone disappoint our family.

2. The character of Ellen Cohen presented the moral value of caring and kind hearted. Caring is a basic value and attitude to pay attention and

act proactively to conditions or circumstances around us. Caring is an attitude of our partisanship to involve ourselves in problems, circumstances or conditions that occur around us.

From the dialogue in the matrix above which performed at: 00:08:43 – 00:08:46, it can be concluded that Ellen has caring and kind hearted moral value. This is when Ellen visited various doctors and psychiatrist to inquire about Brad's condition. And search for various literatures including old literature. Until Ellen found the answer in old research that Brad's condition was Tourette's syndrome. Although in a state of anxiety and sadness, Ellen still asked the doctor for a cure for the syndrome, even though in her mind she already knew that there was no cure for Tourette's syndrome. This shows Ellen's concern for Brad and has a kind heart in seeking Brad's illness.

Table 3.3

NO	Character	Characteristic	Moral Value	Presented in Script Movie
3.	<p>Full Name: Mr. Myer</p> <p>Character: Protagonis, headmaster Brad Cohen in middle school.</p>	<p>Appearance: He has a round face, thin hair, large white skin, thin eyebrows, bright eyes, and is well-dressed.</p>	<p>• Wise and Respectful</p>	<p>Mr. Myer have Wise showed by the dialogue: Mr. Myer: <i>"They are pretty annoying, aren't they? The person making those noises is Brad Cohen. Come on up here, Brad. Do you like making noises and upsetting people, Brad?"</i> Brad: <i>"No, Sir"</i> Mr. Myer: <i>"Then why do you do it?"</i></p>

		<p>Headmaster Brad Cohen in middle school.</p> <p>• Personality: He's a person who doesn't directly judge a person from just one point of view. He's a non-discriminatory person. He is good at explaining different conditions (disabilities) in the general public.</p>	<p>Brad: "Because I have Tourette syndrome" Mr. Myer: "But you could control it, if you wanted to, right?" Brad: "No, sir. It's a sickness" Mr. Myer: "Well, why can't you just get cured?" Brad: "There isn't any cure. I don't like making noises any more than you like hearing them. They are even worse when I get stressed. When you don't accept that I can't stop them. But when I feel accepted, then they are not so bad" Mr. Myer: "What can we do? And I mean - everyone in this school. What can we do to help you, Brad?" Brad: "I just want to be treated like everybody else"</p>
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From this character there is has several moral values showed by some scene:

1. The character of Mr. Myer presented the moral value of wise and respectful. Wise make our problem is so easy. Because a person who has wise know what is going on and see deeper about something. Respect means showing respect for the dignity of others or something other than ourselves. This moral value has the same meaning as the moral value of wisdom and respect that is owned by Brad Cohen.

From the dialogue in the matrix above, it can be concluded that Mr. Myer has wise and respectful moral values. Mr. Myer asked about what do you school, Brad was still nervous and wouldn't answer. So Mr. Myer told Brad to come to the orchestra concert. Brad refuses because he will ruin the music. But Mr. Myer still told him to leave. After the orchestra was finished Mr. Myer stood on the stage. At the time everyone in the audience clapped and began to understand Brad's plight. From here Brad has a strong motivation to become a teacher.

Table 3.4

No	Character	Characteristic	Moral Value	Presented in Script Movie
4.	<p>Full Name: Ron</p> <p>Character: Protagonis, Brad's apartment friend.</p>	<ul style="list-style-type: none"> • Appearance: Medium bodied, black hair parted in the middle and brown skin. • Personality: He was patient and became Brad's friend. He also gives support to cohen to realize his dream. 	<ul style="list-style-type: none"> • Caring and Kind hearted 	<p>Ron have Caring and Kind hearted showed by the dialogue:</p> <p>Ron: <i>"Wow, you all right, man? You'll knock yourself out doing that. What if that happens while you're driving?"</i></p> <p>Brad: <i>"I'm fine."</i></p> <p>Ron: <i>"Yeah, I don't know. You've got to see another doctor?"</i></p> <p>Brad: <i>"I've seen doctors my whole life, Ron. And they don't help."</i></p>

From this character there is has several moral values showed by some scene:

1. The character of Ron presented the moral values of caring and kind hearted. Caring is a basic value and attitude to pay attention and act proactively to conditions or circumstances around us. Caring is an attitude of our partisanship to involve ourselves in problems, circumstances or conditions that occur around us. Ron's moral value of caring and kind hearted is the same as that of Ellen Cohen.

From the dialogue in the matrix above, it can be concluded that Ron has caring and kind hearted moral values. Ron as Brad's best friend always understands Brad's situation. He always encouraged Brad.

Table 3.5

No	Character	Characteristic	Moral Value	Presented in Script Movie
5.	Full Name: Dianne Mr. Cohen's second wife	Appearance: White skin, thin face, thin body, shoulder length blonde hair and bangs. He was well-dressed. Personality:	<ul style="list-style-type: none"> • Honesty • Caring and Kind hearted 	Dianne have Honesty, Caring and Kind hearted showed by the dialogue: Dianne: <i>“Your Dad built his business with his own two hands, you can't blame him for wanting you to be a part of it. He's just being a Dad. He wants you in his life. So, how do you like Atlanta? got to meet any nice</i>

		<p>She is Mr. Cohen's second wife. She is also considerate of Brad and supports Brad's aspirations to become a teacher.</p>	<p><i>girls? I'm just saying all the right things, heh?</i> <i>Brad. You Dad loves you. So much. He just doesn't wanna see you get hurt"</i> Brad: <i>"The only thing that hurts is the fact that he has never accepted who I am. See, he's got this idea of a perfect son, who is normal and does normal things. Well, I'm never gonna be normal"</i> Dianne: <i>"Or maybe that's not his idea, Brad. Maybe, that's yours. And you're right. You are not normal. You have a gift. To teach. And it's not in spite of your Tourette's . It's because of it. I have to go"</i></p>
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From this character there is has several moral values showed by some scene:

1. The character of Dianne presented the moral values of Honesty, caring and kind hearted. Honesty refers to aspects of character, morals and connotes positive and virtuous attributes such as integrity, honesty, and candor, including directness in behavior and along with no disease, fraud, infidelity, and others.

From the dialogue in the matrix above, it can be concluded that Dianne has honesty, caring and kind hearted moral values. Dianne told

the truth that Brad wasn't normal. But she supports Brad's desire to become a teacher.

Table 3.6

No	Character	Characteristic	Moral Value	Presented in Script Movie
6.	<p>Full Name: Mr. Oybey</p> <p>Mountain View Elementary School</p>	<p>• Appearance: Bright white skin, wears glasses, thick black hair, about fifty years old, and big and tall.</p> <p>• Personality: He is the principal of Mountain View Elementary School. He's the one who recruited Brad to be a teacher. he also does not discriminate against others</p>	Responsibility	<p>Dianne have Responsibility showed by the dialogue:</p> <p>Mr. Oybey: <i>“We're gonna look at it in a minute, Brad. Just come on in and tell us why you wanna be a teacher?”</i></p> <p>Brad: <i>“Ok, it's a...It's all I ever wanted to be. Ever since I was in school. I had an inspiring principal, Mr Myer. But my teachers, they really inspired me to be the kind of teacher they never were. In a way, the best teacher I ever had was my Tourette's.”</i></p> <p>Hillary: <i>“You don't have to talk about...”</i></p> <p>Brad: <i>“It's never off the list to my students. they can ask me anything they want about it any time”</i></p> <p>Mr. Oybey: <i>“I hope this question isn't too personal, Brad. Do you make those noises in your sleep?”</i></p> <p>Brad: <i>“I don't know. I'm asleep. No, I don't tic in my sleep. When I'm relaxed, the noises give me a little bit of a break”</i></p>

From this character there is has several moral values showed by some scene:

1. The character of Mr. Oybey presented the moral value of responsibility. Responsibility means to be oriented toward others, to give attention, and to actively respond to what they want. The responsibility stresses the positive obligation to protect each other. Responsibility is a need for one another, not neglecting others who are in difficult circumstances.

From the dialogue in the matrix above, it can be concluded that Mr. Oybey has responsibility moral value. Mr Oybey turned to Brad to explain why he wanted to become a teacher. Mr Oybey pays attention to Brad. And don't ignore Brad's Tourette syndrome. There it is described that Mr. Oybey has the character of responsibility.

Table 3.7

No	Character	Characteristic	Moral Value	Presented in Script Movie
7.	Full Name: Jeff Brad's younger brother.	Appearance: Bright white skin, Small body, tall, slightly blonde black hair, fair skin Personality:	Love	Jeff have Moral value of Love showed by the dialogue: Jeff: <i>"I'm serious, Brad, you and Dad got to start getting along."</i> Brad: <i>"We get along just fine. As long as we keep a long distance"</i> Jeff: <i>"Is that why you moved down here? To keep</i>

	including a hyperactive person, likes to tease and play with Brad, cares and loves Brad, supports Brad's dream to become a teacher, and becomes a bridge of communication between Brad and his father	<p><i>a long distance? I mean, it's not like you've got anything to prove to him, right?"</i></p> <p>Golf player 1: <i>"I'm sorry, sir. I'm going to ask yo to stop making those noises"</i></p> <p>Jeff: <i>Pal, he's not doing this because.....</i></p> <p>Brad: <i>"No, no, I can handle it, Jeff, I got it."</i></p>
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From this character there is has several moral values showed by some scene:

1. The character of Jeff Cohen presented the moral value of love. Love is something special you need to live for. Love for our Lord, love for ourselves, love for family, friends, and those around us. Love each other. We need a love as a way of life. Because of human social traits and the long developmental years from birth to adulthood, the need for love is strongly linked to the need for survival.

From the dialogue in the matrix above, it can be concluded that Jeff has a love moral value. From the above dialogue it shows that Jeff

loved his big brother very much as well. Jeff loves Brad by trying to improve communication between Brad and his father which appears to be a communication misunderstanding between the two. And from the dialogue above Jeff loves Brad by defending Brad when other people start mentioning the annoying voice that comes from Brad.

C. The Implications of Moral Value in the “Front of the Class” Movie for Education

1. The implications of moral values in “Front of the Class” movie based on Indonesian Law on the National Education System No. 20 of 2003

The main character of Brad in this movie is an inspiration that can make the viewers eager to follow Brad's ambition. Brad's ambition is to be a teacher, even though Brad has Tourette's syndrome. Brad was rejected by many schools because of his illness. Several principals doubted Brad's teaching abilities. Several principals thought Brad couldn't possibly teach with his illness, but Brad kept trying because Brad believed he could. Finally Brad's dream came true. So the moral value of self-confidence must be applied so that our enthusiasm for learning grows.

Brad was always being excommunicated and underestimated by others because Brad has Tourette syndrome. Brad's friends questioned his teaching ability because it was impossible for Brad to teach with his illness. But all that was denied was Brad's proving when Brad was given

a chance at school. Brad took advantage of the opportunity. Brad taught the children with great enthusiasm, and the students interested in Brad teaching methods. Eventually, Brad became a good teacher in Atlanta and was an excellent motivator. This is the implication of Article 1 paragraph 1 of Law Number 20 of 2003, creating a learning atmosphere and learning process so that students actively develop their potential. Brad has persistent attitude in teaching, and self-confident in providing good teaching methods so that this methods are well received by students.

When the viewers watch the movie, Brad teaches the viewers that illness is not a problem to achieve the dreams. It is a moving movie that teaches as potential educators of the nation. Being a teacher is not a material pursuit but teachers are a matter of conscience without the element teachers are not going to be a motivator to learners. From this movie, the lesson is not can be learned only about performed of Brad but also the behaviour of Brad, which can be both motivating and inspiring the viewers.

Brad teaches in a unique style with learning media that he made himself so that his students easily accept all his learning. As a teacher, Brad did not expect a high paying job. For Brad, teaching and making his students enthusiastic in learning in his class is the most important thing.

A sense of never give up, optimist, self-confidence shows the spirit of learning and achieving goals. In addition, high and successful education can be obtained. The relevance between the implications of

movie for the spirit of learning is that movie make people have high ambitions. The humans must never give up, be optimistic, and helpfulness in life in order to become human beings who are useful for religion, nation and state. After the viewers watch the movie the viewers become excited to learn, because there are many educational values in this movie that make the viewers have a passion for learning.

The moral message contained in the “Front of the Class” movie is among other things; the first is to learn from want, learn to move forward, learn not to let it stop us in our step, and learn not to let that lack prevail. The second is never to let anything stop humans being from pursuing the dreams of working, playing, or falling in love.

The exposure of moral values in the “Front of the Class” movie can contribute to the achievement of national education goals, namely the development of capabilities and the formation of character and national civilization as stated in Law Number 20 of 2003. According to Law Number 20 of 2003 Article 3 explains the functioning of national education. Develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation’s life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

And to achieve intellectual abilities marked by the 9 criteria above, it is necessary to have a learning atmosphere and learning process, so that students actively develop their potential which is described in Article 1 paragraph 1. In the UNESCO, to realize such an education, it is necessary to apply the four pillars of learning; Learning to know, Learning to do, Learning to live together, and Learning to be.

This is in line with the moral values are presented in the “Front of the Class” movie through several characters. One of them is responsibility, independence and noble character, namely honesty, patient, humble, love, caring and kind hearted.

The existence of people with disabilities, whether as students or educators, is considered an obstacle to education itself. Where education answers these problems, educational institutions still and often see people with disabilities from physical, not competence. This film tries to give us knowledge about no more acts of discrimination by being aware of his oppressed position and finding a way out of his problems as Brad did in his ambition to become a teacher is a strategy to change people's views about him. The biggest motivation came from Mr Myer, the principal of the junior high school where it was shown that he was treated the same as everyone else. This has implications for Law Number 20 of 2003 article 4 paragraph (1) explains education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism.

Brad didn't expect a high paying job. For Brad teaching and making students enthusiastic about learning in Brad's class is the most important thing. In Brad's daily life, Brad teaches in a unique style with self-made and pre-planned learning media so that students can easily accept all his learning. Not a few students and teachers at the school liked the way he taught. So that at one time this was assessed by the assessment of school in the state of Georgia and Brad was selected among all the new educators to be this year's first year sally maze teacher. This shows that the government guarantees the implementation of quality education with the competencies possessed by educators in teaching. This is in line with the provisions mentioned in Law Number 20 of 2003 article 5 paragraph (1) explains Every citizen has equal rights to receive a good quality education. The government is obliged to guarantee the implementation of quality education.

2. The implications of moral values in “Front of the Class” movie based on UNESCO Four Pillars of Learning

In the UNESCO, to realize such an education, it is necessary to apply the four pillars of learning; Learning to know, Learning to do, Learning to live together, and Learning to be.

Table 3.8

UNESCO Pillars of Education Indicators

UNESCO Four Pillars of Learning	UNESCO Four Pillars of Education Indicators
1. Learning to know	<ul style="list-style-type: none"> a. Mastering and obtaining materials b. Seeking information from the surrounding environment and various sources c. Respond to new sources of information d. Develop curiosity e. Utilize learning resources
2. Learning to do	<ul style="list-style-type: none"> a. Linking lessons with competence b. Bridging knowledge and skills c. Apply understanding and act creatively d. Improve problem solving e. Apply the knowledge gained
3. Learning to live together	<ul style="list-style-type: none"> a. Implementing shared values b. Have the ability to live together with different children c. Learn to respect differences of opinion
4. Learning to be	<ul style="list-style-type: none"> a. Recognize ones own strengths and weaknesses b. Show a confident attitude c. Demonstrate the ability to study independently d. Forming shared values e. Learn to be a responsible person.

a. Learning to know

Learning to know relates to how to get knowledge and understanding with existing media. Serious attitude in get knowledge is also shows in “Front of the Class” movie. Where to develop curiosity by means of reading which is applied to Thomas,

one of Brad's students who hates reading becomes willing to read when Thomas's curiosity arises about the next story of the book that Brad gave him.

With curiosity and utilizing the learning resources shows by Brad in “Front of the Class” this movie is in line with learning to know activities.

b. Learning to do

Learning to do implies that learning is not just hearing and seeing to accumulate knowledge, but learning is to do an activity with the ultimate goal of mastering the competencies needed to face life's challenges. Competence will be owned by students if they are given the opportunity to learn by doing what they have to learn directly. Thus learning to do also means the learning process is oriented to direct experience (learning by experience).

Learn to do like from Brad's experience who experienced discrimination in learning. By applying understanding in learning there should be no discrimination in a way that there is no difference in Brad's class whether it is black or white students and giving proper treatment to Brad's students who have cancer by acting creatively to give Heather the confidence to take care of the rabbits in the classroom, to activate Heather's sense of responsibility and confidence. This is one indicator of the achievement of the

implementation of learning to do activities from the four pillars of UNESCO.

c. Learning to live together

Implicitly the humble attitude shows by Brad in this movie is the embodiment of learning live together with indicators of learning achievement to respect differences of opinion. Brad's character does not impose his will on being a teacher with his Tourette syndrome to others. Also the application of the absence of discrimination in the classroom which is an implication of the indicator of having the ability to live together with different children in the realization of learning to live together from the four pillars of UNESCO.

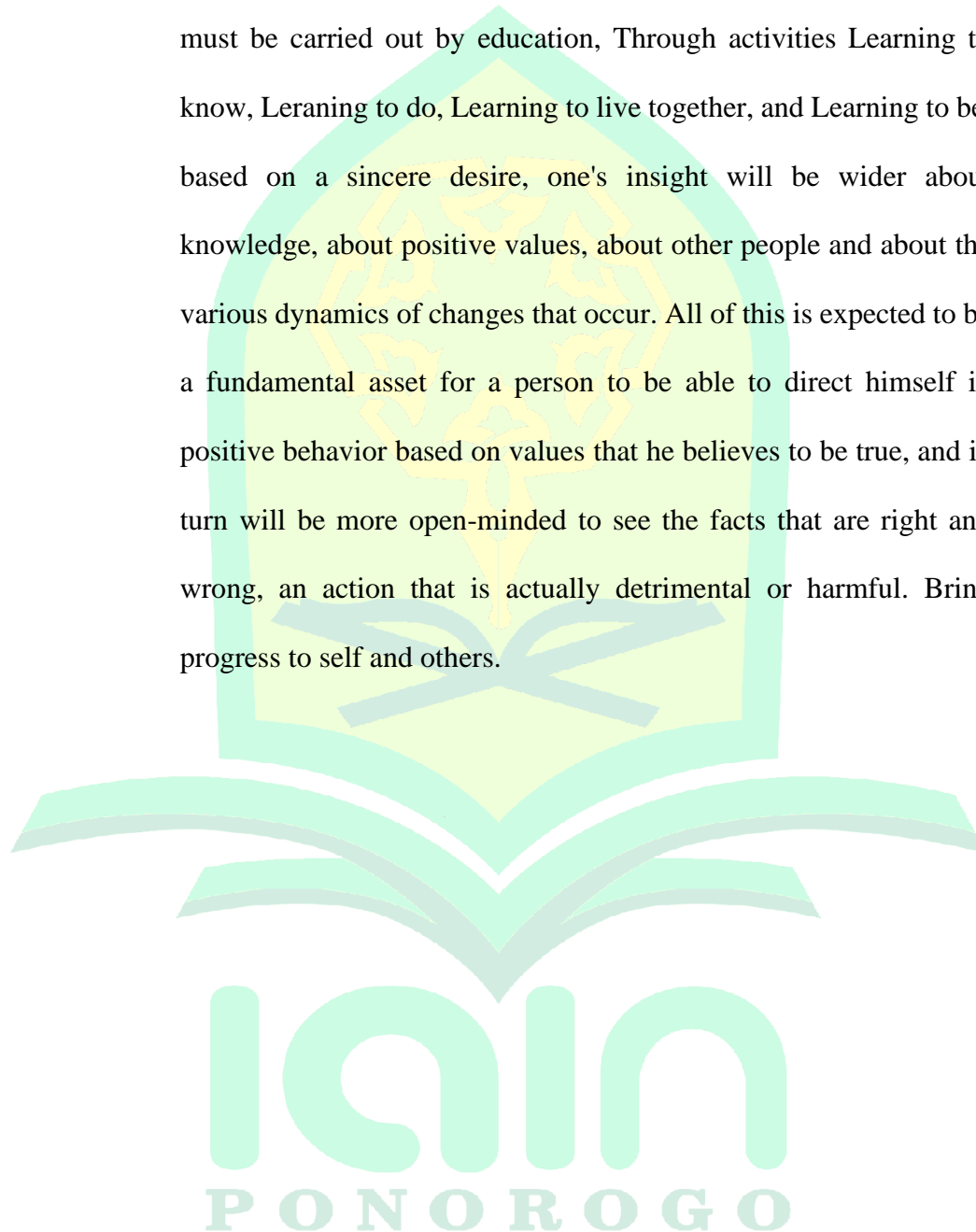
d. Learning to be

Learning to be means that learning is a process to form human beings who have their own identity. Therefore, educators must try to facilitate students to learn to actualize themselves as individuals who have complete personalities and are responsible as individuals as well as members of society.

Learning to be can be achieved with indicators that a person is able to show an attitude of confidence and learn to be a responsible person which is implied from the moral values are presented in the "Front of the Class" movie, namely self-confident which is shows in

Brad's character and also responsibility shows in the character Mr Oybey.

These four pillars are the mission and responsibilities that must be carried out by education, Through activities Learning to know, Learning to do, Learning to live together, and Learning to be, based on a sincere desire, one's insight will be wider about knowledge, about positive values, about other people and about the various dynamics of changes that occur. All of this is expected to be a fundamental asset for a person to be able to direct himself in positive behavior based on values that he believes to be true, and in turn will be more open-minded to see the facts that are right and wrong, an action that is actually detrimental or harmful. Bring progress to self and others.



CHAPTER IV

CLOSING

This chapter presents two sub chapters. 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

The first result conclude that there are thirteen moral values found in “Front of the Class” movie. They are self confident, serious, independent, patient, optimist and courageous, humble, persistent, caring and kind hearted, wise, respectful, honesty, responsibility, and love. These moral values are presented through the sentences spoken by the characters which the researcher found in the script of the movie “Front of the Class” by Peter Werner.

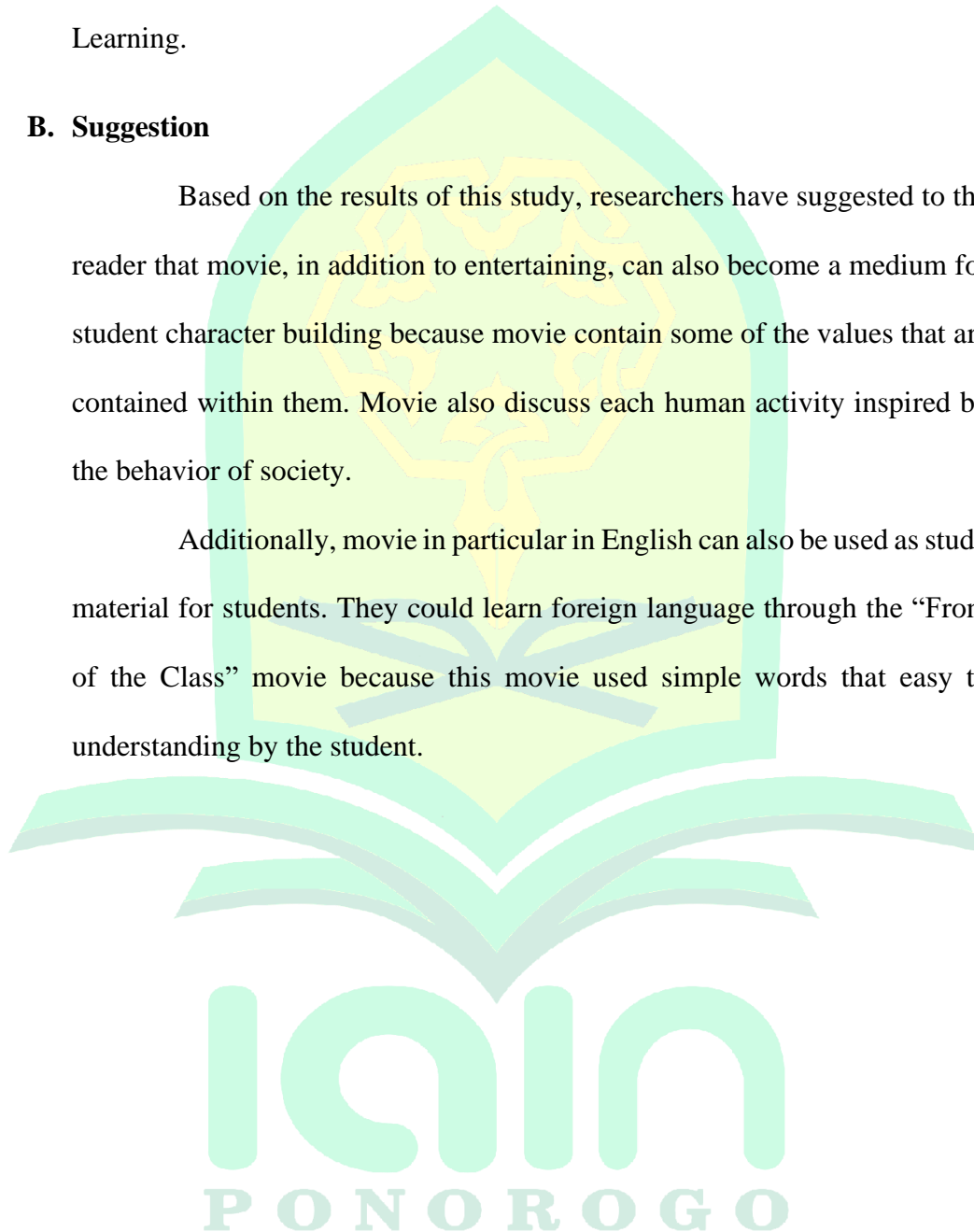
The second results conclude that the implications of moral values in “Front of the Class” movie for education is that students can learn about the behavior of the main character who shows several moral values that have implications for the realization of the Indonesian Law on the National Education System Number 20 of 2003, there are in creating a learning atmosphere and learning process in Article 1 paragraph 1, in the formation of character building in Article 3, the establishment of a non-discriminatory education system provides equal rights for all students as stated in Article 4 paragraph 1, and government support in ensuring the quality of education as

stated in Article 5 paragraph 1 which in its implementation is the realization of the implementation on the activities Learning to know, Learning to do, Learning to live together, and Learning to be set by UNESCO Four Pillars of Learning.

B. Suggestion

Based on the results of this study, researchers have suggested to the reader that movie, in addition to entertaining, can also become a medium for student character building because movie contain some of the values that are contained within them. Movie also discuss each human activity inspired by the behavior of society.

Additionally, movie in particular in English can also be used as study material for students. They could learn foreign language through the “Front of the Class” movie because this movie used simple words that easy to understanding by the student.



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