

**ANALYSIS OF CHARACTER EDUCATIONAL VALUES IN THE MAIN
CHARACTERS OF THE LION KING'S MOVIE**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING STATE
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**AN ANALYSIS OF CHARACTER EDUCATIONAL VALUES IN THE
MAIN CHARACTERS OF THE LION KING'S MOVIE**

THESIS

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In Partial Fulfilment of Requirement
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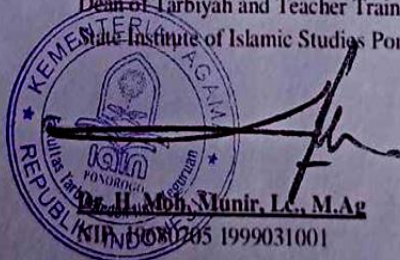
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ABSTRACT

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In the field of education, in Indonesia there are many moral crises occurring. Considering the existence of a moral degradation, in this case, the government implements the education of the character which will serve as a solution to the form and reconstitutes the behavior of the pupils to have a noble character in according to the character of the nation.

The purpose of this research is to find out character education values in The Lion King's movie. The researcher used theory of Zaim El Mubarak that educational values divided into two groups. There are (1) to recognize the types of character educational values in The Lion King's movie. (2) to recognize the percentages of character educational values in The Lion King movie, (3) to describe the implication of character educational values in The Lion King's movie.

This research, the researcher used the library research which applies descriptive qualitative approach. The primary data sources were "The Lion King's movie" and its script. The secondary sources were taken from other books and related references which supported and concerned the primary data. The researcher used content analysis to analyze the data.

The result of this study shows that there are two groups to analyze the educational values. There are values of being and values of giving. The values of being, namely (1) Honesty, (2) brave, (3) peace, (4) confidence and potential, (5) self-discipline and moderation self, (6) purity. Then values of giving, namely (1) loyalty and trustworthiness, (2) respect, (3) love and affection, (4) sensibility and not selfishness, (5) kind and friendly, (6) fair and humanist.



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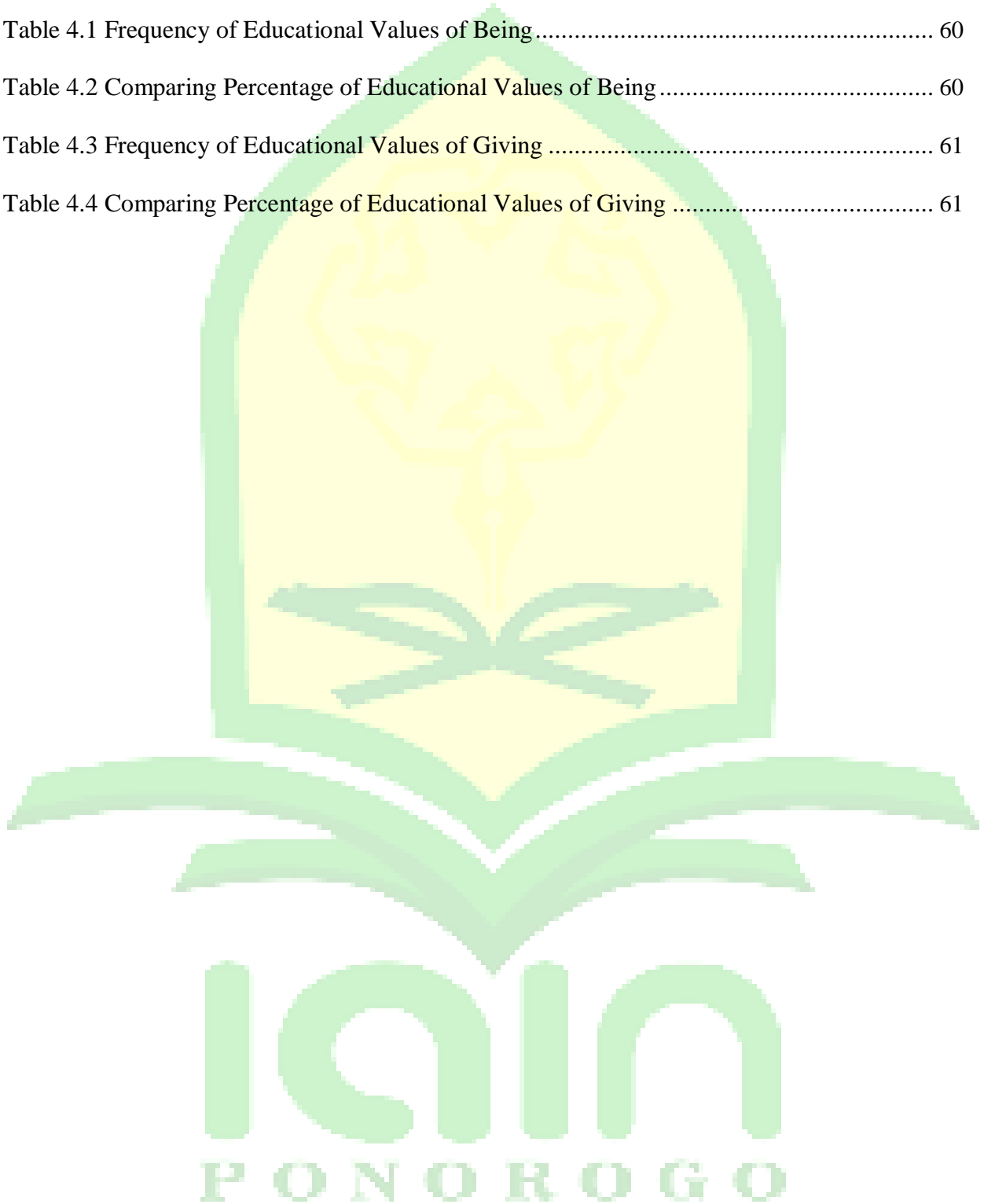
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CHAPTER I

INTRODUCTION

A. Background of Study

The Indonesian nation needs human resources in sufficient quantity and quality to drive its development. In numerical terms, Indonesia's productive age population was sufficient, but the quality still needs to be increased. Quality resources there are two things. First, it has educational skills which include (knowledge and skills). Second, it has a strong Indonesian character due to the knowledge and skills it has for himself, society, nation and religion.

Education is a system to alternate one's identification to study more. Ki Hajar Dewantara said : *"To educate is to demand all of the forces of nature that exist in the children so they as human beings and as members of society can achieve the best salvation and happiness"*.¹It's mean that education is not only a formal meaning to be carried out at school but education is one of the most basic things for them to find as human beings and happiness for their lives. The more education is considered important, the more goals will be achieved in life. Therefore, in the process of educating, one must find out how education can make a person have good quality in life.

In this period of globalization, education is not only glued to the intellectual factors that someone possesses at the same time studying but must also be integrated with other factors such as character. Therefore, education not only educates students to be intelligent human beings but also their personality to have a noble behavior.

Character is the most basic and very important and fundamental thing that every human being must have. People with character are people who it has self-respect because of the character itself compared to life that distinguishes humans from animals. In Javanese philosophy, self-respect is priceless. Sri Sultan Hamengkubuwono X stated, "loss of

¹Zahra Idris, Dasar-Dasar Kependidikan, (Bandung: Angkasa, 1981), hlm. 11

property and wealth will not eliminate anything, death will only eliminate half of what is owned, but loss of self-esteem is the same as losing everything."² Therefore, given the importance of character, educational institutions have responsibility to instill it through the learning process.

Strengthening character education in the current context is very important to overcome the moral crisis or social phenomenon that is currently happening in our country. Whether we realize it or not that there is a real and worrying crisis in society involving our most precious treasure, children. The crisis which manifests itself in the form of increasing promiscuity, increasing levels of violence against children and adolescents, crimes against friends, theft of youth, cheating habits, corruption and drug abuse, pornography, rape, looting and destruction of other people's property have become social problems that until now this has not been completely resolved.

The behavior of today's youth is also characterized by cheating, the habit of breaking school rules, and conflicts. The consequences are also quite severe and cannot be considered as a simple matter because these actions have led to criminal acts. Non-monetary damage does not only occur in adolescents, but also occurs in adults such as happy with conflict and violence or fights, rampant corruption and infidelity. This shows that the character possessed by individuals is still lacking, especially now they tend not to have characters with the values and norms that apply in society.

This condition of crisis and moral decline shows that all religious and moral knowledge acquired in school does not affect changes in human behavior in Indonesia. Even the appearance of the Indonesian population is very inconsistent, what they talk about is different from what they do. Many people assume that this condition seems to be preceded

² Barnawi dan M. Arifin, Strategi dan Kebijakan Pembelajaran Pendidikan Karakter, (Jogjakarta: Ar-Ruzz Media, 2012), hlm.11

by what is produced by the world of education.³ The problem is indirectly expressed that this is the character of today's students, although this problem cannot be equated within the fact that all students in the country in the field are like that. With the situation and condition of the nation's character that is a concern. This encourages the government to take the lead in prioritizing the development of the nation's character. The development of the nation's character has become the mainstream of national development.

The education of character is already contained in Constitution in 1945 Constitution number 20, year 2003 on the national education system in paragraph 2 of article 3, "the national education functions to develop the capability, and is aimed at developing students" people imbued with human values, faithful and pious to the one God, who possess a moral and noble character, who are healthy, conscious, competent, creative, independent and as citizens, are democratic and responsible".⁴

The formulation of national education goals reflects the general picture of the Indonesian human figure that is expected and must be produced through the implementation of every educational program. Therefore, the formulation of national education goals is the basis for developing the cultural values of the nation's character in schools based on Pancasila, the 1945 Constitution and the culture of the Indonesian nation. Therefore, character studies cannot be separated from learning values or behavior, norms and morality.

Watching movies has become a new habit in various circles today, regardless of age, occupation, gender and life history. Especially in the last 1 year, the pandemic appears. While work and study from home, watching movies is not only about wasting time, but also about for refreshing, getting information and perspectives, learning foreign languages and trying to

³ Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2012), hlm. 2

⁴ Dharma Kesuma, dkk., *Pendidikan Karakter Teori dan Praktik di Sekolah*, (Bandung: Remaja Rosdakarya, 2011), hlm. 6

understand other cultures. Due to advance technology development, such as internet and smart phones, people can watch movie anytime and anywhere.⁵

Movies have been very successful as a means of calming people's minds because plots that are attractive and easy to watch. Consumption of films is a basic necessity, even a lifestyle, because of its attractive existence. Movies can easily affect individuals because they are so similar to our lives. From the movie, the viewer will be easily persuaded by the actual content presentation that engages audio visual sense so that messages in the movie will be easy to arrive in viewers mind.⁶

The movie is familiar, evocative, and nonthreatening, grounded in both imagery and emotion, it's are useful in teaching the human dimension required for developing as human beings and building identity in young learners.⁷ Teaching with movies are also an innovative method for engaged learning that education requires today. For dealing with emotions and attitudes, while promoting reflection, life stories derived from movies fit well with the learner's context and expectations. In addition the students have the opportunity to "translate" life stories from movies into their own lives. In this way film, movies creates new learning process, movie experience acts as an emotional memory to develop learner's attitudes.⁸ With the aim of promoting reflection. The results obtained from the movies are in accordance with the wishes and expectations of students. Cultivating reflection is the main goal in this cinematic teaching tool.

According from Zaim El Mubarak (2008), educational values are divided into two groups: There are values of being and values of giving. The value of being is a value that is within human beings evolved in behavior and in the way we treat others. This Includes : Honesty, brave, peace, confidence and potential, self-dicipline and moderation self, purity. Then,

⁵ Maulidia Humaira, 'Student of Department of English Language Education Faculty of Education and Teacher Training Reg. No: 231324225', n.d., 1.

⁶ Christopher P. Jacobs, *Film Theory and Approaches to Criticism, or, What Did That Movie Mean?* University of North Dakota, 2013.

⁷ Muhammad Yousuf Sharjeel and K. Dadabboy, 'Use of Films for Teaching Social Values in English Classes at Elementary Level', *Journal of Elementary Education* 23, no. 1 (2013): 3.

⁸ Pablo Gonzalez Blasco, et al., *Education through Movies: Improving teaching skills and fostering reflection among students and teachers*. Journal for Learning through the Arts, 11(1). 2015. 2

the values of giving is that values must be practiced or given which would then be accepted as given. The values of giving include : loyalty and trustworthiness, respect, love and affection, sensibility and not selfishness, kind and friendly, fair and humanist. The researcher has limited from the values of being, namely (1) Honesty, (2) brave, (3) peace, (4) confidence and potential, (5) self-discipline and moderation self, (6) purity. Then values of giving, namely (1) loyalty and trustworthiness, (2) respect, (3) love and affection, (4) sensibility and not selfishness, (5) kind and friendly, (6) fair and humanist. The following study analyzes the character education values in the movie of the lion king.

The lion king is one of movies that has a lot of character educational values for the audience that release in 2019. From Walt Disney Pictures and director Jon Favreau, the researcher find something which interest. The Lion King tells the story of a lion cub named Simba who were driven from their homeland after his father killed his uncle for the throne. Beginning of the story comes from Simba dream to become a king of the jungle to continue the throne of his father, Mufasa. But Simba's uncle, Scar, wanted the throne. He wants to get rid of Simba. With all his tricks, Scar tried to play Simba's innocent ego. He took advantage of the naivety of Simba as a child king with the aim of getting rid of Simba from the line to the throne.

From the synopsis, Simba's efforts to maintain the dignity of the family and the kingdom show more than one moral value, especially tolerance, patriotism, independence, peace maker, and responsibility. So, the lion king movie has many good character education values that can be used as motivation for student to build good character. In addition, the film king of the lion was chosen because it contains positive role models played by actors, as shown by how the actors love their families and kingdoms. The film was theatrically released in the United States on July 19, 2019. It has grossed over \$1.6 billion worldwide during its theatrical run, overtaking Frozen to become the highest-grossing animated film of all time. It also became the seventh highest-grossing film of all time and the second highest-grossing film of 2019. This movie also has good rating about 6.8 from 10 points, such as reported in <https://m.imdb.com/title/tt6105098/>. This means that this film is interesting and

often seen by moviegoers. On the other hand, movie and education have a very close relationship, because now movie can be an effective medium which can be used by teacher to instill the values of life in their students. Movie can be used as a medium of learning to inculcate good values to the students by watching the movie.

Therefore, based on explanations above, the writer is going to conduct a research to investigate the character educational values in The Lion King movie under the title “**An Analysis of Character Educational Values in The Main Character Of The Lion King Movie**”.

B. Statement of Research Problem

On the basis of the background of the study, the research problems can be formulated as follows :

1. What types of Character Educational Values are found in the Lion King’s movie?
2. How the percentages of the Character Educational Values in The Lion King’s movie?
3. What is the implication of Character Educational Values in The Lion King’s movie?

C. Objective of the Research

Based on the problem of the research, the objectives of the research are presented as below :

1. To recognize the types of moral education are found in The Lion King’s Movie.
2. To recognize the percentages of the Character Educational Values in The Lion King’s movie.
3. To describe the implication of Character Educational Values are found in the Lion King’s Movie.

D. Significant of The Research

The significance of this study is aimed to the teachers, students, and other researchers. Those are :

1. For the teachers

This study is aimed to be an inspiration and also to help teacher in teaching his/her students. Especially for the teacher that has students who are difficult to control, so that teacher has more motivation to take care, always pay attention, and never give up to teach them

2. For the students

This study is aimed to make them a valuable lesson that students must be always respect to the teacher although the teacher is not as students want. This study is also aimed to tell the students that whatever students' attitude, the teacher will always gives the best to his/her students.

3. For the other researchers

This study can be an inspiration and secondary data to the other researcher who interest to conduct study about character educational values in others movie, so there will be many movies analyzed and many values gotten and applied.

E. Previous Research Finding

On the previous study, the researcher confirm the previous research findings which conducted by the researcher before. First, the previous research finding that can be a consideration theory is taken from thesis of Siti Mukarromah a student of English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Ponorogo, entitled "Character Educational Values in 'Zootopia' Movie Script". 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 'Zootopia' movie script after the researcher read the "Zootopia" movie script, the researcher found some utterances of the characters that contains of character educational value. This study has a similarity with the researcher that is focus on educational values based on 18 character educational values stated by Educational Minister of Indonesia (KEMENDIKNAS) while the writer focus on 5 educational values

The second is the thesis of MishbachulAnamIrvani, a student of English Education Department. Faculty of Tarbiyah and Teacher Training. 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, atriotism, and environmental care. The most intensive values appeared in this movie are appreciating achievement and sociality with 5 data, then followed by creativity, hardworking, 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. The title of the movie is different with the writer's study, but the focus of this study is same because this study focuses on the educational value of the movie.

The third is the thesis of Pola Esianita, a student of English Language Teaching Program (TBI) Faculty of Education and Teacher Training State Islamic Institut (IAIN)

Ponorogo, entitled “ An Analysis of Character Educational Values Based on Formulation of KEMENDIKNAS in the Year 2013 related to “AQUAMAN” Movie. 2020. She wanted to know what types of character educational values depicted in the “AQUAMAN” movie and how the character educational values reflected in “AQUAMAN” movie. The method of this is qualitative research. As a result, the researcher finds that some elements of character educational values in “AQUAMAN” there are : honesty, tolerance, dicipline, hardworking, creativity, curiosity, national spirit, patriotism, friendly/communicative, peace maker, environmental care, responsibility, loyalty, respect, love/affection. The dominant character educational values in the movie is responsible and peacemaker.

Based on the above explanation, there are some differences and similarities in these previous studies and research. The researcher used a different theory and approach to the previous studies above to conduct this research. While the similarities between these previous studies and this research analyze the character educational values in movie for educational purposes. Therefore the researcher used these previous studies as a reference for this research.

F. Organization of the Study

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

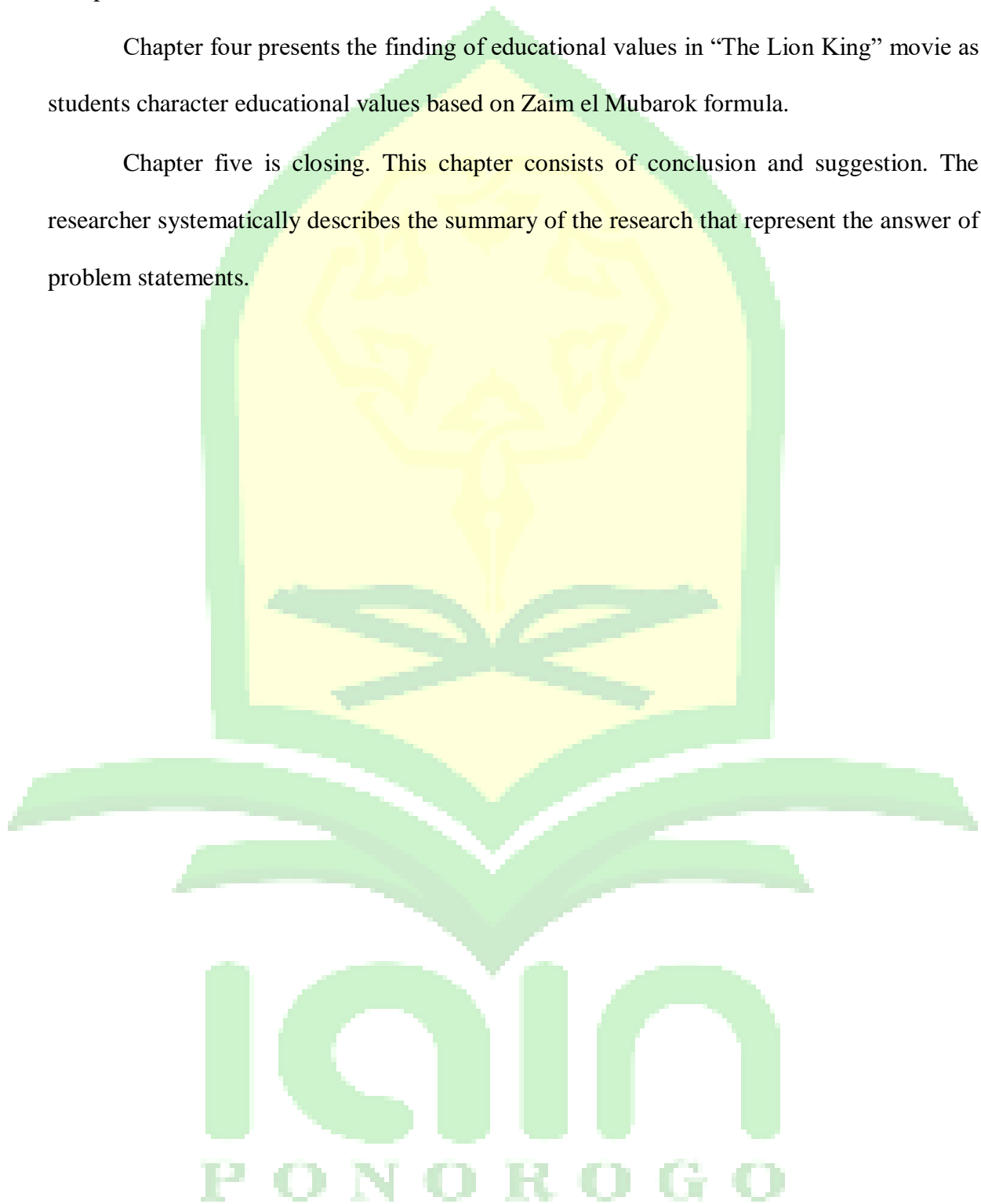
Chapter one is introduction. This chapter consists of background of the study, problem statements, objectives of the study, significances of the study, previous research finding, research method, and organization of the study.

Chapter two is theoretical background. It explains some relevant theories that is used by the writer for this study. It consists theory of character, education, education value, movie, The Lion King movie, and the biography of director.

Chapter three discusses about research method. It consist of research design, data and data source, technique of data collection, validity, technique of data analysis and interpretation.

Chapter four presents the finding of educational values in “The Lion King” movie as students character educational values based on Zaim el Mubarak formula.

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



CHAPTER II

THEORITICAL BACKGROUND

In this chapter, the researcher discusses some theories related to the study. It covers the highlight of character, education, values, character educational values, movie, synopsis of “The Lion King” movie, the biography of director.

A. Character

Character is derived from a Greek word that means, “to mark” as on an engraving. One’s character is an indelible mark of consistency and predictability. It denotes enduring dispositional tendencies in behavior. It points to something deeply rooted in personality, to its organizing principle that integrates behavior, attitudes and values.⁹ In different words, our character is our distinctive mark that differentiates ourselves from others. In other words, our character is our distinctive mark that differentiates ourselves from others. Kevin Ryan and Karen Bohlin have defined people of good character as individuals who know the good, love the good, and do the good.¹⁰

In the story, it must have a character and characterization to support the subject of the story. The character and characterization also cannot be separated from the plot. In the film, the audience always asks and wonders what will happen to the characters. According to DiYanni, the relationship between character and plot can be described as: “Plot and character, in fact, are inseparable; we are often less concerned with “what happened” than with “what happened to him or her.” We want to know not just “how did it work out,” but “how did it work out for them?”¹¹

⁹ William Damon, Richard M. Lerner, K. Ann Renninger, Irving E. Sigel, *Handbook of Child Psychology, volume 4 Child Psychology in Practice*, John Wiley & Sons, 2007, 2.

¹⁰ Ibid, 2

¹¹ DiYanni, R. *Literature: Reading Fiction, Poetry, and Drama*, compact edition. Singapore: McGraw- Hill. 2001. 55

Characters prove to be highly complex objects in a number of ways. They remind one of real persons, but at the same time they seem to consist of mediated signs only. According to Gill, “A character is someone in a literary work who has some sort of identity (it needn’t be a strong one), an identity which is made up by appearance, conversation, action, name and (possibly) thoughts going on in the head.” A character is one of important points in literature.¹² A character has an identity to show the audience with their appearance, conversation, action, etc. Created by the author to represent the message through the character. In a movie, the characters in the movie were played by the actor and actress. In general, when most people are interested in the movie, they see who the actor and actress are who become a character in the movie.

Character is the life of literature. It is the object of curiosity and attraction, liking and dislike, respect and blame (Bennet and Royle 60). The character is an important factor that plays the course of the story. Without the characters, the Story cannot be organized. In a story, there is usually a main character, the protagonist (good character), the antagonist (bad), and a supporting role (another character who helped build a story).

A character can be described as a people or a person who has a poor and oppressed life, but most of the character has the pity of the rich and powerful life. This is because the characteristic of the characters describes a real life in society.

B. Types of Character

To know more about the character, there are four types of character: Flat character, Round character, Static character and Dynamic character. Kennedy and Gioia stated a flat character has only one outstanding trait or feature, or for most a few distinguishing marks.¹³

¹² Gill, Richard. *Mastering English Literature*. Cambridge: Cambridge University Press. 1995. 127

¹³ Kennedy, Pitzer College and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 13th Edition. X. J. University of Southern California. 2010. 78

Besides flat character, there is a round character. Arp and Johnson added that round characters have a complex personality and many-sided; they have the three-dimensional quality of real people.¹⁴ A round character is a character that has many traits in film that he/she represented more than a flat character.

Static character is, “A static character, also known as a flat character, is one who is offered the chance for positive change but who, for one reason or another, fails to embrace it.”¹⁵ Static character is the same as flat character, but static character is part of personality change. The static character can change the personality, but it depends on which character wants it. But above all, the static character is an immutable form from the beginning to the end of the story.

“A dynamic character, sometimes referred to as a round character, is one whose values, attitudes and/or ideals change as a result of the experience the character undergoes throughout the story.”¹⁶ Dynamic character is the same as round character, but dynamic character is part of personality change. A dynamic character is like the development of a character, one of the characters in the movie can change depending on the progress of the story. Audiences can see the change or development of the character from the beginning to the end of the story. Developmental change can be personality, behavior, and attitude.

Based on the clarification of the character, it can be concluded that the partner of the flat character is a round character. Both include the number of traits they have. The flat character only shows one or two strokes while the round character contains more than two flat character strokes. In addition to that, there is the static character and the dynamic character. The static character's partner is the dynamic character. Both include a change in personality. The difference between the two is sometimes static or the more static character cannot change from the beginning to the end of the story as usual. Different with the

¹⁴ Arp, R. Thomas and Greg Johnson. *Perrine's Literature, Fiction*. London: West Group. 2006. 105-106

¹⁵ Gill, Richard. *Mastering English Literature*. Cambridge:

¹⁶ *Ibid*, 75

dynamic character that from the beginning human nature of the personality, they can change depending on the situation they are facing.

According to DiYanni (2001, p.56), characterization can be described as
 “Characterization is the means by which writers present and reveal character.”¹⁷

Characterization is different from character. A character of in the film is created by the characterization, the author brings and renders certain characteristics for the character. Characterization is a method or technique that the author uses to create or develop a character according to what the author wants. The meaning of characterization is also that the author wants to present or show the character in the film so that the audience learn more about the character's personality.

C. Education

Education can be explained as an educational experience that takes place in all circles and throughout human life. According to Mudyaharjo education is all life situations that affect individual growth.¹⁸ Education is any learning experience that has taken place in all settings and for as long as life. This notion implies that education begins with the human being on earth or even from within the womb.

In addition, another goal of education is to improve human resources. One of the ways they use to get and increase their education in their life is through the learning process. There are three types of learning process that we know of, they are formal education, informal education and also non-formal education. Human beings need a universal education, including spiritual and physical education which can give satisfaction or usefulness to humanity, to society and to the public. This education must include ethics,

¹⁷ DiYanni, R. Literature: Reading Fiction, Poetry, and Drama, compact edition. Singapore: McGraw- Hill. 2001.

¹⁸ Hidayat, Ara, Drs, M. Pd. Machali, Imam, M. Pd. Pengelolaan Pendidikan Konsep, Prinsip Dan Aplikasi Dalam Mengelola Sekolah Dan Madrasah. Pustaka Educa. Hal:29

morals, mind and emotion. with goals that have a fully human education can gain knowledge, confidence and safety.¹⁹

According Suparlan Suhartono education is a learning activity take place in long period on live situation.²⁰ Education takes place in any type, form and standard of living, so that it can become individually motivated. The purpose of education also serves as a toll and a means of bringing about changes in human life. In extensive meaning education can be identified the characteristic such as:

1. Lifelong education. It means from one generation to other generation, education is processed without stopped.
2. Education happened in all human live level. It's mean beside education are processed in education itself, education also processed in economic, law, healthy, technology, etc.
3. Education happened in anywhere and anytime.
4. The prime object of education is human cultivation in their live.

According to Michael Farrell, Education is the manner and effort to increase human knowledge, skill also experience to continued their live. Humans in an attempt to maintain the continuation of life bequeathed various cultural values from one generation to the next generation. Consecutively education is impart to knowledge, to inculcate skills to fit people in life and, above all, to help young people develop as full human beings, equipped to lead a good life.²¹

D. Character of Education

According to the Ministry of National Education, "Character education is education that develops the values of the nation's character in students, so that they have values and character as their character, apply these values in their lives, as members of society, and

¹⁹ Hasan Langgulung, *Manusia dan Pendidikan*, Jakarta: Pustaka Al Husna. 1986. 150.

²⁰ Suhartono, Suparlan. Ph. D, M. Ed., *Filsafat Pendidikan*, Jogjakarta: ArRuzz Media. 2009 . 79.

²¹ Michael Farrell, *Foundations of Special Education: An Introduction* (John Wiley & Sons, 2009),2.

citizens who are religious, nationalist, productive, and creative.”²² Thus character education is education that emphasizes the formation of good character in students and that character must be applied in the lives of citizens or in everyday life in everyday life. deviant behavior should be avoided.

Ratna Megawangi said: "Character education is an effort to educate children to make wise decisions and apply them in everyday life, so that they can make a positive contribution to their environment."²³ Character education aims to teach students to behave and make good decisions so that they have a positive impact when in society.

Character education according to Thomas Lickona is education to shape one's personality through character education, the results of which have been seen in the real actions of someone who behaves well, is honest, is responsible, respects the rights of others, works hard and so on.²⁴ From this it can be interpreted that education is a means to change and shape one's behavior to be better in attitude and become a habit.

In simple terms, character education is a positive thing that teachers do and affects the character of the students they teach. This includes examples of how the teacher behaves, the way he or she speaks or conveys the material, how tolerant the teacher is, and other related issues.²⁵ Character education has become an educational movement that supports emotional development and development by schools and governments to help students develop core points of ethical and performance values, such as caring, honesty, expertise, tenacity and fortitude, responsibility, respect for self and others.²⁶

Therefore, character education is a process that guides students to become fully human beings with character in the dimensions of heart, mind, body, taste and desire. Character education can be interpreted as value education, character education, moral

²² Agus Wibowo, Pendidikan Karakter Strategi Membangun Karakter Bangsa ber peradaban, (Yogyakarta: Pustaka Pelajar, 2012), hlm. 35.

²³ Dharma Kesuma, dkk., Pendidikan Karakter Teori dan Praktik di Sekolah, (Bandung: Remaja Rosdakarya, 2011), hlm. 5

²⁴ Heri Gunawan, Pendidikan Karakter dan Implementasi, (Bandung: Alfabeta, 2012), hlm 23

²⁵ Zubaedi, Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan, (Jakarta: Kencana Prenada Media Group, 2011), hlm. 19

^{23 26} Muchlas Samani dan Hariyanto, Pendidikan Karakter : Konsep dan Model, (Bandung: Remaja Rosdakarya, 2012), hlm. 43-44.

education, character education, which aims to develop students' abilities in making good and bad decisions, guarding the good and realizing that goodness in everyday life wholeheartedly. Character education is also interpreted as the teacher's effort to instill values to form a good personality to be applied in all aspects of student life and have a positive impact on the environment. Core character education is an effort to foster sensitivity and social responsibility, build emotional intelligence, and create students who have high ethics.

E. Educational Values

Educational value is the value of education.²⁷ Educational value not only be found in the academic process, it can also be found in any experience. Thus, based on the explanation of the educational value of the above, it can also be interpreted that the educational world has experienced changes towards a more positive model, if the first model is only science education, teaching moral degradation, then education must also be balanced with educational value. Educational value can also define something or a limitation of everything that educates a maturing-oriented person, which has a good or bad character, so it can be useful for human life which can come from the educational process.

According to Zaim El Mubarak, educational values are divided into two groups: There are values of being and values of giving.²⁸ The value of being is a value that is within human beings evolved in behavior and in the way we treat others. This includes:

1. Honesty

Honesty is defined as a human attitude towards something or a phenomenon and tells the information without changing the information. It can also be defined as an attitude or behavior that arises and is based on our deep heart. Honesty is one of the ways people learn to be courageous in confessing, saying, or giving adequate information about facts and reality.

²⁷ Zaim El mubarak. *Membumikan Pendidikan Nilai*. Bandung: Alfabeta. 2008. 12.

²⁸ ²⁸ Ibid, 15-17

The characteristic of honesty is telling the truth when asked a question, not having a wrong attitude, saying what he thinks and thinks is right, even when his friends disagree. He is strong enough to tell others that they are wrong. In this film, honesty can be measured by the affirmation and action that the actor says and does.

2. Brave

Brave is an attitude which appear from the human being and which can be the courage to try things however difficult. Brave can also be defined as an action to fight and maintain something he believed to be right and right with the passage of danger, difficulty, and weakness.²⁹

3. Peace

Peace is harmony in natural human life where there is no enmity or conflict. Peace can be interpreted as a calm and patient attitude. These attitudes tend to accept the opinions of others rather than deny and oppose them. Understand that differences are rarely resolved by conflict and that a person's stubbornness indicates they have a problem or feel insecure, and therefore expect your understanding.

4. Confidence and Potential

Confidence and potential may be a human perspective seems as boundaries awareness of ability. Potential will be outlined as a ready and ready to do one thing that command. The characteristic of trust is to believe in themselves means that confident people believe in themselves and firmly believe that their life is fulfilling a special and important purpose in the world. They certainly know their strengths and have accepted their weaknesses. They are very social. Self-confident people know how to be loved by others and accept compliments and criticism with grace.³⁰

²⁹ Ibid 15-17

³⁰ Ibid 15-17

5. Self-Dicipline and Moderation Self

Discipline can define as a human consistency and consequences level to a commitment or agreement which have relation with the purpose that will be reach. Self-discipline can be divided into physical, mental, financial. Self-discipline can be applied to anything. Self-discipline can be observed when we know the limits in terms of strength of body and mind.

6. Purity

Purity is the condition or quality of being pure; freedom from everything that databases, contaminate, pollute, etc. Example of purity, the virtue of a young girl with strong values. Purity also of the consciousness of maintaining value. Understand the role of life, become aware of the long-term (and prolonged) consequences that it can entail.

The values of giving is that values must be practiced or given which would then be accepted as given. The values of the giving include:

1. Loyalty and Trustworthiness

Loyalty is the state or quality of being loyal, loyalty to commitments or obligations. Loyalty can be shown to family, work, school, and organizations and other institutions for which we are responsible Faithful people generally ready to support, ready to serve, ready to help, and trustworthy in holding consistent promises. To be trustworthy is to be honest, to be trustworthy, to have the courage to do what is right, to build a good reputation, to be loyal.³¹

2. Respect

Respect is a way of treating or thinking about something or someone. It can also be defined as acting in a way that shows that you are aware of your rights, desires, etc. some. Respect can be applied for property rights, respect for father and mother, respect

³¹ Ibid 15-17

for elders, respect for nature and respect for the beliefs and rights of others civil and polite behavior. Characteristics of respect are treating others with respect, being tolerant and accepting of differences, showing good manners, not speaking badly, being respectful of the feelings of others, not threatening, hitting or hurting anyone be it, deal peacefully with anger, insults and disagreements.

3. Love and Affection

Love and affection is a positive feeling that you can have or express for other people or things. Affection is defined as a feeling of sympathy and caring for someone or something. Love is more than just loyal and respectful. Love can be shown to dear friends, dear to the neighbor, who also loves to hate us. And it emphasizes the lifelong responsibility of telling the family.³²

4. Sensibility and Not selfishness

Selfishness is a feeling in which one cares and considers others. Non-selfish is an attitude that cares more about others, learns to feel unity and compassion towards others. Selfish generally manifested by empathy, tolerance and brotherhood. Sensitive is having a sharp mind or emotional sensitivity, aware of responding to the feelings of others.

5. Kind and Friendly

Kindness is a good attitude to have people towards other people or things. It is aware that the friendly and caring attitude is more commendable than the rude and harsh attitude. It can be manifested by tenderness, especially towards the youngest or the weakest. Able to make new friends and maintain friendships.

6. Fair and Humanist

Fairness is about treating someone fairly or reasonably, or treating a group of people equally and not letting personal opinion influence judgment. On the other hand, it is fair to define how to agree with what you think is right or acceptable. Who is

³² Ibid 15-17

human is characterized by tenderness, compassion and sympathy for people or things. The view of natural consequences and the law of cause and effect Appreciate the generous and indulgent attitude and understand that revenge is unnecessary.

The values that can be found in the literature are the same as the value of life. For literature, the best thing is life. It's not just about life, it's life itself.³³ This means that when we watch a movie or read a novel, we are looking at the values included in the movie or novel. The values found in the film can and should also be represented in our lives. Education in values will help the student to realize it, to experience it and to place it fully in his own life. Values education focused on character, values, norms and morals. Character is the result of inner character. Inner character is based on morality.³⁴

Poerwati³⁵ argued that the value of education in the national character can be obtained by accustoming the student to moral values and accustoming him to the national character. In case of emphasizing character education, Pusat Kurikulum on Pengembangan dan Pendidikan Budaya & Karakter Bangsa: Pedoman Sekolah year 2009 identified eighteen values that sources from religion, Pancasila, culture, and the goal of national education.³⁶ The eighteen character values are mentioned below:

1. Religious. Obedient attitude and behavior in performing the religion they belief, tolerance with other religion, and make a harmony life with other religion.
2. Honest. Behavior based on efforts to be trusted human.
3. Tolerance. Appreciates different religion, ethnic, opinion, attitude, and different behavior.
4. Discipline. An action that always shows orderly and obedient in any regulations.

³³ Chase, Mary Ellen. *Values in Literature*. Boston, USA: Houghton Mifflin Company. 1965. 1.

³⁴ Muslich Masnur, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: PT Bumi Aksara, 2011. 89

³⁵ Loekloek Endah Poerwati, *Panduan Memahami Kurikulum 2013*, (Jakarta: Prestasi Pustaka Jaya, 2011. 112

³⁶ Pusat Kurikulum, *Pedoman pelaksanaan pendidikan karakter; berdasarkan pengalaman di satuan pendidikan rintisan*, (Jakarta: Kementerian Pendidikan Nasional; Badan Penelitian dan Pengembangan; Pusat Kurikulum Perbukuan, 2011, 109

5. Hard working. Behavior that shows an effort to solve any obstacles in learning activity.
6. Creative. Thinking and doing to create something new or a new result from something had been owned.
7. Independent. Be able to do his/her own work by his/her self, not depend on the others.
8. Democratic. Realize that people has the same right and obligation.
9. Curiosity. Always curious about what he/she learns and try to find something widely and deeply.
10. National spirit. Take a place on national importance than self or group importance.
11. Love homeland. Behavior and attitude that show up the loyalty, care, and respect to the language, environment, politic, social, and culture.
12. Appreciating achievement. Behavior and attitude that push up to create something useful for others, appreciates and respects to other people achievements
13. Friendly. Like to communicate and corporate with others.
14. Love peace. Always make people happy, comfort, and safe of his/her existence.
15. Like to read. Manage a time for reading many books.
16. Environmental care. Behavior and attitude that always take care and prevent environmental damage and have an effort to repair environmental damage.
17. Sociality. Behavior and attitude that always want to help others.
18. Responsibility. Doing the duty and the obligation that should be done.

According to the above explanation, the researcher can conclude that the educational values are not only achieved in the formal classroom, but can also be found everywhere, for example in the movie.

F. The Definition of Movie

Literature has many forms; these are poetry, novels, comics, soap operas, electronic literature, graphic novels, films or films, etc. Movies, also known as movies or films, are one of the most popular forms of entertainment. Cinema or cinema is both an art and a business. it's art because it's made by creative people with vision and passions. The movie art form is in many ways a composite of all others, including writing, performance, visuals, sound, music, and design. Some of the most important artists of our time have chosen cinema as a means of communication.³⁷

Movie is also a business because most films are made for profit. Movies cost a lot of money to make, and the people and companies that make them often do so in the hope of great fame and fortune (Encyclopedia Knowledge). A movie gives us the illusion of movement and sound and suspends our disbelief to provide a fun and engaging experience for the viewer. The movie presents us with a story or a narrative that is reconstructed through the interaction of the characters. it can be argued that the cause-and-effect relationship in a movie is largely governed by the actions of the characters that cause events to change. It is said that characters are the agents of cause and effect relationships.³⁸

Movie is one of the audiovisual media that can be used to build attitude, emotion and change issues. Movie is a means of communication rich in social implications, created in different social, historical and cultural contexts.³⁹ According to Champbell and Shafto movie has the power to transport your mind from the narrow, impersonal bore of an magnetic resonance imaging (IMR), magnet sound, and language.⁴⁰ The movie consists of a plot and the characters take on the role of actors playing a story. The story of a movie can be thought of as the "original" story that a director or screenwriter had in mind that only

³⁷ Michael Rabiger. *Directing Film, Techniques And Aesthetics*. Third Edition. British: Burlington, MA. 2008.56

³⁸ Bordwell, D. & Thomson, K. *Movie art: An introduction*. New York: McGraw-Hill Companies. 1997

³⁹ Afdilila, M. *The moral values of social dialect in hamlet movie*. Semarang: UINWalisongo. 2015

⁴⁰ Campbell, L. K., Sahafo A. M., Wright, P., Tsvetanov, K. A., Geerligs, L., Cusack, R., Cam-Can, & Tyler, L. K. *Idiosyncratic responding during movie-watching predicated by age differences in attention control. Neurobiology of Aging*, 36, 3045-3055. 2015

considers important events that occur in order for a movie's narrative to progress.⁴¹

The movie tells a story and has existing (characters, objects and places) and events. in this work, cinematic events describe events common to most films, for example. action, dialogue, suspense and emotional events. His plot can manifest itself in many ways and can be seen as his speech. When we talk about "going to the movies" we almost always mean that we will see a narrative film, a film that tells a story.⁴² Therefore, the film can be seen as a narrative and therefore we can say that it conforms to the narrative theory.

1. Movie as an Educative Media

Movie is one of the media that can educate people and allow them to improve their understanding on a specific subject although it is visual. Movie is a medium that has an important influence as a tool for disseminating information and conveying messages to the public or to individuals. Messages can be positive or negative depending on the audience, as the film shows the audience through viewing. According to Yousuf and Dadabhoy movie is able to show the audience an image therefore can present themselves to the viewers lucidly.⁴³ Most people clearly understand the message of the film, but some people find it difficult to engage. One of the messages we get in the film is about moral values.

"Moral value between sensual value and aesthetic value on an equal footing. Some non-moral values, for example that of fishing, are subject to transmutation of means into ends, and some curse in other ways. But this is particularly so with moral values: some curse the transmutation of means into ends, by training, and some perhaps require no training. Moral training has been neglected or has been shown to be feasible. Their value order has remained in such a state that these people are on the verge of

⁴¹ Vassiliou, A. *Analysing movie content: A text-based approach*. Surrey: University of Surrey Guildford. 2006

⁴² ⁴²Bordwell, D. & Thomson, K. *Movie art: An introduction*. New York: McGraw-Hill Companies. 1997

⁴³ Yousuf, M. S & Dadabhoy, K. (2013). The use of movie for teaching social values in English Classes at Elementary Level. *Journal of Elementary Education* (23).1.41-52

maximizing their satisfactions by preying on our good self-betrayal behavior. Moral values tend, by their social character, to be more uniform from one person to another, within a culture, than many sensual and aesthetic values ".⁴⁴

Usually, watching a movie can give us inspiration, morale, education, and motivation. The writer hopes viewers can see the bright side and take it to involve their lives. There are many characteristics that can be demonstrated in the use of film as a teaching aid for teaching, as follows:⁴⁵

- a. Movie can describe process.
- b. Movie can arouse impression of room and time.
- c. The pictures are three dimensions.
- d. The sound can arouse reality of pictures in form of nature expression.
- e. Movie can tell expert's voice while watching the appearance.
- f. Colored Movie can add reality of object which is practiced.
- g. Movie can show scientific theory.

2. Movie and Its element

The film gives visual communication reproduced using moving strokes and sounds. The film is a way of telling stories that contains a social, historical or cultural context. Denasi believes that a film juxtaposes dialogue, music, scenery and action in a visual narrative way that makes them aesthetically powerful.⁴⁶ A good movie, according to Rabiger, is a movie that can really get us to experience new conditions and explain in our hearts and minds.⁴⁷

He also argued that films generally project us into the predicament of a mental character. This is due to the desire of the main viewers to experience the world of

⁴⁴ Goldman, A.I & Kim, J. *Values and moral*. Holland: D. Reidel Publishing Company. 1978

⁴⁵ SudarwanDanim, *Media Komunikasi Pendidikan*, Jakarta: Bumi Aksara, 1995 19

⁴⁶ Danesi, Marcel. *Pesan, Tanda, dan Makna: Buku Teks Besar Mengenai. Semiotika dan Teori Komunikasi*. Yogyakarta: Jalasutra. 2004

⁴⁷ Michael Rabiger. *Directing Film, Techniques And Aesthetics*. Third Edition. British: Burlington, MA. 2008

others. A film is made up of several elements which are the story, the theme, the plot and the setting. First of all, the story is part of the elements of the film. History is a tale of something that happened. A story can be a fantasy, a fact or a tradition.

Secondly is theme. According to Peck and Coyle "theme is the large idea or concept it is dealing with".⁴⁸ By theme, we can imagine that it must be expressed in the form of expression as an implication of the whole story, but it cannot tell us the separability of the story. By understanding the theme, we can accommodate the core of the content. Making the theme interesting will make people curious to watch the whole story.

Thirdly is plot. Based on Michael Rabiger (2008) plot is a sequence of incidents or events of which a story is composed.⁴⁹ It is often crafted with a narrative structure or plot, which includes conflict, escalation of action, and climax. The fall of action and resolution ensues. This is the rendering and sorting of the events and the story section. The plot is often depicted as a zigzag line to represent the rise and fall of the action. On the other hand, the plot consists of what happened in the story, such as the conflicts that occurred.

Fourthly is setting. Bordwell said that filmmakers can possibly control setting by many ways like selecting an already existing locale in which to stage the action.⁵⁰ The locations may vary in shooting a movie. According to Rabiger the overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode or scene within a work is the particular physical location in which it takes.⁵¹ On the other hand, the setting is very important in the film. This could be where the character lives and when they live. The setting is made up of the physical details of the place, time and

⁴⁸ Peck, John and Martin Coyle. *How to Study Literature :Literary Terms and. Criticism*. London: Macmillan Education Limited.1989

⁴⁹ Michael Rabiger. *Directing Film, Techniques And Aesthetics*. Third Edition. British: Burlington, MA. 2008

⁵⁰ Bordwell, David. *On the History of Movie Style*. Cambridge, Mass.: Harvard University Press, 1997

⁵¹ Michael Rabiger. *Directing Film, Techniques And Aesthetics*. Third Edition. British: Burlington, MA. 2008

social context that influence the actions of the characters. Often, the setting also evokes an ambiance or atmosphere, foreshadowing an upcoming event.

The fifth is the character. Based on the titles, the font refers to the people created by the authors to inhabit their stories. The character must be believable and consistent. Being believable doesn't mean all of the characters are like the people we've met, but they are believable within the context of the story. Peek and Coyle in *Literature Term and Criticism* said that the people in play/drama/movie are referred to as character.⁵² Characters are the people involved in what happens in a story. The main character can generally be called a protagonist or a hero; he or she often conflicts with the antagonism or villain.

3. Genre Of Movie

The term, "genre" is very often, a vague way to identify a movie because there are really no fixed boundaries. The movie? genres were identified and the results for the movies in each genre were compared to see if communication behaviors were portrayed differently across genres. One can only assume that a movie in the action genre portrays different behaviors than a movie in the comedy genre, especially if that comedy is a romantic one. The fact that movie is often made using different target audiences suggests that they would do so in different ways. Also, whether the emphasis of the movie is on people taking action and saving the day or people forming and maintaining relationships should have an impact on the nonverbal communication portrayed between characters.⁵³

To clearly frame the fiction, narrower categories of popular fiction target a specific audience. These different categories of fiction, which are briefly described in the following sections, are classified as a group as a genre of fiction. Each type of genre

⁵² Peck, John and Martin Coyle. *How to Study Literature : Literary Terms and. Criticism*. London: Macmillan Education Limited. 1989

⁵³ Michael Rabiger. *Directing Film, Techniques And Aesthetics*. Third Edition. British: Burlington, MA. 2008

has its own set of rules and conventions, they are; action, adventure, comedy, drama, crime, horror, fantasy, romance, thriller, animation, family and war.⁵⁴

According to Filmy Keeday adventure movie usually exciting stories, with new experience or exotic locales, very similar to or often paired with the action movie genre.⁵⁵ In this genre it is films with excitement, danger and risk mainly in scripts in a fictional story. These movie have a protagonist who is generally in a conquest or exploration. If they are in conquest, it is to find someone or a treasure, but still. The movie focuses on the search for the unknown of the protagonist. Movies of this genre almost always use exotic locations and settings while playing on historical myths. They often incorporate complex and suspensive obstacles that the protagonist must overcome to achieve his goal.

Comedy movies are light-hearted stories that are coherently and purposefully crafted to entertain and provoke laughter by exaggerating the situation, language, action, relationships, and characters. The main concern of this film is given to humor of all kinds. in this category, there is an average of the gray scale near the center of the gray scale, with a large standard deviation.⁵⁶ This indicates a uniform distribution of light. The movie genre "Comedy" relies on humor as a driving force to advance the plot. Comedy movies are made to evoke audience laughter through humorous action and dialogue through its characters. While it's true that a comedy can contain serious material, it usually ends with a happy ending.

Comedy includes two types, romantic comedy and the clown comedy.⁵⁷ A Romantic Comedy is a romantic relationship-focused film, with characters who overcome problems by subduing or rejecting love, which portray the struggle for supremacy and status between men and women. The second type of comedy, clown

⁵⁴ Filmy Keeday (n.d). Retrieve on Mei 10, 2019, from www.filmykeeday.com

⁵⁵ Filmy Keeday (n.d). Retrieve on Mei 10, 2019, from www.filmykeeday.com

⁵⁶ Shah, M., Rasheed, Z. (n.d). Movie genre classification by exploiting audio-visual of previews, 1-5

⁵⁷ Gehring, W. D. Clown comedy. In W. D. Gehring (Eds.), *Handbook of American movie genres*. New York: Greenwood Press. 1988

comedy, contains one or more cartoon characters around which the often weak plot revolves.⁵⁸ A single clown often uses another character, usually a very direct and focused individual to bounce their humor.

Usually the drama is combined with other genres. Dramas are serious, story-driven presentations that portray realistic characters, settings, life situations, and stories that involve intense character development and interaction. Usually dramas don't focus on special effects, comedies, or action. the largest cinematic genre, with many subsets. In this genre, emotions and family relationships are shown with the utmost importance. Dramas focus on the plot and the storyline, focusing on the concern for the situation and the plot.⁵⁹

Crime movie are developed around the sinister actions of criminals or gangsters, especially bank robbers, gangsters or ruthless thugs who have operated outside the law, stealing and killing their way through life. This genre centers on the actions of some criminal mind, often chronicling the rise and fall of the criminal. Some movies of this genre revolve around the victim of the criminal, while other movies focus on a protagonist chasing the criminal. A fast paced genre, the movie "Crime" may contain a bit of mystery arising from the plot, the character, or both. The subgenres of the movie genre "Crime" use different viewpoints, regarding the crime they contain. The film is based on any type of crime.⁶⁰

Horror movies are designed to scare and invoke our worst hidden fears, often in a terrifying and shocking ending, while at the same time captivating and entertaining us in a cathartic experience. This movies based on ghosts, spirits, black magic to scare you. Movies of this type have an average gray scale value towards the dark end of this

⁵⁸Gehring, W. D. Clown comedy. In W. D. Gehring (Eds.), *Handbook of American movie genres*. New York: Greenwood Press. 1988

⁵⁹ Elsaesser, T.. *Tales of sound and fury: Observations on the family melodrama*. In B. K. Grant (Eds.), *Movie genre reader II* (pp. 350-380). Austin: Texas Press. 1995

⁶⁰ Filmy Keeday (n.d). Retrieve on Mei 10, 2019, from www.filmykeeday.com

existence and have a low standard deviation. This is due to the director's frequent use of dark tones and soft lighting.⁶¹

Romance is love stories. The novel is a popular cinematic genre in which audiences are able to assess and apply the life lesson to which they are exposed in their relationships.⁶² The plot normally revolves around a seemingly insurmountable obstacle that prevents the love between the two protagonists of the film. Romantic dramas often end with the two protagonists in love breaking up because they simply cannot overcome the obstacle, realizing that they are incompatible or simply because of fate. Another genre is the movie is the thriller. The plot of the movie is based on a thrilling story with an angle of suspense come under this genre.

Family movies are a genre that limits the content suitable for young viewers. Family films aim to appeal not only to children, but to a wide range of ages.⁶³ While the plot may appeal to a younger audience, the movies has elements aimed at adults, such as witty lines and humor.

The animated movie genre extends its scope to clay animation and computer-generated animation. This kind of movie also features animation and sometimes animated characters. Initially, the movie of this genre consisted only of movie made in 2D animations.⁶⁴ Movies of this genre lend themselves to the law of universal metamorphism, that is, anything goes. Many animated movies lean towards action or farce.

⁶¹ Shah, M., Rasheed, Z. (n.d). Movie genre classification by exploiting audio-visual of previews, 1-5
 Jayasainan, A. Y., Hassin, H., Khalid, N. L. An analysis of youth perception on women in a Malay romance film. *Procedia Social and Behavioral Sciences*, 155, 422-427. 2014. 123

⁶² Jayasainan, A. Y., Hassin, H., Khalid, N. L. *An analysis of youth perception on women in a Malay romance film*. *Procedia Social and Behavioral Sciences*, 155, 422-427. 2014. 123

⁶³ Jayasainan, A. Y., Hassin, H., Khalid, N. L. *An analysis of youth perception on women in a Malay romance film*. *Procedia Social and Behavioral Sciences*, 155, 422-427. 2014. 124

⁶⁴ Jayasainan, A. Y., Hassin, H., Khalid, N. L. *An analysis of youth perception on women in a Malay romance film*. *Procedia Social and Behavioral Sciences*, 155, 422-427. 2014. 125

4. The Lion King Movie

The lion king is one of movies that has a lot of character educational values for the audience. From Walt Disney Pictures and director Jon Favreau, In the Pride Lands of Africa, a pride of lions rule over the animal kingdom from Pride Rock. King Mufasa's and Queen Sarabi's newborn son, Simba, is presented to the gathering animals by Rafiki the mandrill, the kingdom's shaman and advisor. Mufasa shows Simba the Pride Lands and explains to him the responsibilities of kingship and the "circle of life", which connects all living things. Mufasa's younger brother, Scar, covets the throne and plots to eliminate Mufasa and Simba, so he may become king. He tricks Simba and his best friend Nala (to whom Simba is betrothed) into exploring a forbidden elephants' graveyard, where they are attacked by spotted hyenas led by Shenzi, Kamari, and Azizi. Mufasa is alerted about the incident by his majordomo, the hornbill Zazu, and rescues the cubs. Though upset with Simba, Mufasa forgives him and explains that the great kings of the past watch over them from the night sky, from which he will one day watch over Simba. Meanwhile, Scar visits the hyenas and manages to convince them to help him overthrow Mufasa in exchange for hunting rights in the Pride Lands.

Scar sets a trap for his brother and nephew, luring Simba into a gorge and having the hyenas drive a large herd of wildebeest into a stampede that will trample him. He informs Mufasa of Simba's peril, knowing that the king will rush to save his son. Mufasa saves Simba but ends up hanging perilously from the gorge's edge. Scar refuses to help Mufasa, instead of sending him falling to his death. He then convinces Simba that the tragedy was Simba's own fault and advises him to leave the kingdom and never return. He orders the hyenas to kill the cub, but Simba escapes. Scar tells the pride that both Mufasa and Simba were killed in the stampede and steps forward as the new king, allowing his three hyena minions and the rest of their large pack to live in the Pride Lands.

Simba collapses in a desert and is rescued by Timon and Pumbaa, a meerkat and warthog, who are fellow outcasts. Simba grows up in the jungle with his two new friends and other animals, living a carefree life under the motto “hakunamatata” (“no worries” in Swahili). Now a young adult, Simba rescues Timon and Pumbaa from a hungry lioness, who turns out to be Nala. She and Simba reunite and fall in love, and she urges him to return home, telling him that the Pride Lands have become a drought-stricken wasteland under Scar’s reign. Feeling guilty over his father’s death, Simba refuses and storms off. He then encounters Rafiki, who tells him that Mufasa’s spirit lives on in Simba. Simba is visited by the ghost of Mufasa in the night sky, who tells him that he must take his rightful place as king. Realizing that he can no longer run from his past, Simba decides to return to the Pride Lands.

Aided by his friends, Simba sneaks past the hyenas at Pride Rock and confronts Scar, who was about to fight Sarabi. Scar taunts Simba over his role in Mufasa’s death and backs him to the edge of the rock, where he reveals to him that he murdered Mufasa. Enraged, Simba reveals the truth to the rest of the pride. Scar attempts to defend himself, but his knowledge of Mufasa’s last moment (despite having previously claimed that he arrived too late at the gorge) exposes his role in Mufasa’s death. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fend off the hyenas while Scar, attempting to escape, is cornered by Simba at the top of Pride Rock. Scar begs for mercy and attempts to blame the hyenas for his actions; Simba spares his life but orders him to leave the pride Lands forever. Scar refuses and attacks his nephew, but Simba manages to toss him from the top of the rock. Scar survives the fall but is attacked and killed by the hyenas, who overheard his attempt to betray them. Afterwards, Simba takes over the kingship and makes Nala his queen.

Later, with Pride Rock restored to its usual state, Rafiki presents Simba and Nala’s newborn cub to the assembled animals, continuing the circle of life.

CHAPTER III

METHODOLOGY OF RESEARCH

In this chapter, the writer explains about research methodology which consists of researches method, data source, technique of collecting data and technique of analyzing data.

A. Research Method

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 analyze information so that the researcher can come to some conclusions.

B. 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.⁶⁵ Another definition of research design is all of the researcher's plan and strategy to answer research problems of study.⁶⁶ The choice of which design to apply depends on the nature of the problems posed by the research aims.⁶⁷

In this study, the researcher used descriptive qualitative method to describe character educational value inside The Lion King movie and presented it as students character building. Descriptive qualitative method was serving to describe or analogy something and it deals the meaning of thing and view of meaning is associate.⁶⁸ According to Lexy Moleong, Qualitative method is data in the form of written or oral word are descriptively analyzed, which does not include any calculation or numeration.⁶⁹ In addition, Aminuddin stated that qualitative method

⁶⁵ John W. Creswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 4th edition, (USA: SAGE Publication, 2011), 3.

⁶⁶ Dwi Sulis Setyoasih, "Analysis of Moral Values In "Aesop's Fable" Towards Children's Character Building," 34.

⁶⁷ Nicholas Walliman, *Research method: the basics*, 9.

⁶⁸ Lexy J. Moleong, *Metode penelitian kualitatif*, (Bandung: Remaja Rosdakarya, 2011).

⁶⁹ Lexy J. Moleong, *Metode penelitian kualitatif*, 3.

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.⁷⁰

C. Data and Source of Data

Data are information or fact that can be analyzed.⁷¹ They are classified into several kinds such as word, behavior, written document, photos, and statistics data.⁷² Moreover, data source according to Donald Ary is divided into two kinds. Namely primary source and secondary source.⁷³ Primary data is data sources that directly provide data to researcher.⁷⁴ In addition, Khotari defined primary data as data that collected afresh and for the first time, and thus happened to be original.⁷⁵ While Secondary data are written sources that interpret or record primary data, which tend to be less reliable such as news bulletins, magazines, newspapers, documentaries, advertising, the Internet etc.⁷⁶

When analyzing The Lion King movies, there are two data sources for analysis: The Lion King movie videos and subtitle files. The main source of data is the video "The Lion King". Movie video file downloaded <http://rebahin.com/> The film becomes the object of analysis when the writer follows the actions of the main actor and all the characters in order to find out the educational values of the characters in the The Lion King script. The secondary data source is the subtitle file downloaded from www.subscene.com The writer will add it to the media player app where the educational values of the characters in the film will be discussed in the film.

D. Data Collection Technique

Data collection methods allow us to systematically collect information about the subjects of our research (people, objects, phenomenon) and the situations in which they arise. Thus, the data in this study represent statements that have educational value for the

⁷⁰ Aminuddin, *Pengembangan Penelitian Kualitatif dalam Bidang Bahasa dan Sastra*, (Malang: Yasasan Asah Asih Asuh (YA3)), 22.

⁷¹ Victoria Bull, *Oxford learners pocket dictionary*, (UK: Oxford University Press, 2008), 113

⁷² Lexy J. Moleong, *Metode penelitian kualitatif*, 157

⁷³ Donald Ary, et al., *Introduction to research in education*, (USA: Thomson Learning, 2010), 435

⁷⁴ Hardani, et al., *Metode penelitian kualitatif dan kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), 121

⁷⁵ Khotari, *Research methodology: methods and techniques* 2nd revised edition, (Jaipur: New Age, 2004), 95.

⁷⁶ John W. Creswell, *Research method: qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publication, 2014), 71.

characters in The Lion King. Film script according to Ari et.al⁷⁷, this technology can be used as a source of data such as audio, films, visual digital documents, and so on data sources.

According to Tanzeh⁷⁸, the data collection methods are standard and systematic procedures for collecting the necessary data. Hence, the data collection method here is just a way of collecting information. In fact documentary engineering is a method of collecting data dan data in general from, transcripts, books, newspapers, magazine, scripts, etc. in conducting this research, the writer used documentary methods to collect data, taking data from reading scripts and viewing images of The Lion King movie. In this research, the writer took the following steps to collect data. These steps will be performed by an influential observing technique writer. To collect data, you must perform the following steps:

1. Load the movie script.
2. Watch movies more than once.
3. Read and observe the script dialogue.
4. Collect data by watching films and try to get a deep understanding and look for all expressions.
5. Classify them according to the educational value categories of the individual according to the Zaim El Mubarak.
6. Select each sentence of the film about the educational value of the character.

E. Data Analyze 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. In this research, the writer used content

⁷⁷ DonalAry, et al., *Introduction to Research in Education(Eighth Edition)*, 494

⁷⁸ Ahmad Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta: Teras, 2011), 83

analysis to analyze 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. Content analysis also defined as a technique for analyzing the text and context inside books, newspaper, film and other sources.

F. Validity

According to Ary, et. al,⁷⁹ validity concerns with the accuracy or truthfulness of the findings. The term most frequently used by qualitative writers talk over with this characteristic is credibility. Structural documentation as a method through that multiple of information are relating to one another to support or contradict the interpretation and analysis of a state of affairs. the utilization of multiple sources of data, multiple observers, or multiple strategies is brought up as triangulations technique.

Triangulation is well known strategy to shore up the internal validity of a study. Merriam proposes four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging finding.⁸⁰ In the validity of the analysis data, the writer used a variety of theories. In this case, the author used several theories in data analysis to elucidate valuable aspects of personality learning. After analyzing the data, the writer decides to conclude whether the character nurturing values shown in the film are chosen or not.

In order to get trustworthiness of data analysis, the researcher uses structural corroboration in order to make the data credible. In analyzing the data, the writer uses kinds of character educational values from Zaim El Mubarak (2008) educational values are divided into tw groups. They are values of being and values of giving. The values of being includes of honesty, brave, peace, confidence and potential, self-dicipline and moderation self, purity. Then values of giving includes of loyalty and truthworthiness,

⁷⁹ Donal Ary, et al., *Introduction to Research in Education(Eighth Edition)*, 499

⁸⁰ Sharan B Meriam, *Qualitative Research; A guided to designand implementation*, (USA: Jossey Bass; A willey imprint, 2009), 215

respect, love, and affection, sensibility and not selfishness, kind and friendly, fair and humanist. Here, methods triangulation that is used by the writer is watching the movie, reading the movie script, and looking at the picture of the movie. Related to the dependability in this research, in order to make the data is reliable, the writer also uses corroboration as explained above.

G. Technique of Data Analysis and Interpretation

In this research, the writer uses a content analysis method in which the writer tries to analysis the data and identify each statement using the educational values of the individual. The data writer then answers the two data analysis research questions above.

According to Sugiyono, data analysis is an action that occurs after data has been collected from sources.⁸¹ Data analysis is that the method of consistently applying to explain and illustrate the information. As expressed by bogdan in Sugiyono, data analysis is the process of systematically looking out and transcription the interview transcript, field notes, and alternative materials that you simply accumulate to extend your own understanding of them and to modify you to gift what you have got discovered to others.⁸² In this case, the writer analyzes the information primarily based totally at the concept of Zaim El Mubarak components that explains approximately person instructional values.

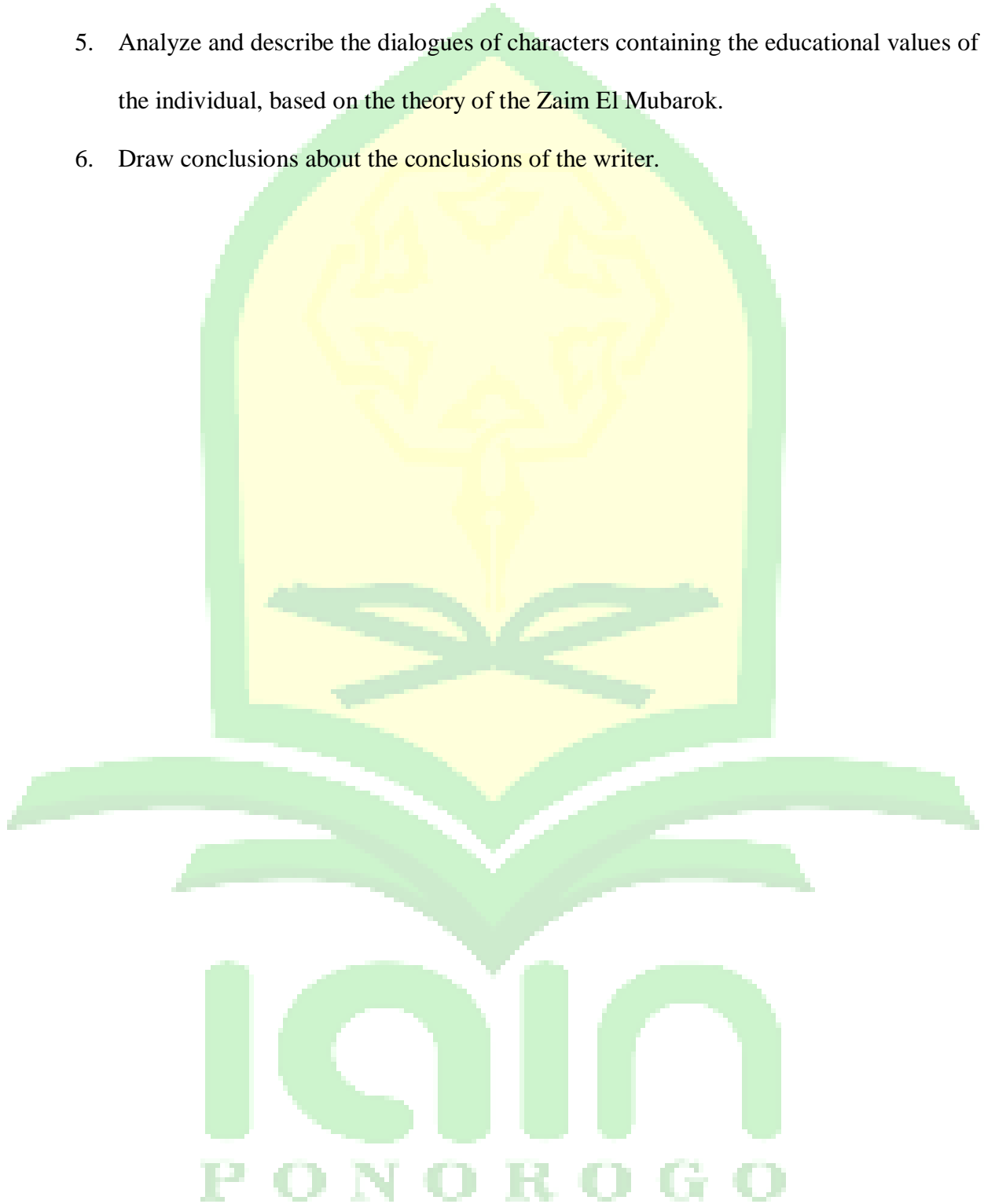
In undertaking this research, the writer gives a few approaches to investigate the facts as following:

1. Watch and understand The Lion King's by Jon Favreau.
2. Read the script for The Lion King's by Jon Favreau.

⁸¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), 207

⁸² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), 334

3. Find the character dialogue data that contains the educational value of characters from the script for The Lion King's by Jon Favreau.
4. Highlight character sentences that contain educational character meanings.
5. Analyze and describe the dialogues of characters containing the educational values of the individual, based on the theory of the Zaim El Mubarak.
6. Draw conclusions about the conclusions of the writer.



CHAPTER IV

DATA DESCRIPTION

This section would discuss the results of the research and discussion of the research. The research results are discussed based on three problem formulations through the analysis stage. The formulation of the problem in this study refers to Educational Values Are Found in The Lion King's Movie, the Percentage of Educational Values Are Found in The Lion King's Movie, and The Implication of Character Educational Values in The Lion King's Movie. Meanwhile, the discussion section would discuss the relationship between research results. with the theory and results of previous research. The data are presented as follows.

A. Educational Values Are Found in The Lion King's Movie

Educational value is an educational value in the movie that is used as learning material for the audience. Movie is a picture of life that definitely has things to learn. It is intended that in addition to functioning as entertainment media, movies also function as educational media. In this study, the object of the research was The Lion King's Movie as an analysis material regarding the educational values contained. Researchers have succeeded in analyzing five types of educational values of being contained in The Lion King's Movie. The five types are Brave, Peace, Confidence and Potential, Self-Discipline and Moderation Self, and Purity. Researcher also found the types of educational values of giving contained in The Lion King's Movie. These types of educational values are in line with the theory of Mubarak (2008) that divided educational values into two parts, education values of being and educational values of giving. More detailed data can be seen as follows:

1. Educational Values of Being

The value of being is a value that is within human beings evolved in behavior and in the way we treat others (Mubarak, 2008). Teori tentang educational values of giving

terbagi menjadi enam yaitu Honesty, Brave, Peace, Confidence and Potential, Self-Dicipline and Moderation Self, and Purity. However, in this study there are no educational values in the honesty category because the learning in this film focuses on identity and struggle. So that the educational values honesty category does not appear in this movie. More detailed data can be seen as follows:

a. Brave

The first value contained in this movie is brave. Brave leads to the cultivation of values between characters that instill the courage that every human being must possess. So it is very important to instill courage in children. This is in accordance with the theory from Mubarok (2008) regarding the educational values of the brave category. According to Mubarok (2008) Brave is an attitude which appears from the human being and which can be the courage to try things however difficult. Brave can also be defined as an action to fight and maintain something he believed to be right and right with the passage of danger, difficulty, and weakness. The planting of this value is carried out by several characters, namely the characters of Simba, Sarabi, Nala and Pumba. In this movie, it was found that there were 5 data containing educational values in the brave category. The presentation of the data is presented as follows:

Data 1

Simba : I just wanted to show you I could do it. That I could be brave like you. (00:31:22)

In the data above, there is an education value with the category of brave through a quote spoken by Simba. The dialogue in the data shows that there was a situation where at that time Simba had just violated what his father had forbidden. He said “I just wanted to show you I could do it.” Which he wants to show his father that he can face his own world without having to depend on his father. In addition, he

also said "That I could be brave like you" in which he showed that he wanted to have a brave attitude like his father.

Data 2

Nala : We have to do something, Sarabi. We have to fight!

Sarabi : Nala. Scar is the king.

Nala : But you are our queen! We should leave before it's too late!

Sarabi : We must all stay together and protect the Pride Lands. This is our home. We must never abandon it. (01:01:27)

The existence of education values is again shown in the data above. In the dialogue excerpt, it can be seen a scene that shows two characters, namely Nala and Sarabi. Where Nala is described as a character who has the spirit of courage in opposing their new king, Scar. She insists to Sarabi that they all must bravely oppose Scar in order to protect the Pride Lands, their home. Through this description, it is clear that data 2 contains education values that are in the brave category.

Data 3

Nala : So, what are you gonna do?

Simba : My father once told me to protect everything the light touches. If I don't fight for it, who will? (01:29:53)

Simba in the quote above explains to Nala that his father once advised Simba to always protect everything that is touched by the light, which means being touched by light, namely the kingdom that Simba will rule later. But there is a brave value shown by Simba. This can be seen in the quote "If I don't fight for it, who will?". She made a rhetorical question about who would dare to fight for him if not Simba.

Data 4

Nala : (continued) Your reign is over, Scar. Simba is the rightful king! If you wanna get him, you have to get through us. Are you with me, lions? (01:33:42)

Nala in the dialogue data quote above expressed her courage to oppose the king who was in power at that time, Scar. She declares to Scar that his reign has ended, not only that she also says that Simba is the rightful king. This courage can be seen in the quote "If you want to get him, you have to get through us." Which he dared to sacrifice for the new legitimate king. With this, it can be concluded that data 4 contains education values in the brave category.

Data 5

Pumbaa : It sounded a lot like he just said "chubby". Which would be a mistake because... I will not be made to feel ashamed of who I am!

Timon : Oh, boy.

Pumbaa : I may run from hyenas... but I will always fight a bully! (01:38:33)

This time, the existence of education values is shown through the figure of Pumbaa. In that scene, he is said to be chubby by several hyena flocks who want to attack him. However, through this ridicule, Pumbaa was annoyed and emphasized "I will not be made to feel ashamed of who I am", which implies that his ridicule did not discourage him and he was proud to be himself as he should be. In addition, the value of brave can be seen also in the quote "but I will always fight a bully". Where through this fragment of dialogue, Pumbaa is also described as a character who is brave to all things related to bullying.

b. Peace

In this section, we will present data regarding the inculcation of the value of education in the peace category in this movie. Instilling this value appears when the

character chooses to avoid conflict. This is in accordance with the theory of Mubarak (2008) which states that peace is harmony in natural human life where there is no enmity or conflict. Peace can be interpreted as a calm and patient attitude. These attitudes tend to accept the opinions of others rather than deny and oppose them. Understand that differences are rarely resolved by conflict and that a person's strictness indicates they have a problem or feel insecure, and therefore expect your understanding. In this movie, only 1 data was found in the context when at the ending part Simba met with Scar to solve the problem. Simba chooses not to take revenge on Scar for his father's murder. This can be seen in the data below.

Data 6

Scar : Simba... you wouldn't kill your only uncle.

Simba : No, Scar. I'm not like you. (01:42:09)

In data 6, it is found that there are education values in the peace category. This scene takes place when the lions and henya led by Scar fight each other. And when the two of them were fighting somewhere Simba finally said "No, Scar. I'm not like you". The word "you" in this quote refers to Scar's bad and bad attitude and behavior towards his father in the past. Through his words, it is indicated that Simba is not a vengeful character to Scar, who had killed his father. With this little explanation, it can be shown that Simba has a calm or peaceful mind and attitude in dealing with a situation he faces.

c. Confidence and Potential

Confidence and potential may be a human perspective, which seems to be the boundary consciousness of ability (Mubarak, 2008). Potential will be outlined as an order to be ready and ready to do one thing. The characteristic of trust is to believe in oneself, which means that a confident person believes in himself and firmly believes that his life is achieving a special and important purpose in the world. Of course, they

knew their strengths and accepted their weaknesses. They are very social. Confident people know how to be loved by others, and they also know how to gracefully accept praise and criticism. In this film, it is found that the instillation of these values is dominant by the characters of Simba and Mufasa. Mufasa as a father really wants his son to be the next king who is confident and has good potential, therefore, he often instills this value in Simba. The presentation of the data can be seen below:

Data 7

Simba : You rule all of that?

Mufasa : Yes. But a king's time as ruler... rises and falls like the sun. One day, Simba... the sun will set on my time here... and will rise with you as the new king. (01:12:15)

Data 7 contains one of the values of education values with the category of confidence. Where in the scene a conversation is taking place between Simba and his father, Mufasa. The value of education can be seen in the quote uttered by Mufasa, where he teaches his son about the king who will continue to change over time until the power comes to his son. This Mufasa did so that Simba had high confidence so that he could overcome all the problems that arose when he served as king later.

Data 8

Simba : But I thought a king could do whatever he wants. Take any territory.

Mufasa : While others search for what they can take... a true king searches for what he can give. Everything you see exists together in a delicate balance. As king, you need to understand that balance...and respect all the creatures (00:12:57-00:13:10)

The dialogue excerpt in the scene again shows the conversation between Simba and Mufasa. Based on his dialogue quotes, Mufasa explains that a king has no right to take everything he wants personally. He also explains that the true king is tasked with finding whatever he can give to his people. With this learning, it can be seen that the data above contains education values in the confidence category because he is trying to build self-confidence in Simba.

Data 9

Simba : Well, I'm not letting anyone tell me where to go, what to do... and even who to marry. There will never be a king like me. (00:20:12)

There is one of the education values shown by the character Simba in the data above. This value can be seen directly where Simba is described as a confident figure by stating that no one has the right to control his life. Not only that, he also boasted that there would be no king like him.

Data 10

Mufasa : Simba, let me tell you something my father told me. Look at the stars. The great kings of the past... look down on us from those stars.

Simba : Really?

Mufasa : Yes. So whenever you feel alone... just remember that those kings... will always be up there to guide you. And so will I.

Simba : But I can't see them, Dad.

Mufasa : Keep looking, son. Keep looking. (00:32:36)

In data 10 shows a conversation that took place between Mufasa and Simba. The scene shows Mufasa trying to teach his son Simba a lesson, who has just violated his father's prohibition. Mufasa stated “whenever you feel alone... just remember that those kings... will always be up there to guide you. And so will I.” He

said these words in order to build self-confidence and the potential that exists in Simba. So it can be concluded that data 10 contains one of the education values in the category of confidence and potential.

Data 11

Pumbaa : Look, kid, we've all made mistakes. Uh, there must be something we can do, right? (00:53:54)

In data 11 there are education values in the confidence category. This can be seen in the quote “we've all made mistakes.” Which Pumbaa said these words in order to awaken the soul of Simba who at that time was feeling guilty for his father's death. Pumbaa hopes that by saying these words, Simba can rise again.

d. Self-Discipline and Moderation Self

Discipline can define as a human consistency and consequences level to a commitment or agreement which have relation with the purpose that will be reach. Self-discipline can be divided into physical, mental, financial (Mubarok, 2008). Self-discipline can be applied to anything. Self-discipline can be observed when we know the limits in terms of strength of body and mind. In this film, it is found that the instillation of these values is dominant by the characters of Simba and Mufasa. Mufasa as a father really wants his son to be the next king who has good self-discipline and moderation self, therefore, he often instills this value in Simba. The presentation of the data can be seen below:

Data 12

Simba : All of this will belong to me?

Mufasa : It belongs to no one, but will be yours to protect. A great responsibility. (00:12:33)

The scene shows the ongoing conversation/dialogue between Simba and Mufasa. Mufasa again gave a lesson to Simba that all the power he gave when Simba

became king later was not his personal property, but belonged to no one where the king only had the duty to protect and be responsible for his people. Through this, there is the word "responsibility" which clearly implies that the data above contains education values in the category of self-discipline and self-moderation. Data 13

Mufasa : Simba. You must take your place in the circle of life.

Simba : I can't.

Mufasa : You must remember who you are. The one true king. (01:26:54)

There are education values in the category of self-discipline and self-moderation through words said by Mufasa to Simba. The value of self-discipline can be seen in the quote "You must take your place in the circle of life" where Mufasa tries to convince his son to stay in the circle of life so that the balance of nature will be maintained. Furthermore, the value of self-moderation can be seen in the next quote, namely "You must remember who you are. The one true king." Which suggests that Mufasa is trying to motivate his son to be ready to face his future power.

e. Purity

In this section, the researcher finds educational values in The Lion King's movie in the Purity category. Purity is the cultivation of values related to the purity of thinking about the basics of life. This is in line with the theory of Mubarak (2008) which states that Purity is the condition or quality of being pure; freedom from everything that contaminates, contaminates, pollutes, etc. In this movie, the cultivation of purity values is done by Scar, Pumba, Timon, Rafiki, and Sarabi. Presentation of the results of data analysis can be seen below:

Data 14

Pumbaa : But we can help him. We're in a position to help him (00:53:40)

The dialogue above shows Pumbaa who is persuading Timon to be willing to help Simba get back up again. In this scene, Simba just feels guilty for his father's death. Pumbaa who saw Simba helpless felt helpless and suggested Timon to help him to help Simba. He also stated that it is the duty of living beings to help each other. Through the quote above, it can be concluded that data 14 contains an education value which is included in the purity category because he stated that it was based on his purity of heart to help others.

Data 15

Timon : ...if I'm being honest. I mean, change the past? It already happened.

Pumbaa : Yeah, so you can't change that.

Timon : But you know what you can change? The future. That's our specialty. (00:54:09)

Timon's character in this quote data is described as a kind and friendly character. This can be seen through his statement in answering Simba's questions, he wisely answered that changing the past is not the right term, Timon stated that what is worth changing is not the past but the future. Through the message addressed to Simba, it can be seen that Timon is trying his best to arouse Simba's passion for life so that he can get back up and live his days like a normal day and can forget what has happened to him. So through the description above, it can be concluded that this data contains an education values with a purity.

Data 16

Simba : How can you change something that hasn't happened?

Timon : Well, to change the future, you gotta put your past behind you.

Pumbaa : Way behind.

Timon : Look, kid, bad things happen and you can't do anything about it, right?

Simba : Right.

Timon : Wrong! When the world turns its back on you... you turn your back
on the world!

Pumbaa : And only embrace what's next!

Timon : And turn the "what" into "so what?" (00:54:12)

Still related to the previous data, this data still explains the continuation of Simba's questions. Pumbaa and Timon are depicted as wise characters and try hard to make Simba a steadfast figure. This is evidenced by some of their wise sayings. The character building carried out by Pumbaa and Timon indicates that the data above is included in the purity.

Data 17

Timon : Well, then maybe you need a new lesson. Repeat after me, kid.

Hakuna matata.

Simba : What?

Pumbaa : Hakuna matata. (00:54:46)

There is a use of the term learning in data 17. This can be seen in the term "Hakuna Matata" which is an African word which means "no need to worry". Timon uses the term in order to make Simba no longer feel guilty and can forget what happened to him so that he can live his days back to normal. Through the data, it can be stated that the data contains education values with the category of purity, classified as purity because Timon said what was in his pure heart in trying so that Simba could forget the things that had happened. In addition, this data is in the kind and friendly section because Timon is described as a wise and kind character in the scene.

Data 18

Timon: You see, in nature there's a delicate balance. (01:07:27)

In data 19 there is a short lesson that can be taken in it. This is shown in one of the small dialogues that occur between Timon and Simba. Timon explained that "in nature there's a delicate balance" "delicate balance" refers to a delicate balance in which every creature must occupy its position in order to maintain that stability. The scene clearly concludes that there is a link between the film and the education values that can be taken by the audience. And this data is also included in the category of purity because Timon's words he said innocently or said what was in his mind to convey to Simba about the balance of nature.

Data 19

Pumbaa : No, not at all.

Timon : In fact, it's the opposite.

Pumbaa : Yeah.

Timon : It's a line.

Pumbaa : Yeah.

Timon : It's a meaningless line of indifference. (01:27:39)

In data 19, it can be seen that Timon is teaching Simba about the balance of nature. Timon states that life is a meaningless line that has no difference. Through the teachings that he addressed to Simba, it can be stated that the data is included in the purity category because Timon said this based on the purity of his heart to teach Simba about the balance of nature. And he is included in the fair and humanist section because he teaches something related to the balance of nature which refers to a justice that must be achieved in order to achieve a stable natural balance.

Data 20

Which would make doing whatever we wanted not that cool. Let me simplify this for you. - Life is meaningless. - Yes. That's why you just gotta look out for yourself. (01:08:19)

Again, it is shown that there are education values through Timon's character, in the dialogue data we can see in the quote "life is meaningless". He took this short quote to state to Simba that life has no meaning. He continued his sentence by stating again that Simba should take care of himself without interfering in other people's lives. Not without reason, Timon said this based on himself, based on what he experienced. With this brief quote, it is clear that this data is included in the purity.

Data 21

Simba : You wouldn't understand! None of it matters. Okay? Hakuna matata.

Nala : What?

Simba : It's something I learned out here, okay? You see, sometimes bad things happen, and there's nothing you can do about it. So, why worry? (01:22:24)

In data 21, the learning value is not much different from that in data 18. In that scene, Simba mentions "Hakuna Matata" to Nala, that Simba has learned many things there. He said "something bad things happen, and there's nothing you can do about it, so why worry?" Which with his words indicates that Simba has understood all the lessons that have been taught by Pumbaa and Simba.

Data 22

Rafiki : Come. Your father is waiting. Do you see him?

Simba : I don't see anything.

Rafiki : Look closer. You see? He lives in you. (01:26:28)

Data 22 shows the scene being shown between the characters Rafiki and Simba. The existence of education values can be seen in the quote said by Rafiki "look closer. You see? He lives in you" What is meant by "he lives in you" is that Simba doesn't have to worry when he feels lonely or difficult, because Mufasa will always accompany him in his life. himself. As we know Mufasa in this scene is said to be dead, so what is meant by "accompaniment" is to refer to everything or anything that Mufasa had taught Simba when he was still alive. This data is included in the purity category because Rafiki in the data quote seems to try to instill in Simba to always believe in himself and show his identity so that he can be stronger in dealing with anything.

Data 23

Sarabi : Scar, a true king's power is his compassion. (01:33:29)

Pada The last data contains educational values with the purity category. This can be seen clearly in the words Sarabi addressed to Scar. She said "a true king's power is his compassion" she was trying to convince Scar that power or other things are not important for a true king to have, but love for his people. It belongs to the purity category because Sarabi is described as a firm character with a pure mind in denying Scar's previous statement.

2. Educational Values of Giving

Mubarok (2008) stated that the values of giving is that values must be practiced or given which would then be accepted as given. He provided six parts educational values of giving. The values of the giving include Loyalty and Trustworthiness, Respect, Love and Affection, Sensibility and Not selfishness, Kind and Friendly, and Fair and Humanist. This study found that in The Lion King film, there are all aspects of educational values of giving. The detailed presentation of the data can be seen below: a. Loyalty and Trustworthiness

Loyalty is the state or quality of being loyal, loyalty to commitments or obligations. Loyalty can be shown to family, work, school, and organizations and other institutions for which we are responsible. Faithful people generally ready to support, ready to serve, ready to help, and trustworthy in holding consistent promises. Presentation of the results of data analysis can be seen below:

Data 24

Nala : But you are our queen! We should leave before it's too late!

: We must all stay together and protect the Pride Lands. This is

Sarabi our home. We must never abandon it.

Nala : This isn't the home I remember.

Sarabi : Our time will come, Nala. Be patient.

This data shows the loyalty shown by Sarabi who is the queen and also Simba's mother. Sarabi shows her loyalty to their home and suggests staying together in protecting their home. This he said when Nala suggested leaving the kingdom. However, Sarabi shows her loyalty and hopes that a miracle will happen by bringing things back to normal.

a. Respect

Respect is a way of treating or thinking about something or someone. It can also be defined as acting in a way that shows that you are aware of your rights, desires, etc. some. Respect can be applied for property rights, respect for father and mother, respect for elders, respect for nature and respect for the beliefs and rights of others civil and polite behavior. Characteristics of respect are treating others with respect, being tolerant and accepting of differences, showing good manners, not speaking badly, being respectful of the feelings of others, not threatening, hitting or hurting anyone be it, deal peacefully with anger, insults and disagreements.

Presentation of the results of data analysis can be seen below:

Data 25

Mufasa : While others search for what they can take... a true king searches for what he can give. Everything you see exists together in a delicate balance. As king, you need to understand that balance...and respect all the creatures... from the crawling ant to the leaping antelope.

Simba : But, Dad, don't we eat the antelope?

Mufasa : Yes, Simba. But let me explain. When we die, our bodies become the grass... and the antelope eat the grass... and so we are all connected in the great circle of life.

In this data, Mufasa as a father teaches his son to respect creatures. He instilled educational values into Simba that as a king they should not act arbitrarily, they must respect even an ant and a deer that became their food. It is required to respect each other because all beings are connected to the circle of life. Therefore, this data found educational values of giving in the respect category.

Data 26

Timon : Uh, no, no, no, kid, we're fresh out of zebra.

Simba : Any antelope?

Antelope: Uh-oh.

Timon : No, listen, kid... if you want to live with us, you have to eat like us.

This data shows that there are educational values of giving respect category. This is evidenced by the advice given by Timon to Simba. Simba tells about his habit of eating animals such as deer. However, Timon teaches that if Simba lives with them then Simba must eat like them. Timon indirectly teaches Simba to respect their habits of life.

b. Love and Affection

Love and affection is a positive feeling that you can have or express for other people or things. Affection is defined as a feeling of sympathy and caring for someone or something. Love is more than just loyal and respectful. Love can be shown to dear friends, dear to the neighbor, who also loves to hate us. And it emphasizes the lifelong responsibility of telling the family. Presentation of the results of data analysis can be seen below:

Data 27

Zazu : Oh, come on. We both know he should've been expelled from the Pride Lands long ago.

Mufasa : He's my brother, Zazu. This is his home. As long as I am king, that will never change

Zazu : Well, there's one in every family, sire. I had a cousin who thought he was a woodpecker. He slammed his head into trees, and our beaks aren't built for it. He was concussed regularly. Oh, you've gone. Uh, sire, coming back! [flies after Mufasa]

This data shows that there are educational values of giving category love and affection. In this dialogue, Zazu and Mufasa are discussing Scar who always throws a tantrum and is full of hatred towards Mufasa as a king. Zazu then said that Scar should have been kicked out of their place. However, Mufasa shows his love and affection by saying that Scar is his brother, and that will never change. Therefore, Scar is still allowed to stay with Mufasa.

Data 28

Nala Samba get down! It could be dangerous.

Simba Danger? I laugh in the face of danger. Cool! You hear that, Nala?

Nala Simba, come on! You've proved how brave you are. Now the sun

is going down, I'm not just gonna sit here and...

In this data it was found that Nala showed a sense of love and her affection for Simba. The situation depicts that Nala and Simba go to a forbidden place. Simba always brags about himself and he doesn't want to be thought of as a kid anymore. Sensing this, Nala warns Simba by paying attention that it can harm him. When Simba stated that he was brave, Nala also confirmed this by saying, because Simba had shown his courage, it was time for them to go home. The care that Nala shows includes affection because she cares for Simba.

Data 29

Simba : But you're not scared of anything.

Mufasa : I was today.

Simba : You were?

Mufasa : Yes. I thought I might lose you

This data shows that Mufasa shows his affection for his son, Simba. Simba tells Mufasa that he thinks he is not afraid of anything. However, Mufasa reproaches him by stating that he is currently afraid because Mufasa is afraid of losing Simba to the horde of Hyenas. This shows the father's love for his son who is afraid of losing his child.

Data 30

Timon : What are you guys doing here?

Pumbaa : Um, we were not worried!

Timon : Um... No, not worried.

Pumbaa : We were concerned, because...

Timon : Because, you know...

Pumbaa : You're our friend.

This data shows the affection that Pumba and Timon show for Simba. This is evidenced when Simba returns home to reclaim the throne, they follow Simba from behind. They do this because they are worried about Simba because Simba is their friend. Therefore, it can be concluded that there is affection in this scene.

c. Sensibility and Not selfishness

Selfishness is a feeling in which one cares and considers others. Non-selfish is an attitude that cares more about others, learns to feel unity and compassion towards others. Selfish generally manifested by empathy, tolerance and brotherhood. Sensitive is having a sharp mind or emotional sensitivity, aware of responding to the feelings of others. Presentation of the results of data analysis can be seen below:

Data 31

Mufasa : You could have been killed. And what's worse, you put Nala in danger. Do you understand what's at stake? You jeopardized the future of our pride.

This data shows the existence of educational values of giving with the category of sensibility and not selfishness. This is evidenced by the advice Mufasa gave to Simba. Mufasa says don't be selfish to show courage for yourself. Even though he is not only endangering himself but other people, Nala. Therefore, Mufasa reminded that Simba must also think about others in his actions and avoid acting out of his own interests.

Data 32

Simba : I just wanted to show you I could do it. That I could be brave like you.

Simba : I just wanted to show you I could do it. That I could be brave like you.

Mufasa : I'm only brave when I have to be, when there's no other choice.

This data again shows educational values of giving with the category of sensibility and not selfishness. In Mufasa and Simba's dialogue, Simba stated that he wanted to be brave like Mufasa. Considered like that, Mufasa did not boast but was humble so that his son would not become selfish. Mufasa says that he is brave when needed, the rest he is just an ordinary king. In this sentence, Mufasa controls Simba's pride in himself and teaches him to remain humble and not selfish about his abilities.

d. Kind and Friendly

Kindness is a good attitude to have people towards other people or things. It is aware that the friendly and caring attitude is more commendable than the rude and harsh attitude. It can be manifested by tenderness, especially towards the youngest or the weakest. Able to make new friends and maintain friendships. Presentation of the results of data analysis can be seen below:

Data 33

Timon : I'm telling ya, kid, this is the great life. No rules. No responsibilities.

Ooh! The little cream-filled kind. I love these!

Pumbaa : Those are good.

Timon : I love these.

Pumbaa : Those are the best.

This data shows the educational values of giving in the kind and friendly category by Timon to Simba. Timon tells how their life is going. That in real life there are no rules, no responsibilities that make a burden. The most important thing in life is to be kind. Therefore, Timon's conversation was included in teaching Simba how to be kind in life.

e. Fair and Humanist

Fairness is about treating someone fairly or reasonably, or treating a group of people equally and not letting personal opinion influence judgment. On the other hand, it is fair to define how to agree with what you think is right or acceptable. Presentation of the results of data analysis can be seen below:

Data 34

Scar : Life's not fair... is it, my little friend? While some are born to feast... others spend their lives in the dark, begging for scraps. The way I see it... you and I are exactly the same. We both want to find a way out. (00:06:01)

The data above contains an education value with a purity category in the fair section. The scene shows the character Scar who is muttering while trying to catch the rat that is his prey. He stated "life's not fair" which indicates that Scar feels his life is unfair. As shown in the film, Scar is one of the characters who is dumped by the animals around him because he is described as a character who is jealous of his brother, Mufasa.

B. Percentage of Educational Values Are Found in The Lion King's Movie

This section is the first part of presenting the research results. Based on the formulation of the problem, at this stage it would explain the percentage educational values contained in The Lion King's Movie. The analysis of educational value is based on the theory of Zaim El Mubarak (2008) which states that there are six educational values. The educational values are Honesty, Brave, Peace, Confidence and Potential, Self-Discipline and Moderation Self, and Purity. Based on this, data containing educational values have been found with the following data presentation.

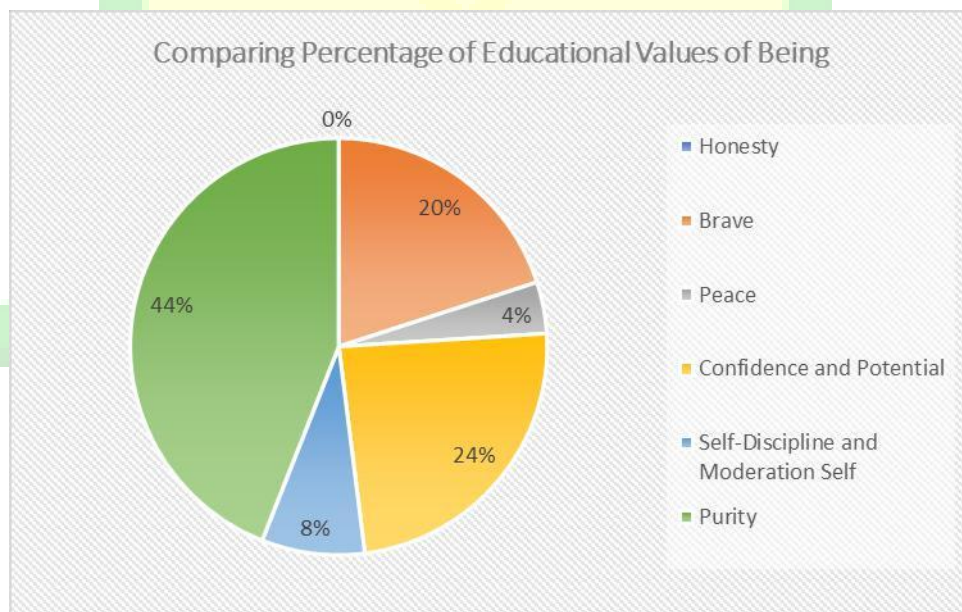
This Movie consists of 13 characters. They are Mufasa, Scar, Sarabi, Simba, Zazu, Nala, Pumba, Timon, Rafiki, Shenzi, Komari, Azizi, Sarafina. However the researcher

would only focus on 7 main characters that have strong characters in the movie. They are Mufasa, Simba, Sarabi, Zazu, Nala, Pumba, Timon. Each will be shown through meaningful conversations that can describe the value of education in each of its roles.

Table 4.1 Frequency of Educational Values of Being

No	Educational Value Categories	Quantity	Percentage
1	Honesty	0	0%
2	Brave	5	20%
3	Peace	1	4%
4	Confidence and Potential	6	24%
5	Self-Discipline and Moderation Self	2	8%
6	Purity	11	44%
Total		25	100%

Table 4.2 Comparing Percentage of Educational Values of Being



Based on the table above, it is found that the most dominant educational values are purity, which is 11 data or in percentage of 44%. Next is the confidence and potential category with a total of 6 data with a percentage of 24%. Then the educational values for the brave category are 5 data or in a percentage of 20%. Followed by Self-discipline and peace with 2 and 1 data respectively with a percentage of 8% and 4%. The results show that there

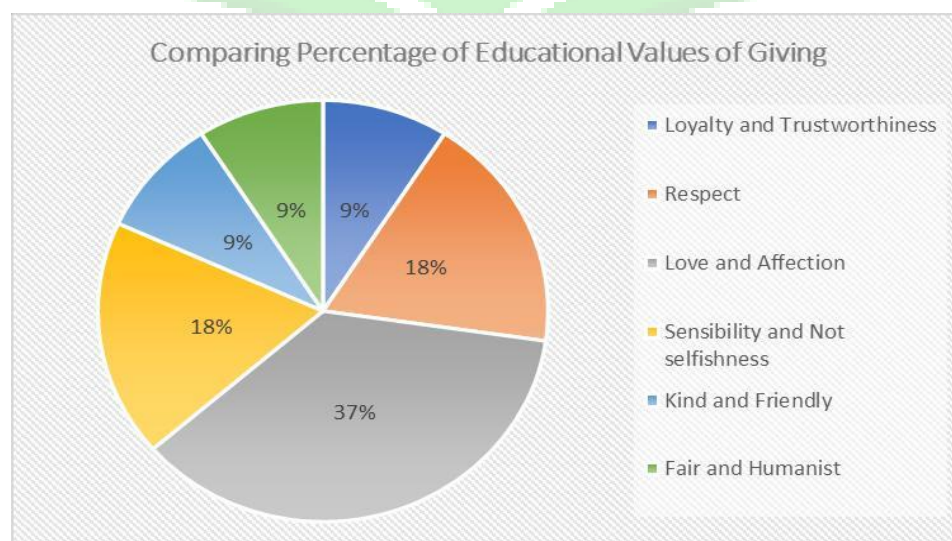
is no educational value category honesty in this movie. This is because the genre of educational movie is about struggle and the spirit of leadership. Therefore, the value of honesty does not appear in this film. Percentage levels can be seen in the chart below which is used as a comparison.

From the pie chart 4.2 above, can read the total of each educational value that has been analyzed. The most dominant data on the values of being is purity. Purity here describes how the values of being grow in the character of the cast. Shown through an attitude of goodwill and a growing sense of giving kindness to others. Thus this film is very educational not only for children but for adults and also for everyone who watches it.

Table 4.3 Frequency of Educational Values of Giving

No	Educational Value Categories	Quantity	Percentage
1	Loyalty and Trustworthiness	1	9%
2	Respect	2	18%
3	Love and Affection	4	36%
4	Sensibility and Not selfishness	2	18%
5	Kind and Friendly	1	9%
6	Fair and Humanist	1	9%
Total		11	100%

Table 4.4 Comparing Percentage of Educational Values of Giving



Based on the table above, it is found that the most dominant educational values of giving are love and affection, which is 4 data or in percentage of 36%. Next is respect and

sensibility and unselfishness, each of which has 2 data with a percentage of 18%. Meanwhile, Loyalty and Trustworthiness, Kind and Friendly, and Fair and Humanist each have 1 data with a percentage of 9%.

From the pie chart above, shows the educational values of the values of giving are love and affection. A movie that manages to teach all who see it not to part with giving love and affection to anyone. Viewers who see will understand that love and affection can improve any condition and also can intervene in our dissatisfaction with something . Without love and affection we are hard to find another value in life.

C. The Implication of Character Educational Values in The Lion King's Movie

The previous discussion has been presented about educational values in the film The Lion King. In this section, we would discuss the implications of the value of education on phenomena in the real world of society. This film tells the story of an animal kingdom led by a king who is a lion. Problems then arise when on the other hand the king's younger brother wants to control the throne so that propaganda appears which he instills in the royal stronghold with the opposing camp, namely Hyena. The incident eventually caused the lion king, Musafa, to die in the secret story of his younger brother, Scar. The story turns to the life of little Simba who is prepared to lead the throne of his father in the future. Therefore, researchers get the implications of the value of education in this film is about the authority of a leader.

This movie is very good at describing how authoritative a true leader is. This film teaches that being a leader must be responsible, brave, not vengeful and able to defend his identity. This can be seen from the conversation between Simba and his father, Mufasa as well as from Simba's actions. So the implication that occurs is to teach how to behave as a good leader. The data below explains about a leader must have courage.

Simba : I just wanted to show you I could do it. That I could be brave like you. (00:31:22)

This Simba dialogue quote reflects that a leader or king must have courage. He said that he wanted to be like his fearless father when defending his people from opponents. So he wanted to show his father that he dared to do something to prove that he was ready to become the next leader even though he was still young. It shows the true spirit of a leader. The next quote explains that a leader should not have a grudge.

Scar : Simba... you wouldn't kill your only uncle.

Simba : No, Scar. I'm not like you. (01:42:09)

This scene occurs When at the end, Simba returns to reclaim the throne and fix the state of the kingdom which has deteriorated due to the leadership of Scar, his uncle. Scar has been revealed as the main cause of Simba's father's death. However, when the opportunity arose, Simba didn't want to do the same as Scar. This illustrates that good leaders do not repay evil with evil. The next quote describes the responsibility of a leader who must understand the balance between give and get.

Simba : But I thought a king could do whatever he wants. Take any territory.

Mufasa : While others search for what they can take... a true king searches for what he can give. Everything you see exists together in a delicate balance. As king, you need to understand that balance...and respect all the creatures (00:12:57-00:13:10)

In this situation, Simba is having a conversation with his father. He thought that being a king could freely use his power to gain anything. However, his father taught that being a leader must look for what he can give to society. To get that right, we have to look at the balance between what we have given and what we get. The next quote is that a good leader is one who has free responsibility.

Simba : All of this will belong to me?

Mufasa : It belongs to no one, but will be yours to protect. A great responsibility. (00:12:33)

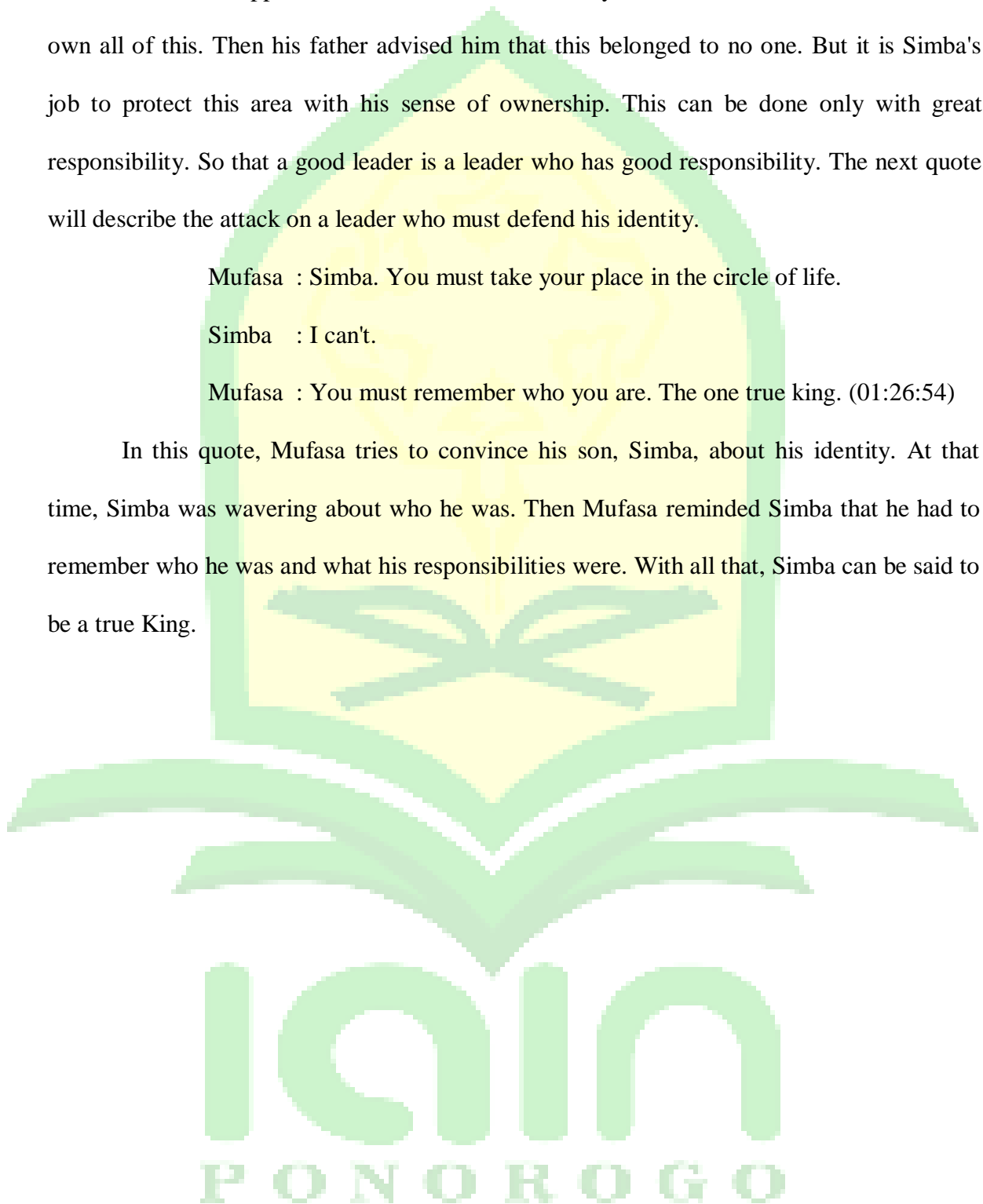
This scene appears when Mufasa shows the royal area then Simba asks that he will own all of this. Then his father advised him that this belonged to no one. But it is Simba's job to protect this area with his sense of ownership. This can be done only with great responsibility. So that a good leader is a leader who has good responsibility. The next quote will describe the attack on a leader who must defend his identity.

Mufasa : Simba. You must take your place in the circle of life.

Simba : I can't.

Mufasa : You must remember who you are. The one true king. (01:26:54)

In this quote, Mufasa tries to convince his son, Simba, about his identity. At that time, Simba was wavering about who he was. Then Mufasa reminded Simba that he had to remember who he was and what his responsibilities were. With all that, Simba can be said to be a true King.



CHAPTER V

CLOSING

This chapter has two sub-chapters. These are conclusions and suggestions. The conclusion is drawn based on the finding. Therefore, the suggestion is given by the researcher to all who read this research.

A. Conclusion

The Lion King movie is animation adventure drama family musical motion picture rating (MPAA) directed by Jon Favreau. As a literature work, The Lion King Movie contains character educational values. After conducting, the researcher found the character educational values according to Zaim El Mubarak that divided into two groups from the values of being, namely Honesty, brave, peace, confidence and potential, self-discipline and moderation self, purity. Then values of giving, namely loyalty and trustworthiness, respect, love and affection, sensibility and not selfishness, kind and friendly, fair and humanist.

Furthermore, many students character that can built through the educational values in “The Lion King” movie are such justice, fortitude, self-control, love, integrity, and humanity.

B. Suggestion

According to the result of this research, the researcher suggests to readers that in addition to entertaining, the movie can also be a way of building the character of the students because the film contains certain educational values within it. The movie also deals with any human activity that is inspired by the behavior of society.

In addition, the movie, especially the English movie, can also be used as teaching material for the student. They can learn foreign language through the movie "The Lion King" because this movie uses simple words which are easy for students to understand.



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