

**AN ANALYSIS OF CHARACTER EDUCATIONAL VALUES
IN “ALADDIN” MOVIE**

THESIS



By

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2023**

ABSTRACT

Farida. 2023. *An Analysis of Character Educational Values in “Aladdin” Movie.* **Thesis.** English Language Teaching Department, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Ponorogo. Advisor Fenty Andriani, M. Pd.

Keywords: *Value, Educational Values, Movie.*

Character shows the individual identity and the result of an action. The relation between humans and characters is very strong because the character is the embodiment of attitudes and behavior that are visible as a result of the actions taken. Although the character is abstract and difficult to measure and looks and touches like a solid or liquid object, the character can be felt and measured through actions produced as a bridge connecting the results of the mindset and nature possessed by humans themselves. 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. Educational values are not only achieved in the formal classroom but can also be found everywhere, for example in the movie.

This research aims to find out the types of character educational values in “Aladdin” movie, and to find out the most intensive character educational values in “Aladdin” movie.

This research applied a descriptive qualitative approach and used library research as the design. The researcher used the script of “Aladdin” movie’s dialogue and the original movie as the primary source, then used the documentary technique, in collecting the data. There were some procedures in conducting this research, such as identifying the conflict in the characters, classifying and categorizing the conflict found in the movie, identifying the important points related to the research, classifying the characters in the movie, and describing the conclusion.

Based on the analysis of the movie script, it can be concluded that there are 12 types of character educational values in “Aladdin” movie script, namely a love of peace, social care, communicative/friendly, creative, independent, patriotism, responsible, hard work, appreciation of achievement, curiosity, honesty, and tolerance. On the other hand, 9 of 18 characters educational values did not appear in this movie. These were religious, reading interest, discipline, democratic, nationalism, and care about the environment. Finally, the researcher also found that the most intensive character educational value is a social care (4 data). Aladdin movie can be used as a supporting medium for students to learn about character educational values in society.



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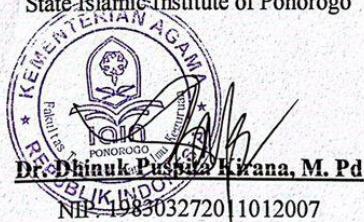
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Day : Thursday
Date : 15 June 2023

Ponorogo, 15 June 2023

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P O N O R O G O

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, research focus, research questions, research objectives, the significance of the study, and the organization of the research.

A. Background of the Study

Character education has grown in importance in our classrooms and among the general population. In Indonesia, many state boards and departments discuss the importance of character education. Because character education helps people develop a positive personality. The goal of character education is to raise children to be wise, compassionate, high-minded, righteous people and individuals who use their finest abilities to accomplish their best and comprehend the meaning of life. It also assists children in becoming aware of and desiring the good, as well as eventually engaging in positive behaviors.¹ As a result, education is critical for children's well-being.

In line with that, education is a means for people to better their qualities, with a focus on developing fundamental traits like faith, piety, personality, intelligence, discipline, and so on. Education has strategic importance as a long-term investment.² We require the high character to live ethical, productive, and meaningful lives. To build a just, compassionate, and prosperous society, we need people with excellent character.³ To boost Indonesian quality, good character education implementation is required.

Character education in the country starts from basic education, as in the United States, Japan, China, and Korea. Some evidence that the implementation of character

¹ Fethi Turan, "Using Storybooks as a Character Education Tools," Vol.7, No.15 (Journal of Education and Practice :2016), 169.

² Ngainum Naim, *Character Building: Optimalisasi Peran Pendidikan dalam Pembangunan Ilmu dan Karakter*, (Jogakarta: Ar-Ruzz Media, 2012), 25.

³ James Arthur et al, *Character Education In Uk Schools (Research Report)*, (University of Birmingham: The Jubilee Center, 2015), 4.

education is arranged systematically truly has a positive effect on academic achievement. The U.S. government strongly supports character education programs implemented since basic education. This can be seen in the educational policy of each state that gives a sizable portion to the design and implementation of character education.⁴ This can be seen in the number of characters in the American educational resource that can be obtained. Most programs in the character education curriculum emphasize experiential study as a means of developing the character of students.

The formulation of character is one of the national educational goals. Article 1 of the 2003 Education Law states that among the objectives of national education is to develop the potential of learners to have intelligence, personality, and noble character. Currently, the character of the nation strengthening the strategic priorities of the national education program, given the states of the nation must be returned to the characterization of national identity.⁵ Various ways can be made to build character education, including through watching movies. With movies, students can further create knowledge and imagination.⁶

Character education contains three main elements, namely knowing the good, loving-kindness, and doing the good. Character education is not merely to teach what is right and what is wrong to the child, but more than that character education inculcates the habit (habituation) of the good that students understand, can feel, and want to do good. Character education is a mission similar to moral education.⁷

In addition, the formation of character education is one of the things that will affect the continuity of a nation and state in the future. Because character education,

⁴ Thomas Lombardo. *Ethical Character Development and Personal and Academic Excellence*. Center for Future Consciousness. 2011. 2

⁵ Cegi Riyana, "The Development of Three Dimensional Animation Film for Character Education Media in Elementary School," *Educational Technology*, 2 (2015), 2.

⁶ Ayu nur, *Content Analysis of Moral Values in Moana Movie*. Tarbiyah dan Keguruan. 2021

⁷ Thomas Lickona, *Educating for Character: How Our School Can Teach Respect and Responsibility* (New York, Toronto, London, Sydney, Aucland: Bantam books, 1991)

especially in schools, will be a benchmark for a student to behave in his daily life both at school and outside of school. However, in reality, the character of students has not shown good character, such as the behavior of students who deviate from the values, morals, and norms that apply. Therefore, currently, the world of education is implementing strengthening character formation in students, based on the curriculum that was started to be implemented and developed curriculum 2013 which is an education system that leads to the formation of a good attitude and behavior, educating children, to be honest, fair, respecting parents, moral, etc. This is because education is not only related to science but also relates to the formation of personality, community character, and the curriculum used.⁸

According to Ramli, character-building has the same essence as moral education. The goal is to shape the child's personality so that he becomes a good human being, a citizen, and a good citizen. As for the criteria for a good human being, a citizen, and a good citizen for a society or nation. Therefore, the essence of character education in the context of education in Indonesia is value education, namely the education of noble values sourced from the culture of the Indonesian nation itself, to foster the personality of the younger generation.⁹

Furthermore, the perspective of character building is the role of education in building children's character. The pattern of parenting in the formation of children's behavior from an early age is to educate and build children's independence. Character education is integrated with cognitive, affective, psychomotor, exemplary, habituation, environmental conditioning, and diversified programmed activities.¹⁰

From the description above, it can be said that character-building is one of the goals of national education. National education itself aims to develop the potential of

⁸Testiana Dewi W, *Analisis Pembentukan Karakter Siswa Melalui Pembelajaran Bahasa Inggris di Kelas XI IPA 6 SMAN 1 Semarang*, (Universitas Muhammadiyah Semarang, 2010)

⁹Ramli Mansyur, *Pedoman Pelaksanaan Pendidikan Karakter*, (Jakarta: Kemendiknas, 2011)

¹⁰Agus Wuryanto, *Pendidikan Karakter Terintegrasi dalam Pembelajaran*, (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2011)

students to have intelligence, personality, and noble character. This is made so that education does not only from intelligent Indonesian people but also has more personality or character. The formation of character in such a way is believed to affect the achievement of education. So that the formation of this character is associated with various learning materials at school. One of them is the process of learning a foreign language.

English in Indonesia is only used as a foreign language. The coverage of the use of English has been getting wider from time to time, particularly in the last few years. English plays an important part in academic life and job opportunities are not in doubt these days. Thus, students, employees, businessmen, politicians, researchers, preachers, and other types of occupations need English ability. One important thing to do is to make the people fully aware of the importance of the language to them, and that learning the language takes a long time. One way to overcome this problem is to improve the quality of teaching, facilitate the learner's way of learning, and start learning it earlier than before.¹¹

Nowadays, watching a movie becomes part of everyday life for some people. People have different purposes for watching a movie such as refreshing, spending time, getting information and perspective, learning a foreign language, and trying to understand other cultures. According to Jessica Sturm, movies can provide a context where second language learners experience the target language differently than the classic textbook.¹² Tuncay emphasizes the fact that audio-visual tools for teaching, such as movies, increase the student's motivation to learn and engage in pedagogical tasks.¹³ A study conducted by Pandey demonstrates that students tend to recall information better when a

¹¹ Willem Saragih, *An Approach to the Teaching of English in Indonesia*, (Universitas Negeri Medan: Fakultas Bahasa dan Seni, 2000)

¹² Jessica Sturm, *Using Film in the L2 Classroom, (A Graduate Course in Film. American Council on the Teaching of Foreign Languages, 2012)*

¹³ H Tuncay, *An Intergrated Skills Approach Using Feature Movies in EFL at Tertiary Level*, (The Turkish Online Journal of Education Technology, 2014)

movie is used as an educational tool because they experience movies as less monotonous than using a textbook.¹⁴

The movie is familiar, evocative, and non-threatening, grounded in both imagery and emotion, it's useful in teaching the human dimension required for developing as human beings and building identity in young learners. Teaching with movies is also an innovative method for engaging learners, which is required in today's education. Life stories derived from movies fit well with the learner's context and expectations for dealing with emotions and attitudes while encouraging reflection. Furthermore, students have the opportunity to "translate" life stories from films into their own lives. In this way, the movie creates a new learning process, and the movie experience serves as an emotional memory to help learners develop their attitudes. The outcomes of the films are consistent with the student's wishes and expectations. The primary goal of this cinematic teaching tool is to foster reflection.

There are many movies released in the world movie industry. Most of them are adapted from real-life stories. Even though some of them contain bad influences such as violence, murder, horror, and so on, there will be a good movie that contains many good values for educational purposes.

Movies and education have a very close relationship because now movies can be an effective medium that can be used by parents to instill the values of life in their children. A movie can be used as a medium of learning to inculcate good values in children by watching the movie. A movie is one of the results of a literary work made by someone with imagination and creativity created. Movies contain unique and interesting stories so they are much loved by the public because movies have always been well-received in people's lives. Movies are increasingly popular because they show stories that contain good values to be applied in life. The role of movie media in learning is very important to shape the

¹⁴S Pandey, *Using popular movies in teaching cross-cultural management*, (European Journal of Training and Development, 2012)

character education of students, good movie shows will certainly form emotional and positive changes in students.

The use of movies in English education is often driven by the antecedently mentioned sections from the Swedish curriculum. Therefore, movies will give students opportunities to interact with fashionable technology, and spoken English in numerous forms and several contexts.¹⁵ In addition to this, the movie can help the learners to experience the language in a realistic setting, and the movies with their narratives help the students explore new cultures.¹⁶

There are extensive benefits to the use of movies as an educational tool in a multimodal teaching approach, but also that there are significant challenges. The most visible benefits are learner motivation, target language input, and knowledge construction. First, the benefit of learner motivation is related to movies providing varied activities and tasks, since movies provide audio-visual elements in a multimodal teaching approach. Secondly, movies contain the target language in an authentic context, exposing students to different dialects, languages, and, real-life situations. Third, following the theory of social constructivism students can develop language and cultural knowledge through the content displayed in movies.

MU provides examples of movies that can be used when teaching English. Fourth examples are; Aladdin, Forrest Gump, The Lion King, and The Pursuit of Happiness since they display relevant themes such as kindness, life and death, and the definition of happiness that the students can relate to and reflect upon.¹⁷ The researcher has limited the character education values based on kemendiknas namely Love of peace, Social care,

¹⁵Sigrid Andersson&Julia Bjornsson, *Using Movie in English Teaching*, (Malmo University Faculty of Education and Society: Department of Culture, Language and Media, 2019)

¹⁶O Sert, *Developing Interactional Competence by Using TV Series in "English As an Additional Language"*, (Enletawa Journal, 2009)

¹⁷H Mu, *A Study on English Acquisition from the Perspective of the Multimodal Theory*, (Theory and Practice in Language Studies; London, 2018)

Communicative/friendly, Creative, Independent, Patriotism, Responsible, Reading interest, and Appreciation of achievement. The following study analyzes the character education values in the movie of Aladdin movie.

Choosing Aladdin movie is not without a reason, the researcher wants to know how different characters and characterizations are from one to another movie in these selected works. Besides, the researcher chose this topic because she was intrigued by various characters in various movies. Fortunately, after watching this movie, there are so many character education and knowledge that are related to human life. Besides, many lessons can be taken from this movie.

Students enjoy watching movies a lot. Many young individuals like watching movies for relaxation or enjoyment. Films have a great impact on kids as well. Some studies have found that switching from traditional multimedia-based e-learning methods to interactive ones via interactive films improves exam scores.¹⁸

Overall, considering the above background, the researcher is interested in analyzing the character's educational value in detail. Therefore, she conducted research entitled "An Analysis of Character Educational Values in "Aladdin" movie.

B. Research Focus

The researcher focuses on describing the character's educational values in "Aladdin" movie, the most intensive character educational values found in "Aladdin" movie, and the personalities of the major character or protagonist character and minor character or antagonist characters found in "Aladdin" movie.

C. Statement of the Research Problem

Based on the background of the study, the research problems can be formulated as follows:

¹⁸ Marvin Chandra Wijaya, "The Impact of Using Multimedia Interactive Based for Learning Media on Teacher and Student Communication in Bandung," *Journal Pekommas* 4, no. 1 (2019): 60.

1. What are the character educational values found in “Aladdin” movie?
2. What are the most intensive character educational values found in “Aladdin” movie?

D. Objectives of the Research

Based on those problem statements, the objectives of the research are:

1. To recognize the character education found in “Aladdin” movie.
2. To find out the most intensive character educational values found in “Aladdin” movie.

E. Significances of the Research

The significance of this research is addressed theoretically and practically.

1. Theoretically

The researcher hopes that the result of this study can give information to the readers about how to study deeper about the character education from the movie.

2. Practically

a. For the teacher

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

b. For the students

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

c. For the other researcher

This research can be an inspiration and secondary data for another researcher who is interested to conduct a study about character educational values in

other movies, so there will be many movies analyzed and many characters gotten and applied.

F. Previous Research Findings

Research in the field, of film or movie analysis for education, is not new at this time. Many researchers have researched films to observe characters, and values, even for the benefit of teaching English language education. To make this study clear and different, the researcher provides some previous studies which are related to character educational values.

The first is a thesis conducted by Selvy Dwi Suryanti student of the English Education Department. Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Raden Intan Lampung, entitled “An Analysis of Educational Values In ‘Life of Pi’ Movie”. Based on this research, the researcher found educational values in the movie are purity, never giving up, not being selfish, religion, loyalty, gratitude, respect, peace, and diligence. In the explanation before, we can find some examples of dialogue showing educational values found in the *Life of Pi* movie. The value can be presented in educational value depending on the people themselves and how to define it. We have to know that there are nine educational values found in the *Life of Pi* movie. From the data acquired before in this study never giving up are dominant educational values found in this movie. It can be seen never give up, and then be grateful, religious, peaceful, loyal, diligent, not selfish, pure, respect.¹⁹ The similarities between Selvy Dwi Suryanta’s research and this research are the analysis of educational values and the research method. The differences are problem statements and theory. If Selvy Dwi Suryanti used Thomas Linkona's theory, this research used Kemendiknas theory.

¹⁹Selvy Dwi Suryanti, “An Analysis of Educational Values in ‘Life of Pi’ movie,” (Thesis, UIN Raden Intang Lampung, 2015).

The second is a thesis of Mishbachul Anam Irvani, a student of the 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 the Educational Minister of Indonesia (KEMENDIKNAS), which is religion, honesty, tolerance, discipline, hardworking, creativity, independence, 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 religion, independence, national spirit, patriotism, and environmental care. The most intensive values that appeared in this movie are appreciating achievement and sociality with 5 data, then followed by creativity, hard-working, curiosity, and hospitality with 3 data. The next intensive value is a discipline that appeared once, they are tolerance, honesty, democracy, patriotism, responsibility, and fondness for reading. The title of the movie is different from the writer’s study, but the focus of this study is the same because this study focuses on the educational value of the movie.²⁰ Thus, this research has little similarity with the researcher's study which is focused on the educational value in general of the movie. Besides, the movie that is used in this research and the researcher's movie is different.

The third is the thesis of Atik Rahayu, a student of the English Education Department Faculty of Teaching and Education State Institute of Islamic Studies of Ponorogo, entitled “Character Education Analysis Of English Textbook “When English Rings A Bell” For the Seventh Grade of Junior High School contains 16 character education values namely: religiosity, honesty, tolerance, discipline, hard work,

²⁰Mishbachul Anam Irvani, ‘*Character Educational Values in “The Ron Clark Story” Movie*’, (Thesis, IAIN Tulungagung, 2015).

independence, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care, and responsibility. Two character education values did not present in the sentences in the chapters of the textbook democracy and creativity. The similarity between Atik Rahayu's research and this research is an analysis of character education values.

Based on the explanation above, the third previous study becomes the reference for the researcher in conducting this research, and it can be concluded that there are some in the use of theory, data, and research projects.

G. Research Method

1. Research Design

Research design is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.²¹ In conducting this research, the researcher uses library research, and the approach that is used by the writer is descriptive qualitative.

According to Bryman qualitative research has no structured procedure and relies heavily on the researchers' interpretation and ingenuity who collect interpret and analyze the data. It is argued that it will be not possible to conduct the same research and get the same result at any other time and place. In other words, qualitative research is not replicable as opposed to quantitative research.²² Descriptive studies are communicated through the data; theoretical studies are communicated through concepts illustrated by data.²³ The researcher used descriptive qualitative because the

²¹John W. Creswell, *Education Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition* (Lincoln: University of Nebraska, 2011), 3.

²²Bryman, A, *Social Research Methods*. (3rd ed). (New York: Oxford University Press, 2008)

²³Seven J. Taylor, Robert Bogdan, Narjorie L. DeVault, *Introduction to Qualitative Research Methods: A Guidebook and Resource* (Canada: Wiley, 2016, 4th Edition)

researcher wants to describe and analyze the character's educational values in “Aladdin movie”.

This research is library research because the data from this research using library sources, and the data is not taken directly from the field. Here the researcher uses a literature review because here the researcher gets sources from literature reviews such as books, e-books, internet browsing, and other sources that can support good research results.

To analyze the data, the researcher used content analysis. Content analysis is one of many types of analyzing data in qualitative research. In addition, the researcher uses library research because the researcher uses the document to be analyzed that is from a movie script.

2. Data and Data Source

a. Data

In analyzing “Aladdin” movie, there is one data source: dialogue uttered by the character shown in the movie.

b. Data Source

A data source is subject to finding out where the data come from. A data source can be classified into two:

1) Primary Source

In analyzing the “Aladdin” movie there are two data sources for the analysis, the “Aladdin” movie video, and the script. The primary source of the data is the video and script of the “Aladdin” movie. The file of the movie video is downloaded from www.savefrom.com. The script was downloaded from www.downsub.com. The movie becomes the subject of the analysis where the researcher follows the actions of all of the characters and plots to find the character education values in “Aladdin” movie.

2) Secondary Source

The secondary data source is taken from many kinds of books and relevant materials such as a thesis from some researchers and based on Kemendiknas's formulation. The previous thesis is *An Analysis of Educational Values in Life of Pi Movie* by Selvy Dwi Suryanti, *Character Educational Values in The Ron Clark Story Movie* by Mishbachul Anam Irvani, *Character Education Analysis of English Textbook* by Atik Rahayu.

3. The Technique of Data Collection

In conducting this research, the researcher used the documentary technique to collect the data by getting the data from reading the movie script and watching pause the picture by picture of “Aladdin” movie by Guy Ritchie.

The documentary technique is the technique to collect data, and the data is usually from transcripts, books, newspapers, magazines, scripts, etc.²⁴ In this research, the researcher used the script from the Aladdin movie video to collect the data. In collecting the data for analyzing this research, the researcher gathered references that support the subject matter of the data and apply some steps.

The technique for collecting data is conducted to get the information needed to support the goals of the research. The technique for collecting data is the documentary technique. The steps of data collecting are as follows:

- a. Downloading the movie of Aladdin on Youtube.
- b. Watching and reading the whole movie and transcript of the movie, and paying attention to every dialogue or picture screenplay to find out the character's educational values in Aladdin.
- c. Identifying the character's educational values in the movie.

²⁴Siti Mukarromah, Thesis: “*An Analysis of Character Educational Values In “Zootopia” Movie Script*” (Ponorogo: IAIN Ponorogo, 2019), 90. <http://etheses.iainponorogo.ac.id>

- d. Classifying them of character educational values based on kemendiknas.
- e. Selecting every scene and utterance in the movie into character educational values.

3. The Technique of Data Analysis

The technique for collecting data is conducted to collect and organizing of data so that a researcher can conclude. The technique for analyzing data is content analysis. The researcher described the data which answered the three research problems of analysis above.

The researcher described the result of the research by watching and understanding the script of the Aladdin movie accurately. Then she analyzed the character's educational values by coding the script and scene at what minute according. She then arranges all characters' educational values into a table. To analyze the characterization of the major character or protagonist character and the minor character or antagonist character, the researcher used existing theory.

H. Organization of the Research

A good thesis needs to be arranged systematically, and the organization of the thesis covers the following chapters.

Chapter I is the first part that consists of the background of the study, research focus, statements of the problem, objectives of the research, significance of the research, previous research findings, research method consisting of research design, data, and data source, the technique of data collection, the technique of data analysis and the last is an organization of the research.

Chapter II is a research finding that consists of a review of some theories that are relevant to the research theme. This chapter also consists of data findings based on the first statement of the problems, such as character education values in the “Aladdin” movie, and discussion.

Chapter III is a research finding that presents the most intensive of character educational values in "Aladdin" movie. The finding is based on the second statement about the problem.

Chapter IV Closing. It consists of a Conclusion and Suggestions. In Conclusion, the researcher systematically describes the summary of the research representing the answer to the research problem. In suggestion, the researcher gives suggestions and recommendations to the other people interested in the topic being analyzed.



CHAPTER II

CHARACTER EDUCATIONAL VALUES IN “ALADDIN” MOVIE

Chapter II discusses several topics relevant to this research, namely character education, character educational values, movie, data findings, and discussions about the character educational values found in the “Aladdin” movie.

A. Theoretical Background

Several topics are relevant to this research, namely value, character education, values of character education, character educational values, movie consisting of the definition of the movie, the movie’s elements, and the synopsis of Aladdin movie.

1. Definition of Value

There are some variances in how values are interpreted. Differences in viewpoint in understanding the meaning and understanding of "value" are not to blame on other definitions, but rather something reasonable because it is based on each expert's assessment based on theoretical, empirical, and analytical points of view. According to the Big Indonesian Dictionary, value is the expected price.²⁵ Value is a normal pattern of decision that can lead an individual or society to "satisfaction, fulfillment, and meaning." The term value is derived from the Latin word *valere*, which means "strong, good, and valuable." In philosophy, value refers to something abstract in nature that might be regarded as "worth" or "goodness." Value is something beneficial. There are fundamental values, which do not change and apply universally, as well as subjective values, which rely on culture, time, and place (value relativity), such that values can be separated into intrinsic objective values and extrinsic subjective values.²⁶

²⁵ Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, “Hasil Pencarian - KBBI Daring,” accessed Mey 25, 2023, <https://kbbi.kemdikbud.go.id/entri/nilai>.

²⁶ Suradi L, “Pendidikan Kewarganegaraan Sebagai Pendidikan Nilai Dan Pendidikan Hukum Dalam Mewujudkan Warga Negara Yang Cerdas Dan Baik (Smart and Good Citizen),” *Jurnal Pemikiran dan Penelitian Ilmu-ilmu Sosial, Hukum, & Pengajarannya* XIV, no. 2 (2019): 119, <https://ojs.unm.ac.id/supremasi/article/view/13143>.

Some professionals define value. Personality should be appreciated, and personality is the single thing in the universe with the highest value. Humans can use anything in life as a tool to achieve their aims, but no one can exploit others. Personality integrity must always be respected.²⁷ As a result, it is possible to argue that personality is linked to value.

Values can be taught to kids, but instilling life values in them requires role models from instructors, parents, and society. The practice of these values occurs not only in schools but also in the family and community environment, so that the principles of Living Towards a Dignified and Cultured People may be realized via example and education.²⁸ Personality needs to be fostered and developed in everyday life to improve and become a positive character.

2. Character Education

Character education is neither an easy nor a noncontroversial endeavor. Huffman apply summarizes the bottom line that character education will require an all-encompassing approach that focuses on the moral impact of the school community.²⁹ School boards, administrators, teachers, parents, and students all need to play a vital role in supporting the values that form the foundation of character education. These values must be shaped, taught, and defended. Any inconsistency will seriously undermine the integrity and effectiveness of the approach. It emphasizes the working partnership of teachers, parents, and the community in a collaborative effort, not working against each other.³⁰

²⁷ Gordon Willard Allport, *Pattern and Growth in Personality* (New York: Holt, Rinehart and Winston, Inc., 1961), 25.

²⁸ Kabiba, Pahendra, and Bai Juli, "Keteladanan Orang Tua Dalam Menanamkan Nilai Etika Pada Anak," *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan* 17, no. 1 (2017): 10.

²⁹ H. Huffman, *Developing a Character Education Program* (Alexandria, Va.: Association for Supervision and Curriculum Development, 1994).

³⁰ Thomas Lickona, *Educating for Character*; B. David Brooks and Frank G. Goble, *The Case for Character Education*.

James Leming stated that “if research is to inform the practice of character education, more and better evaluation of existing programs is needed.³¹ Educators should identify from among the multitude of historical figures people whose stories embody these qualities and guide us. We need to encourage reflection on the values that best represent what our culture has to offer. In this way, we were able to demonstrate to students that the values that define good character and effective citizenship are not bound by time but transcend it. Examining and understanding these values is the first step in helping students to analyze the implications for their own lives, and against this information, allow them to grasp it and practice it. In any case, the school cannot be a moral outsider in the hope that other character education will do a more effective job of educating the personality.³²

Berkowitz, Bier, and Battistich come to conclusions on the effects similar to those contained in this first cluster:

- Character education can effectively promote character development: most programs that had scientific outcome research revealed significant impacts on student character development
- Character education impacts many aspects of character development a greater number of the programs evaluating academic outcomes showed significant academic results³³
- Character education tends to be a set of implementation strategies: there is clear evidence of significant effects on social-moral cognition, pro-social behavior and attitudes, problem-solving skills, and on reducing at-risk behaviors.³⁴

³¹James Leming, “*Teaching Values in Social Studies: Best Practices and Trends*,” in B. Massialis and R. Allen, eds., *Crucial Issues in Teaching Social Studies* (Belmont, Calif.: Wadsworth Publishing Company, 1996).

³²Thomas Lickona, *Educating for Character*.

³³Berkowitz, M. W. & Bier, M. C., *What works in character education? Journal of Research in Character Education*, 5 (1), 2007, 29-48.

³⁴Battistich, V., *Voices: a practitioner’s perspective. Character education, prevention, and positive youth development. Journal of Research in Character Education*, 2008, 6 (2), 81- 90.

a. Values of Character Education

Value is an important and lasting belief or ideal shared by the members of a culture about what is good or bad and desirable. According to Steeman and Adisusilo value is something that gives meaning to life, which gives the reference, the starting point, and purpose of life.³⁵ A value is a person's principles or standards of behavior, one's judgment of what is important in life.³⁶

To complement the understanding of character education, in the Decree of the Minister of National Education, the development of character values is applied through a systematic and integrative approach.³⁷ The development of these values must also involve families, educational units, government, civil society, legislative members, mass media, business, and industry. The Ministry of National Education has set 18 values for character education. These values come from religion, Pancasila, culture, and national education goals. Taken from the Minister of Education Decree, values in character education are religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national enthusiasm, love for the country, respect for achievement, friendliness/communication, peace of mind, love of reading, caring for the environment, social care, responsibility.³⁸ All educational values of the main characters are also expected to be available in all literary works, including films. According to Sudrajat, the word character meaning which means

³⁵Adisusilo Sutarjo, *Pembelajaran Nilai Karakter Konstruksi Dan Vct Sebagai Inovasi Pendekatan pembelajaran Afektif*. Jakarta: PT. Raja Grafindo Persada. 2013.56.

³⁶Thomas Lombardo, *Ethical Character Development and Personal and Academic Excellence*. Center for Future Consciousness. 2011. 2

³⁷ Kementerian Pendidikan Nasional, *Pengembangan Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: Pusat Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2011)

³⁸ Kementerian Pendidikan Nasional, *Bahan Pelatihan Penguatan Metodologi The Educational Values of the Main Character – Marudut Bernadtua Simanjuntak 6 Pembelajaran Berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa*, (Jakarta: Pusat Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum 2010)

drawing or explaining something.³⁹ In that sense, if viewed from the context of education, the character of education shows activity to describe personality, privileges, or things that distinguish others. Supporting this, Gufron explains that characters can explain the character, identity, and personality that characterize actors in a film.⁴⁰

b. **Character Educational Values**

Character education is a concerted effort to assist people in understanding, caring about, and acting on core ethical values. Character education incorporates positive values into all aspects of school activities and can be used in the classroom. Character values, according to Lickona, are instilled through curriculums or programs.⁴¹

According to Mardiatmaja, who is quoted by Mulyana, character educational value is a tool for students to realize and experience values, as well as to integrate them into their daily lives.⁴² According to Hakam, character education values are an education that considers objects from moral and non-moral perspectives, including aesthetics. It views objects through the lenses of beauty, personal taste, and ethics.

It is hoped that values will be attained during the educational process. Later on, these values can be used to create a harmonious life. To promote world peace, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) created the Living Values Education Program (LVEP). In this program, there are a variety of values that can be learned through formal or informal education.⁴³

³⁹ Sudrajat, Ajat. *Mengapa Pendidikan Karakter*. Jurnal Pendidikan Karakter, (Yogyakarta: LPPMP Universitas Negeri Yogyakarta, 2011)

⁴⁰ Gufron, Anik, *Integrasi Nilai-nilai Karakter Bangsa pada Kegiatan Pembelajaran dalam Cakrawala Pendidikan*. Jurnal Ilmiah Pendidikan. Th.XXIX, Mei: 13-24, (Yogyakarta: LPPMP Universitas Negeri Yogyakarta, 2010)

⁴¹ Fajar Soniawan, *Character Education Analysis of 2013 Curriculum English Textbook Entitled 'Bahasa Inggris' For Eleventh Graders of Senior High School*, 2012, 2

⁴² Mardiatmaja, *Memahami Cerita Rekaan*, (Jakarta : Pustaka Jaya, 1988)

⁴³ Unesco. *Living Values Education Program (LVEP)*. Journal of Research in Character Education, 2008

Cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity are all values.

Based on Kemendiknas, explains that there are 18 (eighteen) character values that help in developing the character education process.⁴⁴

That includes:

a. Religious

Attitudes in carrying out worship obligations as religious people according to their respective religions, respect the implementation of worship of other religions, and living in harmony with other religions.

b. Honesty

The attitudes of making oneself trustworthy in doing work and always telling based on the truth.

c. Tolerance

The actions that respect differences in religions, ethnicity, and other people's opinions, attitudes, and behavior of others.

d. Discipline

The actions that show obedience and orderly to applicable regulations, obedience in behavior, orderly in appearance, and managing time.

e. Work hard

Actions that show orderly and diligent attitude and behavior in carrying out an activity.

f. Creative

Thinking and doing something to produce a new way or result from something you already have.

⁴⁴ Kementerian Pendidikan Nasional, Bahan Pelatihan Penguatan Metodologi The Educational Values of the Main Character – Marudut Bernadtua Simanjuntak 6 Pembelajaran Berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa, (Jakarta: Pusat Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum 2010)

g. Independent

Attitudes that do not depend on others in completing a job.

h. Democratic

Support the value of citizenship rights and obligations in behaving, thinking, and acting.

i. Curiosity

Attitudes and actions that always want to know more than what has been seen, heard, and learned.

j. Nationalism

Support and participate in the interests of the nation and state in the way of acting, thinking, and having broad views as citizens.

k. Patriotism

Way of thinking, attitudes, and acts that show; loyalty, care, and high appreciation for the language, environment, society, culture, economy, and politics of the nation.

l. Appreciation

Attitudes and actions that value every result of hard work, share success with others and respect the success of others.

m. Communicative/friendly

Attitudes and actions to develop themselves in adapting to others and communication in circle friends.

n. Love of Peace

Attitudes and actions encourage calm in respect of the opinions or actions of others.

o. Reading Interest

Habitual of giving or filling time to read something useful from various sources of knowledge.

p. Care about environment

Actions that always try to preserve, protect, and repair the environment.

q. Social care

Act and attitude that always participate in helping other people.

r. Responsible

Attitude and actions of a person to carry out something job and obligations that had to be done.

According to the explanation above, the researcher can conclude that many character educational values can build a better student's character. While, character educational value is not only gotten in formal classes but also they can be found everywhere, for example in movies.

3. Movie

A movie is not only for entertainment or spectacle but also as audio-visual media in learning English.

a. Definition of Movie

There are three functions of mass media. That is to inform, educate, and entertain. One of the most attractive programs on mass media, the movie should not only be for entertainment but also should give education for function. By using movies, people can educate morals, education values, and cultural values.

The movie is a work of cinematography that can function as a tool for cultural education. Likewise, movies are also effective in conveying cultural values. In general, the function of the movie is divided into four, namely, entertainment tools, sources of entertainment information, educational tools, and the reflection of the socio-cultural

values of a nation.⁴⁵

Apart from entertaining the movie, it also provides educational information and becomes a mirror of the nation's cultural civilization. Here comes the movie has a strategic place as a medium of education and learning at school. Movies with animation techniques have a wide range of story areas and genres, ranging from drama, science fiction, war, fantasy, horror, and musicals, to historical epics.⁴⁶

They mention a movie as an educational medium that has a very large ability to help the learning process in the form of sequential images and can describe events, stories, and pure objects like a real event so that it can be used as a technique for demonstrating some facts, skills, and understanding. Movies are also used to transmit messages from a source of messages (teachers) to students so that they can simulate students' feelings, attention, and interest as well as attention students in such a way that the learning process occurs.⁴⁷

The word media comes from Latin and is a form plural of the word medium which means intermediary or introduction. There are many limitations that people place on the media. The Association of Education and Communication Technology (AECT) in America, limits media to all forms and channels that people use to transmit informational messages. Gagne states that the media are all physical tools that can present messages and stimulate students to learn. Books, films, and cassettes are examples.

1. The meaning of educational media according to Azhar Arsyad, in Teaching Media, has an understanding of tools in the process of learning both inside and outside the classroom, which is used in the context of communication and interaction between

⁴⁵ Teguh Trianto, *Film Sebagai Media Belajar*, (Yogyakarta: Graha Ilmu, 2013), 2

⁴⁶ Ibid., 48

⁴⁷ Arief S. Sadiman, dkk, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, hlm 7

teachers and students in the process of learning.⁴⁸

2. According to Nuryani Y Rustaman, in Learning Strategies Teaching divides media into three groups based on types, namely:⁴⁹

- a) Auditive Media, namely: radio, telephone, cassette recorder, dish audio, and so on.
- b) Visual Media: photos, drawings, paintings, prints, graphics, etc.
- c) Audio-Visual Media: sound films, television, video cassettes.

According to Nuryani's opinion above, movies are classified into types of audio-visual media, where the audio-visual media is clear and has many advantages because it can optimize functions of senses that can be heard, seen, and easy to remember it.

Some practical benefits of using teaching media for education in the form of movies in the learning process that is:⁵⁰

- a) Movie teaching media can clarify the presentation of messages and information to facilitate and improve the process and learning outcomes.
 - b) Movie teaching media can enhance and direct the attention of students so that it can lead to motor learning, more direct interaction between students and students' environment, and the possibility of students learning on their own according to their abilities and interest.
 - c) Movie teaching media can overcome the limitations of the senses, space, and time.
3. Teaching media can provide a common experience to students about events in the surrounding environment, as well as allow direct interaction with teachers, society, and the environment.

⁴⁸ Azhar Arsyad, Media Pengajaran, (Jakarta: Raja Grafindo Persada, 2002), 2

⁴⁹ Nuryani Y Rustaman dkk, Strategi Belajar Mengajar, (Jakarta: FP MIPA UPI, 2003), 141

⁵⁰ Azhar Arsyad, Media Pembelajaran, 27

b. Aladdin Movie and Its Elements

The movie conveys visual communication recreated by moving lines and sounds. A movie is a way of telling stories that have a social, historical, or cultural context. Danesi believes that films juxtapose dialogue, music, scenery, and action in a visually narrative way, making them aesthetically powerful.⁵¹ According to Rabiger, a good movie lets you experience new states and describe them in your mind and heart.⁵²

He also claimed that movies generally put us in the shoes of a mental character. This is due to the main viewers' desire to enter the world of others. A movie is composed of several elements, including the story, theme, plot, and setting. First and foremost. The story is one of the film's elements. History is a story about what happened. A story can be a fantasy, a true story, or a family tradition.

The second factor is a theme. Peck and Coyle define theme as "the large idea or concept it is dealing with".⁵³ We can imagine that theme must be expressed in the form of expression as an implication of the entire story, but it cannot tell us the story's separability. We can accommodate the core of the content by understanding the theme. Making the theme interesting will entice people to watch the entire story.

The third element is the plot. According to Michael Rabiger, a plot is a series of incidents or events that make up a story.⁵⁴ It is frequently written with a narrative structure or plot that includes conflict, action escalation, and climax. The action and

⁵¹ Danesi, Marcel. *Pesan, Tanda, dan Makna: Buku Teks Besar Mengenai Semiotika dan Teori Komunikasi* (Yogyakarta: Jalasutra, 2004)

⁵² Michael Rabiger. *Directing Film, Techniques and Aesthetics*. Third Edition (British: Burlington, MA, 2008)

⁵³ Peck, John and Martin Coyle. *How to Study Literature: Literary Terms and Criticism* (London: Macmillan Education Limited, 1989)

⁵⁴ Michael Rabiger. *Directing Film, Techniques and Aesthetics*. Third Edition (British: Burlington, MA, 2008)

resolution fall apart. This is the rendering and classification of the events and story section. To represent the rise and fall of the action, the plot is frequently depicted as a zigzag line. The plot, on the other hand, is made up of what happened in the story, such as the conflicts that arose.

The setting is the fourth step. According to Bordwell, filmmakers can control the setting in a variety of ways, such as selecting an existing location to stage the action.⁵⁵ When filming a movie, the location can vary. The overall setting of a narrative or dramatic work, according to Rabiger, 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 specific physical location in which it takes place.⁵⁶ The setting, on the other hand, is crucial in the film. This could be where the character lives or the social context that influences the characters' actions. The setting frequently evokes an ambiance or atmosphere, hinting at an upcoming event.

The fifth is character. Based on the title, the font refers to the people the author created to populate the story. Characters must be believable and consistent. Being believable doesn't mean that all the characters are like the people we meet, but they are believable in the context of the story. Peek and Coyle, in their *Literature Term and Criticism*, state that a person who appears in a play/drama/film is called a character.⁵⁷ Characters are the people involved in what happens in the story. Protagonists are commonly called protagonists or heroes. He or she often clashes with antagonists or villains.

⁵⁵ Bordwell, David. *On the History of Movie Style*, (Cambridge, Mass: Harvard University Press, 1997)

⁵⁶ Michael Rabiger, *Directing Film, Techniques and Aesthetics* (Third Edition. British: Burlington, MA, 2008)

⁵⁷ Peek, John and Martin Coyle. *How to Study Literature: Literary Terms and Criticism* (London: Macmillan Education Limited, 1989)

c. **Synopsis of Aladdin Movie**

Aladdin, a kind-hearted young street rat living in the Arabian city of Agrabah, along with his pet monkey Abu, rescues and befriends Princess Jasmine, who has stuck out of the palace to explore, tired of her sheltered life. Meanwhile, Grand Vizier Jafar schemes to overthrow Jasmine's father as the Sultan. He, along with his pet parrot and spy, Iago, seeks a magic lamp hidden in the Cave of Wonders that will grant his wishes. Only one person is worthy to enter: "the diamond in the rough", whom he decides is Aladdin. Aladdin is captured and Jafar persuades him to retrieve the lamp. Inside the cave, Aladdin finds a magic carpet and obtains the lamp. He gives it to Jafar, who betrays him and throws him back into the cave, though Abu steals the lamp back.

Trapped in the cave, Aladdin rubs the lamp, unwittingly summoning Genie, a powerful omnipotent being who lives inside it. Genie explains that he has the power to grant Aladdin three wishes. Aladdin tricks Genie into freeing them from the cave without using a wish. After they get out of the cave, Aladdin uses his first official wish to become a prince to impress Jasmine and promises to use this third wish to free the Genie from servitude.

Aladdin enters Agrabah as "Prince Ali of Ababwa", arriving in an extravagant spectacle (including Abu, who has been transformed into an elephant by Genie) but Jasmine is unimpressed by his first presentation, including an assortment of gifts and jams. The two later bond when he takes her on a ride on the magic carpet to show her the world she wants to see while Genie goes out with Jasmine's handmaiden Dalia. When Jasmine deduces Aladdin's true identity, he convinces her that he is actually a prince and only dressed like a peasant to meet the citizens of Agrabah beforehand. Jafar discovers Aladdin's identity by threatening him to reveal where the lamp was and throws him into the sea but Genie rescues him at the cost of his second wish. They

then expose Jafar, who is arrested and imprisoned in the dungeons. After the sultan offers Aladdin the position as heir, Aladdin, fearing he will lose Jasmine if the truth is revealed, says he needs Genie with him now and refuses to free him. Genie tells Aladdin that he is not being true to himself.

Iago snatches one of the guardsmen's keys and he frees Jafar. Jafar then sneakily steals the lamp from Aladdin and becomes Genie's new master. He uses his first two wishes to become Sultan and then to become the world's most powerful sorcerer, trapping the guards and Jasmine's pet tiger Rajah. He then exposes Aladdin's truth to Jasmine and exiles him and Abu to a frozen wasteland. He threatens to kill Jasmine's father and Dalia unless she agrees to marry him. At the wedding ceremony, Aladdin and Abu return, having been rescued by the magic carpet and Jasmine steals back the lamp. Furious, Jafar transforms Iago into a roc to give chase and overpowers them.

Aladdin stalls by taunting Jafar for being second only to Genie in terms of raw power, thereby tricking him into using his last wish to become the most powerful being in the universe. Due to the grey area in that wish, Genie is free to interpret it as he wishes and turns Jafar into a jinn himself. Being chained to the lamp without a master, Jafar gets trapped inside, dragging Iago inside with him. Genie throws Jafar's lamp to the Cave of Wonders and Aladdin keeps his promise, using his last wish to free Genie and turn him human. The Sultan declares that Jasmine will be the next ruler and tells her that Aladdin is a good person, and Jasmine reunites with him. Genie marries Dalia and leaves to explore the world and start a family with her. Aladdin and Jasmine get married and start a new life.

d. **The Biography of the Director**

Aladdin is a 2019 American musical fantasy film produced by Walt Disney Pictures. Directed by Guy Ritchie, from a script he co-wrote with John August, it is a

live-action adaptation of Disney's 1992 animated film of the same name, which itself is based on the eponymous tale from One Thousand and One Nights. The film stars Will Smith, Mena Massoud, Naomi Scott, Marwan Kenzari, Navid Negahban, Nasim Pedrad, Billy Magnussen, and Numan Acar, as well as the voices of Alan Tudyk and Frank Welker, the latter of whom reprises his roles from all previous media. The plot follows Aladdin, a street urchin, as he falls in love with Princess Jasmine, befriends a wish-granting Genie, and battles the wicked Jafar.

In October 2016, Disney announced Ritchie would direct a live-action Aladdin remake. Smith was the first member of the cast to join, signing on to portray Genie in July 2017, and Massoud and Scott were confirmed for the two lead roles later that month. Principal photography began that September at Longcross Studios in Surrey, England, also filming in the Wadi Rum Desert in Jordan, and lasted until January 2018. Additional filming and pick-ups took place in August 2018.

Aladdin was theatrically released in the United States on May 24, 2019. It grossed over \$1 billion worldwide, becoming the ninth highest-grossing film of 2019. The film received mixed reviews from critics, with praise for its music, costume design, and the performances of Smith, Massoud, and Scott, but criticism for Ritchie's direction, screenplay, and CGI. A sequel is a development.

B. Findings

Aladdin movie is a movie with a duration of 2 hours and 8 minutes. Based on this research, in Aladdin movie, there are 9 types of character educational values, namely a love of peace, social care, communicative/friendly, creative, independent, patriotism, responsible, reading interest, and appreciation of achievement as follows:

Table 2.1 Data Display of Character Educational Values Found in "Aladdin" Movie

| No | Character Educational Values | Total data |
|-----------|-------------------------------------|-------------------|
| 1. | Love of peace | 1 |
| 2. | Social care | 4 |

| | | |
|-----|-----------------------------|---|
| 3. | Communicative/friendly | 2 |
| 4. | Creative | 1 |
| 5. | Independent | 1 |
| 6. | Patriotism | 1 |
| 7. | Responsible | 1 |
| 8. | Hard work | 1 |
| 9. | Appreciation of achievement | 1 |
| 10. | Curiosity | 1 |
| 11. | Honesty | 1 |
| 12. | Tolerance | 1 |

The following description shows the results of this research analysis:

1. Love of Peace

The researcher has found several character education values and one of them is the character love of peace. Faith or belief in oneself and one's abilities to succeed; to be certain that one will act in a right, proper, or effective manner.

In Aladdin's movie, 1 data contain the love of peace for other people. The only data can be seen in the conversation and scene from minutes 00:52:42 to 00:52:44 as data.

Below is the conversation:

Princess Jasmine : "You are a thief."
Aladdin : "No. No. Yes, but" ...
Princess Jasmine : "I was so naive. Excuse me."
Aladdin : "**Wait. Wait. Wait! Wait, it's not like that!**"
Guard : "Street rat, get out of the way."
Aladdin : "Who do you think you're calling a street rat?"
Guard : "Are you talking back to me? You were born worthless and you will die worthless. And only your fleas will mourn you."
Aladdin : "Come on, Abu. Let's go home."

Love and peace are harmony in human natural life where is nothing enmity or conflict. Peace can interpret as a calm and patient attitude. These attitudes tend to try to accept other people's opinions rather than denied and opposed them. Understand that differences are rarely resolved through conflict and that the obstinacy of a person indicates that he has a problem or feels insecure, and therefore expect your understanding.

The conversation above happened when Princess Jasmine asked where her missing

bracelet was. But the bracelet is not in place. Princess Jasmine feels Aladdin has lied to her because she can't provide evidence.

2. Social Care

The researcher has found several character values and one of them is the character of social care. The act of caring or being interested in other people or situations to give and help.

The researcher found 4 data containing the character's educational value of social care. The first data is found in the minutes 00:06:39 to 00:06:43 and the second data is contained in the minutes 00:07:17 to 00:07:18 and the third data is found in the minutes 01:15:22 to 01:15:27 and the last data is found in the minutes 01:55:14 to 01:55:18.

The following is the conversation that contains the first data:

Princess Jasmine : "Hello. Are you hungry?"
The children : "Emm..."
Princess Jasmine : "Here, **take some bread.**"
Jamal : "Hey! Hey! You steal from my brother."
Princess Jasmine : "Stealing? No, I..."
Jamal : "You pay, or I take the bracelet."
Princess Jasmine : "Sir, I don't have any money. Let go of me!"
Aladdin : "No. Whoa! Take it easy, Jamal."
Jamal : "Kalil walks away from the stall, and this one, she steals the bread."
Princess Jasmine : "Those children were hungry!"

Behavior and attitude that always want to help others. Sociality is an attitude and action that always wants to assist other people and communities in need. Concern Social behavior is an important attitude and must be owned by someone regarding the values of honesty, compassion, humility, and so forth. The dialogue above shows that Princess Jasmine reflects the value of social care. Social care is an attitude or a sense of caring for others. This positive attitude conveys sympathy by helping people in need. The conversation above happens when Princess Jasmine disguised herself as an ordinary person to take a walk at the market. She saw two children starving in front of the bakery, then The Princess took bread for the children. This attitude proves that Princess Jasmine

has a social care character for people. These attitudes and actions are an upbringing from her father (The Sultan) so that Princess Jasmine to becomes a leader who always cares for her people.

Below is the conversation from minutes 00:07:17 to 00:07:18 as the second data for character educational values of social care:

Princess Jasmine : “Stealing? No, I...”
Jamal : “You pay, or I take the bracelet.”
Princess Jasmine : “Sir, I don't have any money. Let go of me!”
Aladdin : “No. Whoa! Take it easy, Jamal.”
Jamal : “Kalil walks away from the stall, and this one, she steals the bread.”
Princess Jasmine : “Those children were hungry!”
Aladdin : “I... Okay, give me a minute.”
Jamal : “You keep your little street rat nose out of it! Huh?”
Aladdin : “Do you have any money?”
Princess Jasmine : “No.”
Aladdin : “**Okay, trust me.**”

The dialogue above shows that Aladdin reflects the value of social care. This attitude conveys actions and words that provide comfort and inspire confidence. The conversation above happens when Jamal wanted to take Princess Jasmin's bracelet. Then Aladdin helps Princess Jasmine by playing a trick on Jamal. When Aladdin asked for a bracelet, Princess Jasmine didn't want to give it. Then Aladdin reassures Princess Jasmine that the bracelet will not be lost. Because of the confidence that Aladdin gave, Princess Jasmine was silent as if she agreed with Aladdin's words.

Below is the conversation from minutes 01:15:22 to 01:15:27 as the third data for the character educational value of social care:

Princess Jasmine : “What?”
Princess Jasmine : “Is this...?”
Aladdin : “A magic carpet. **Do you trust me?**”
Princess Jasmine : “What did you say?”
Aladdin : “**Do you trust me?**”
Princess Jasmine : “Yes.”

The dialogue above shows that Aladdin reflects the value of social care. This attitude conveys actions and words that provide comfort and inspire confidence. The conversation above happens when Aladdin invited Princess Jasmine to go around seeing

the sights of the city of Agrabah using a magic carpet. Princess Jasmine does not believe in the existence of magic carpets. Then Aladdin shows the magic carpet by jumping down. Princess Jasmine panicked seeing Aladdin's action, but suddenly Aladdin flew by using a magic carpet. Because The Princess was still confused, Aladdin stretched out his hand and said, "Do you trust me?" with a gentle action. Finally, Princess Jasmine agreed and wanted to go with Aladdin.

Below is the conversation from minutes 01:55:14 till 01:55:18 as the last data for the character educational value of social care:

| | |
|---------|---|
| Genie | : "All right. Last wish, let's get it." |
| Aladdin | : "Okay. Last wish. Genie.." |
| Genie | : "I'm ready, hold on. Here we go." |
| Aladdin | : "I wish.." |
| Genie | : "Third and final wish." |
| Aladdin | : " I wish.. to set you free. " |
| Genie | : "What? Whoa. What? Oh! Wait.." |
| Genie | : "Wait, am I..? Wait, wait, wait. Um.. tell me to do something." |
| Aladdin | : "Um... Get me some jams." |
| Genie | : "Get it yourself? Get your jams! Hahaha. Thank you." |
| Aladdin | : "No. Thank you, Genie. I owe you everything." |

The dialogue above shows that Aladdin reflects the value of social care. Social care is an attitude or a sense of caring for others. This positive attitude conveys sympathy by helping people in need. The conversation above happens when Aladdin makes his last wish to the genie. The genie once said to Aladdin that he wanted to be free and become a human. A genie can be free if his master uses one of his wishes. Therefore Aladdin uses his last wish to free The Genie. The genie was very happy because he was free.

3. Communicative/friendly

The researcher has found several character values and one of them is the character of being communicative/friendly. A state of being attached to another by affection, loyalty, respect, or esteem; holding in high regard, being fond of.

In Aladdin's movie, there are 2 data containing the character's educational value of communication/friendliness. The first data is the minutes 00:59:14 till 00:59:16 and 01:01:57 till 01:02:04 as the second data. Below is the first conversation:

Sultan : “It's a pleasure to welcome you to Agrabah, Prince Ali.”

The dialogue above shows that the Sultan reflects the value of communication/friendliness. Communicative/friendly is the attitude of being easy to adapt to new people. the attitude of someone easy to socialize with, friendly, and dares to ask questions and give opinions. The conversation above happens when Aladdin had got his wish to become a prince. Aladdin changed his name to Prince Ali who came from the kingdom of Ababwa. After arriving at the kingdom of Agrabah, Aladdin, Genie, and members of the kingdom of Ababwa entered the palace. The Sultan welcomed Aladdin in a friendly manner. The Sultan has a friendly nature towards everyone.

The next is the second data from the character educational value of communicative/friendly. Below are the conversations:

The Sultan : “We hope you can join us tonight, Prince Ali when we celebrate our harvest.”

Aladdin : “Of course, your serene self. We will join you.”

The dialogue above shows that the Sultan reflects the value of being communicative/friendly. Communicative/friendly is the attitude of adapting to new people. the attitude of someone easy to socialize with, friendly, and dares to ask questions and give opinions. The above conversation took place when Aladdin entered the palace. The Sultan welcomed Aladdin in a friendly and kind way. after a short conversation between Aladdin and Princess Jasmine. The Sultan invited Aladdin and his entourage to attend the harvest celebration party. Sultan has a friendly nature towards everyone.

4. Creative

The researcher has found several character values and one of them is the character of creativity. An ability to think or invent new ideas to do things involving an artistic achievement.

In Aladdin's movie, there is one piece of data that contains the character of creativity. The character's educational value of creativity is found in the scene from minutes 13:44 to 13:46. Below are the conversations as the data:

Princess Jasmine : “Where are we, exactly?”
Aladdin : “You'll see.”
Princess Jasmine : “Oh, my. Is this... Is this where you live?”
Aladdin : “Yep. Just me and Abu. Come and go as we please.”
Aladdin : “Welcome to my humble... You'll see.”
Princess Jasmine : “**You are quite the magician.**”
Aladdin : “Thank you.”

The dialogue above shows that Aladdin reflects creative values. Creativity is the attitude of someone who has a unique way of thinking and innovation in making or producing work. This attitude makes people have their views so that they can develop themselves and be creative. Everyone has their creativity. By developing oneself and recognizing talents, one can produce work. The conversation above happens when Aladdin and Princess Jasmine had managed to escape from the guards who were chasing them. Aladdin invites Princess Jasmine to his house. At that time Princess Jasmine had not introduced herself as a princess, but she claimed to be named Dalia as a palace maid. Princess Jasmine was amazed when Aladdin showed the secret stairs to her house. And Aladdin also showed the tent that served as the roof of the house by pulling the rope. Princess Jasmine was amazed by Aladdin's skills. Although the tent is not big but looks comfortable, simple, and unique.

5. Independent

The character of independence. The ability to take or take action independently, without outside help, influence, or control, to do something without the support of others.

In Aladdin's movie, there is one piece of data that contains independence. The character's educational value of independence is found in the scene from minutes 15:53 to 16:06. Below are the conversations as the data:

Princess Jasmine : “And what about your father?”
Aladdin : **“I lost them both when I was young. Been on my own ever since. It's all right, it's just...”**
Princess Jasmine : “What?”
Aladdin : **“It's a little sad. Having a monkey as the only parental authority in your life.”**

The dialogue above shows that Aladdin reflects the value of independence. Independent is the attitude of a person who is not dependent on others. Someone who has an independent attitude can complete a job without involving other people's help. The conversation above happens when Aladdin and Princess Jasmine got to know each other. Princess Jasmine does not admit that she is a princess but is a palace maid named Dalia. Princess Jasmine asked about the Aladdin family. Aladdin said that his father and mother had died when he was a child. Aladdin feels sad because he has to live life alone. He was only accompanied by a monkey as a friend and family. The monkey's name is Abu. Aladdin feels trapped by his situation. He had to struggle to survive without the support of his parents.

6. Patriotism

The researcher has found several character values and one of them is the character patriotism. The act of paying attention to the beauty of nature, always having a sense of awe and pride.

Only 1 data contains patriotism in the Aladdin movie. The researcher found the character educational value of patriotism in the conversation from minutes 01:38:48 to 01:40:13.

The conversation is below:

Princess Jasmine : “Hakim!”
Jafar : “Take her away! Tell them, Hakim.”
Princess Jasmine : “You were just a boy when your father came to work the grounds. But you have risen to become our most trusted soldier. As a man, I know you to be both loyal and just. But now you have to choose. Duty isn’t always an honor. Our greatest challenge isn’t speaking up against our enemies but defying those whose approval we seek the most. Jafar is not worthy of your admiration nor your sacrifice. Hakim, these men, they will follow where you lead but it’s up to you. **Will you stand silent while Jafar destroys our beloved kingdom or will you do what is right and stand with the people of Agrabah.**”
Jafar : “I wish nothing but glory for the kingdom of Agrabah.”
Princess Jasmine : “No. You seek glory for yourself. And you would win it off the backs of my people! Hakim, these men, they will follow where you lead but it's up to you. Will you stand silent while Jafar destroys our beloved kingdom or will you do what is right...and stand with the people of Agrabah?”
Hakim : “My princess. Forgive me, my sultan. Guards, arrest the vizier!”

The above conversation occurred when Jafar was carrying out his plan to become the sultan of the kingdom of Agrabah. Jafar wants to get rid of the Sultan and Princess Jasmine. Jafar orders the guards to bring princess jasmine. Annoyed, Princess Jasmine tries to fight Jafar by convincing Aladdin the bodyguard not to follow all of Jafar's orders. because of princess jasmine's words, finally, the guards sided with the sultan and princess jasmine.

7. Responsible

The researcher has found several character values and one of them is the character of responsible. The ability or action to complete the work that must be able to achieve the goal.

In Aladdin's movie, the researcher found that 1 of the data contains responsible. The character's educational value of response is found in the scene from minutes 27:39 to 27:41 and the second data is found in the minutes 00:10:41 to 00:10:45.

Below is the conversation of the first data:

Princess Jasmine : “Can I help you?”
Aladdin : “Tea?”
Princess Jasmine : “You? You! What are you doing here? Get in here, now!”
Aladdin : **“I came back to return your bracelet.”**

The dialogue above shows that Aladdin reflects the value of responsible. Responsible is the attitude of a person carrying out a job and having an obligation for the job until it is completed. This attitude shows loyalty, honesty, and a sense of keeping a promise. The conversation above happens because of an event in the market that caused Princess Jasmine's bracelet to be hidden by Abu the monkey. Aladdin intends to return the bracelet to the princess by entering the palace secretly. With his ingenuity, Aladdin can enter the palace by pretending to be a servant and go to Princess Jasmine's room. Princess Jasmine was very surprised because Aladdin was in the palace. She didn't expect that Aladdin would return the bracelet. The bracelet is from her mother (Queen of Agrabah). Aladdin was born poor, but Aladdin still has a sense of responsibility for things that do not belong to him. This action shows Aladdin's attitude of responsibility.

8. Hard work

The researcher has found several character values and one of them is the character of hard work. Hardworking is an important point of character educational value. It is a behavior that shows earnest effort in overcoming barriers to learn and complete the task as well as possible.

In Aladdin's movie, one data contains the value of hard work. The character's educational value of reading interest is found in the scene from minutes 01:14:01 till 01:14:03. Below is the conversation:

Aladdin : **“ Could you give me a hand? ”**
Jafar : “ First, the lamp.”
Aladdin : **“ No, no, first, your hand.”**
Jafar : “ We don't have much time. Give me the lamp.”
Aladdin : “ Your hand!”
Lago : “ Second no more, Master.”

| | |
|---------|---------------------------------------|
| Aladdin | : “ Now, your hand!” |
| Jafar | : “ How about my foot?” |
| Aladdin | :” No!” |
| Jafar | : “ Get off me, monkey! Dirty monkey” |

The dialogue above shows that Aladdin reflects the value of Hard work. Behavior that shows an effort to solve any obstacles in the learning activity. Hardworking is an important point of character educational value. It is a behavior that shows earnest effort in overcoming barriers to learn and complete the task as well as possible. Hard work includes the virtues of initiative, diligence, goal-setting, and brilliance. The above conversation happens when Aladdin and Lago were in the cave searching for the magical lamp. Jafar, on the other hand, follows Aladdin's instructions to take the magical lamp. Aladdin was pushed over the brink of a cliff and nearly plummeted, but he was saved by a nearby little rock. Jafar attempts to fight Aladdin by stepping on his hand. Not long after, the magical carpet arrived to save them both.

9. Appreciation of Achievement

The researcher has found several character values and one of them is the character of appreciation. These actions have a sense of pride in the achievements and hard work of others.

In Aladdin's movie, one piece of data contains appreciation. The character's educational value of appreciation is found in the scene from minutes 00:10:14 to 00:10:45. Below is the conversation:

The conversations below:

| | |
|------------------|---|
| Aladdin | : “Together on three!” |
| Princess Jasmine | : “Together on three?” |
| Aladdin | : “We jump.” |
| Princess Jasmine | : “We jump?” |
| Aladdin | : “Why are you repeating everything I say? The pole.” |
| Guard 1 | : “Move, move!” |
| Guard 2 | : “This way!” |
| Aladdin | : “One, two, three!” |
| Guard 3 | : “Thief! Stop!” |
| Guard 2 | : “On the roof!” (Aladdin jump) |
| Princess Jasmine | : “I'm sorry! I can't do this.” |

Aladdin : “Look at me. Look at me. **You can do this.**”
Princess Jasmine : “Okay.”

The dialogue above shows that Aladdin reflects the value of responsible. Responsible is the attitude and actions of a person to carry out something job and obligations that had to be done. This attitude conveys actions and words that provide comfort and inspire confidence. The conversation above happens when Aladdin and Princess Jasmine were being chased by guards. They ran on the roofs of buildings. Because he was trapped, Aladdin gave a solution to Princess Jasmine to jump to the roof of another building that was hard to reach by the guards. Aladdin told Princess Jasmine to jump with the help of a long stick, while he would do a free jump. Aladdin has managed to jump but Princess Jasmine is still standing because of fear. Aladdin provides support for Princess Jasmine to dare to jump. Finally, Princess Jasmine succeeded and was not caught by the guards.

10. Curiosity

The researcher has found several character values and one of them is the character of curiosity. Always curious about what he/she learns and tries to find something wide and deep curiosity the attitude and action always try to know deeper and extends from something learned, seen, and heard.

In Aladdin's movie, one piece of data contains curiosity. The character's educational values of curiosity are found in the scene from minutes 00:20:10 to 00:20:13.

The conversation is below:

Princess Jasmine : “ Um, I’m Dalia.”
Aladdin : “ Dalia.”
Aladdin :” From the palace.”
Princess Jasmine : “ **How could you tell?**”
Aladdin : “ Well, only someone from the palace could afford a bracelet like that. And that silk lining is imported, too. It comes from the merchant boats straight to the palace. But not to servants. At least not most servants. This means you...are handmaids to the princess.

The conversation shows that Princess Jasmine reflects the value of curiosity. Curiosity is the attitude and action that always try to know deeper and extends from something learned, seen, and heard. The conversation above happens when Princess Jasmine, disguised as a regular person, met Aladdin in the middle of the crowd. However, the princess's appearance, which is distinct from that of the common people, draws attention. Then Aladdin dared to approach him.

11. Honesty

The researcher has found several character values and one of them is the character of honesty. In this movie, there is one only data containing values of honesty. The data can be found in the minutes 00:22:55 to 00:22:56.

Below is the conversation:

| | |
|------------------|---|
| Princess Jasmine | : “ I have to get back to the palace” |
| Aladdin | : “ Now? It’s just another prince coming to court the princess.” |
| Princess Jasmine | :” Yes, and I have to get her ready. Oh, do you have my bracelet?” |
| Aladdin | :” Sure. I’m sure put it in here. Somewhere. Abu, did you take it? |
| Princess Jasmine | :” That was my mother’s bracelet.” |

The dialogue above shows that Aladdin reflects the values of honesty. Behavior is based on efforts to be a trusted human. Honesty is defined as a human attitude when faced with something or a phenomenon and telling the information without changing the information. It also can be defined as an attitude or behavior which appears and is based on our deep heart. Honesty is one manner in which people teach themselves to be brave confess, say, or give information appropriate to fact and reality. Honestly is telling the truth, not lying or saying things that happen/fact. Honestly can be interpreted as not cheating. Doing something by applicable rules and so forth. It also can mean a similar act between one’s intention, words, and deeds. The conversation happens when Princess Jasmine approached Aladdin and inquired about the location of her jewelry. Then Aladdin

invited him to take his place as the keeper of the bracelet. However, when I looked at the bracelet, it was not in place.

12. Tolerance

The researcher has found several character values and one of them is the character of tolerance. In Aladdin's movie, there is one data containing the character of tolerance.

The data can be seen in the minutes 00:22:57 to 00:22:59. Below is the conversation:

Princess Jasmine :” Agrabah. It’s so beautiful. I should get out more.”
Aladdin :” You should tell the Princess to get out more. The people haven’t seen her in years.”
Princess Jasmine :” They won’t let her. Ever since my... The Queen was killed, and the Sultan’s been afraid. So she’s kept locked away.”
Aladdin :” Seems everyone’s been afraid since then. But the people of Agrabah had nothing to do with that. **The people loved her.**

The dialogue shows that Aladdin reflects the character's value of tolerance. Tolerance is the attitude of respect and allows a different opinion or view. In this case, a person must respect the opinions of others who are different from his stands. Generally, humans always have different views or opinions. These differences must be left as long as it is still in the right way. Tolerance is one of the hallmarks of civilization. The conversation happens when Aladdin said that the people of Agrabah were not afraid when the queen was killed, they still missed the queen in their life.

C. Discussion

The result of the analysis character's educational values in Aladdin's movie script is a lover of peace, social care, communication/friendliness, creativity, independence, patriotism, responsible, hard work, an appreciation of achievement, curiosity, honesty, and tolerance.

1. Love of Peace

Love of peace is valuable because they help others as well as ourselves to feel better and to function better. Only 1 data contains the love of peace for other people:

- The data can be seen in the conversation from minutes 00:52:42 to 00:52:44 (“**Wait. Wait. Wait! Wait, it’s not like that!**”)

2. Social Care

Social care was shown by the willingness to help others. 4 data contain the character educational value:

- The first data is found in the minutes from minutes 00:06:39 to 00:06:43 (“**Take some bread**”)
- The second data can be seen in the conversation and scene from minutes 00:07:17 till 00:07:18 (“**Okay, trust me.**”)
- The third data can be seen in the conversation from minutes 01:15:22 till 01:15:27 (“**Do you trust me?**”)
- The last data is found in the minutes from minutes 01:55:14 till 01:55:18 (“**I wish.. to set you free.**”)

3. Communicative/friendly

Communicative is a good attitude to have people toward other people or things. 2 data containing the character's educational value:

- The first data is found in the conversation from minutes 00:59:14 till 00:59:16 (“**It’s a pleasure to welcome you to Agrabah, Prince Ali.**”)
- The second data is found in the conversation from minutes 01:01:57 till 01:02:04 (“**We hope you can join us tonight, Prince Ali, when we celebrate our harvest.**”)

4. Creative

Creativity is an attitude that shows new ideas in a person and finds new things that are owned to show their ability to get something. One data contains the character of creativity:

- The data can be seen in the conversation from minutes 13:44 to 13:46 (“**You are quite the magician.**”)

5. Independent

Independent is the ability that is not dependent on others and can do by himself. One data contains the character of independence:

- The data can be seen in the scene from minutes 15:53 till 16:06 (“**I lost them both when I was young. Been on my own ever since.**”, “**It’s a little sad. Having a monkey as the only parental authority in your life.**”)

6. Patriotism

Patriotism is behavior and attitude that shows up loyalty, care, and respect for the language, environment, politics, society, and culture. 1 data contain patriotism in the Aladdin movie:

- The data can be seen from minutes 01:38:48 to 01:40:13 (“**Will you stand silent while Jafar destroys our beloved kingdom or will you do what is right and stand with the people of Agrabah.**”)

7. Responsible

Responsible means orienting towards others, paying attention to them, and actively responding to their needs. There are 2 data containing the character of responsibility:

- The data can be seen in the conversation from minutes 27:39 to 27:41 (“**I came back to return your bracelet.**”)

8. Hard Work

Hardworking is an important point of character educational value. It is a behavior that shows earnest effort In overcoming barriers to learn and complete the task as well as possible. There is one piece of data contains the character's educational values of hard work found in the Aladdin movie:

- The data is found in the conversation from minutes 01:14:01 till 01:14:03 (“**Could you give me a hand?** ” and “ **No, no, first, your hand.**”)

9. Appreciation of Achievement

It means behavior and attitude that push up to create something useful for others and appreciate and respect other people's achievements. There is one piece of data found on this character's educational values in Aladdin movie:

- The data can be seen in the conversation or scene from minutes 00:10:14 to 00:10:45 (**“You can do this.”**)

10. Curiosity

Always curious about what he/she learns and tries to find something wide and deep curiosity the attitude and action always try to know deeper and extends from something learned, seen, and heard. There is one piece of data found on this character's educational values in Aladdin movie:

- The data can be seen in the conversation from minutes 00:20:10 to 00:20:13 (**“How could you tell”**)

11. Honesty

Behavior is based on efforts to be a trusted human. Honesty is defined as a human attitude when faced with something or a phenomenon and telling the information without changing the information. It also can be defined as an attitude or behavior which appears and is based on our deep heart.

- The data can be seen in the conversation from minutes 00:22:55 to 00:22:56 (**“I’m sure I put it in here.”**)

12. Tolerance

Tolerance is the attitude of respect and allows a different opinion or view. In this case, a person must respect the opinions of others who are different from his stands. Generally, humans always have different views or opinions. These differences must be left as long as it is still in the right way.

- The data can be seen in the conversation from minutes 00:22:57 to 00:22:59 (“**The people loved her.**”)



CHAPTER III

THE MOST INTENSIVE CHARACTER EDUCATIONAL VALUES IN “ALADDIN” MOVIE

In this chapter, the researcher discusses the results of the second research question, namely regarding the most intensive character educational values found in the “Aladdin” movie.

A. The Most Intensive Character Educational Values in “Aladdin” Movie

To determine the most intensive character educational values in the “Aladdin” movie, the researcher looked at the table of the data analysis results.

The table is below:

Table 3.1 Data Display of Character Educational Values Found in “Aladdin” Movie

| No | Character Educational Values | Total data |
|-----|------------------------------|------------|
| 1. | Love of peace | 1 |
| 2. | Social care | 4 |
| 3. | Communicative/friendly | 2 |
| 4. | Creative | 1 |
| 5. | Independent | 1 |
| 6. | Patriotism | 1 |
| 7. | Responsible | 1 |
| 8. | Hard work | 1 |
| 9. | Appreciation of achievement | 1 |
| 10. | Curiosity | 1 |
| 11. | Honesty | 1 |
| 12. | Tolerance | 1 |

Based on the data table above, the researcher concludes that the most intensive character educational value in this movie is social care value. Social care is an act and attitude that always participate in helping other people. Some examples we can get about social care is like involving children in activities social, the nature of loving each other, giving love to students and educating students not to discriminate against friends. Many people support that social caring attitudes grow in a person begins when he grows up. However, social care attitudes can be taught and applied to students early student. Social care value can be the most

intensive because there consists of four data. An explanation of each character educational values is below:

Firstly, when it was morning Princess Jasmine disguised herself as an ordinary person to take a walk at the market. She saw two children starving in front of the bakery, then she took a slice of bread for the children **(performed 00:06:39-00:06:43)**.

Secondly, when Jamal wanted to take Princess Jasmine's bracelet, then Aladdin helps Princess Jasmine by playing a trick on Jamal. When Aladdin asked for a bracelet, Princess Jasmine didn't want to give it. Then Aladdin reassures Princess Jasmine that the bracelet will not be lost **(performed 00:07:17-00:07:18)**

Thirdly, when Aladdin invited Princess Jasmine to go around seeing the sights of the city of Agrabah using a magic carpet. Princess Jasmine does not believe in the existence of magic carpets. Then Aladdin shows the magic carpet by jumping down. Princess Jasmine panicked seeing Aladdin's action, but suddenly Aladdin flew by using a magic carpet **(performed 01:15:22 -01:15:27)**.

The last data is when Aladdin makes his last wish to the Genie. The genie once said to Aladdin that he wanted to be free and become a human. A genie can be free if his master uses one of his wishes. Therefore Aladdin uses his last wish to free the genie **(performed 01:55:41-01:55:18)**.

CHAPTER IV

CLOSING

This chapter is the last chapter which consists of conclusions and suggestions from this research. The conclusions contain a summary of the data findings and discussion on the statement of the problems and some suggestions for readers, students, and other researchers, as follows:

A. Conclusion

Based on the analysis of the data in this research, it can be seen that the types of character's educational values in the Aladdin movie script are Love of Peace, Social Care, Communicative/friendly, Creative, Independence, Patriotism, Responsible, Hard working, Appreciation of Achievement, Curiosity, Honesty, and Tolerance. On the other hand, 6 of 18 characters educational values did not appear in this movie covering: Religious, Discipline, Reading Interest, Democratic, Nationalism, and Care about the environment. Based on findings and analysis the researcher found that the most intensive character educational value in Aladdin's movie is a social care (4 data).

B. Suggestion

This thesis is not yet perfect, critical is expected to come from readers so that it can be better next time. Here, the researcher wants to suggest some points related to the research subject:

1. For Readers

Hopefully, this research can help readers to understand the various characters in the film. Thus, they will have a good understanding in understanding the characters in the characters. And also, can improve my skills in English, especially in writing and speaking skills.

2. For students

Hopefully, this thesis can help students to distinguish the characters in each character. Students can also easily understand the storyline in the film if they understand the characters in each character.

3. For other researchers

For the next researcher, researching literary works is very useful. For example, analyzing characters' educational values or the personalities of the characters in a novel or other literary works.



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