

**THE EDUCATIONAL VALUES OF “LEO” ANIMATION
MOVIE**

THESIS



By:

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ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2024

**THE EDUCATIONAL VALUES OF “LEO” ANIMATION
MOVIE**

THESIS

Presented to State Islamic Institute of Ponorogo in Partial
Fulfillment of the Requirement for the Degree of Sarjana in
English Language Teaching Department



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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

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Sincerely,

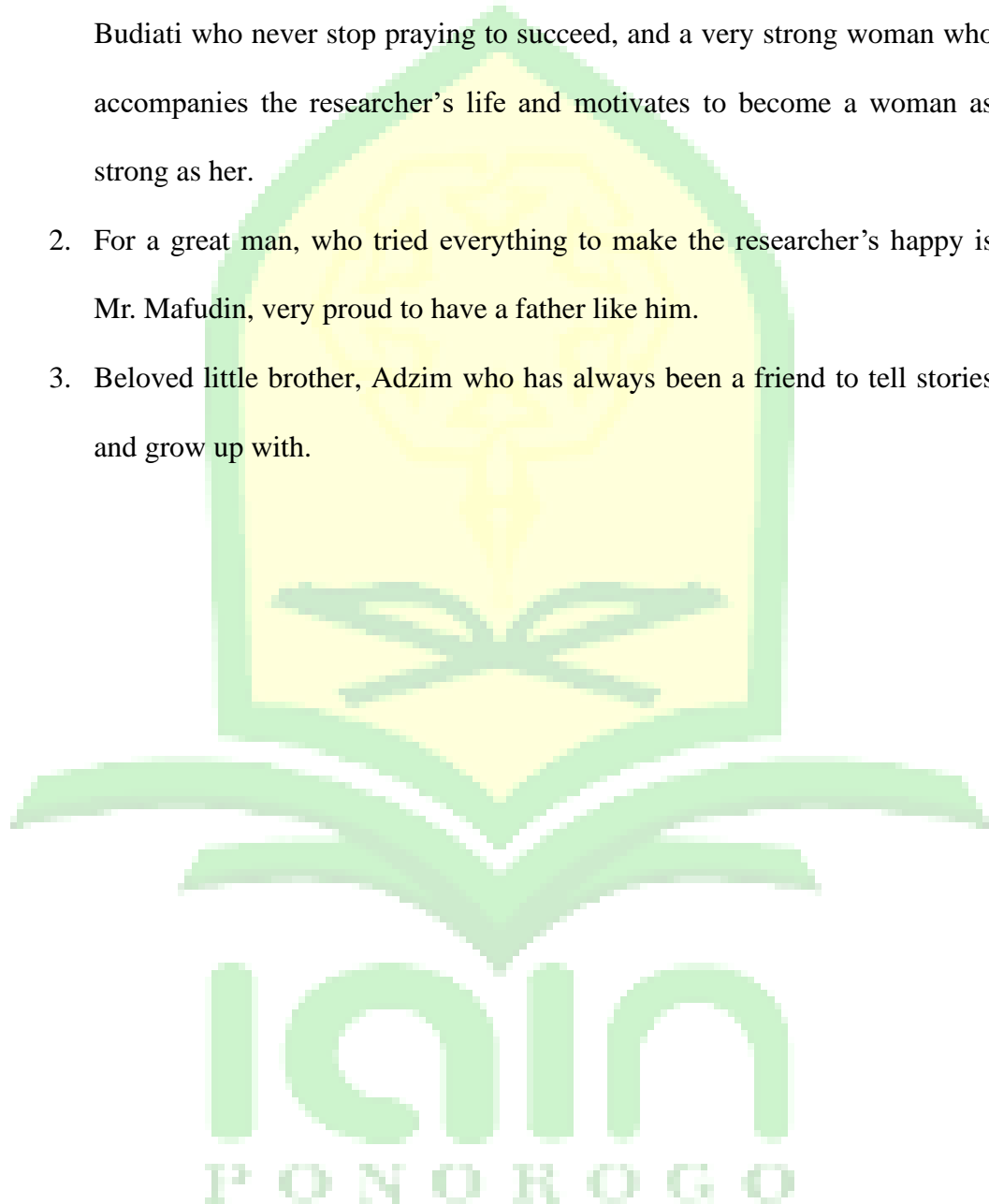


Salma Alviatun Ni'mah

DEDICATION

This thesis is dedicated to:

1. The most inspiring woman, role model in the researcher's life Mrs. Indah Budiati who never stop praying to succeed, and a very strong woman who accompanies the researcher's life and motivates to become a woman as strong as her.
2. For a great man, who tried everything to make the researcher's happy is Mr. Mafudin, very proud to have a father like him.
3. Beloved little brother, Adzim who has always been a friend to tell stories and grow up with.



MOTTO

... وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ۗ ...

“..., and whoever has been given wisdom has certainly been given much good.”¹



¹ Ministry of Religion Affair, Al-Qur'an and Translation 2:263

ABSTRACT

Ni'mah, Salma Alviatun. 2024. *The Educational Values of "LEO" Animation Movie.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Wiwin Widyawati, M.Hum.

Key Words: *Educational Value, Movie, LEO, 21st Century Skills*

In recent years, there's been a growing interest in combining educational values into entertainment, especially in animation movies like "LEO." This movie is amusing and enjoyable, yet also could teach important lessons in life. English Language Teaching (ELT) has taken notice of this trend, that *LEO* can be a valuable for teaching more than just language. With themes of spirituality, morality, social interaction, and cultural diversity, "LEO" offers a unique opportunity to engage students in meaningful discussions and learning experiences. Exploring these values in "LEO" can lead to a more enriching and impactful educational journey for students.

This research aims to identify the types of educational values in the "LEO" animation movie and to see how these values contribute to 21st-century skills. In addition, also useful information for teachers, especially in teaching educational values. The research method used in this study is library research. This means can looked through different sources available in libraries, like books, journals, and databases, to collect the information that needed for the study.

This research uses *Taylor's* theory to analyze the educational values in the "LEO" animation movie. *Taylor's* theory focuses on spiritual, moral, social, and cultural values as a way to understand and analyze these values. To collect data, the researcher use documentation, which means gathering information from existing records, documents, or texts related to the topic.

In conclusion, the analysis of educational values in the *LEO* animation movie using Taylor's SMSC theory revealed 48 dialogues representing educational values. These values align with essential 21st-century skills, such as critical thinking, creativity, collaboration, and communication. This suggests that the movie's values support both moral development and modern skills. Therefore, incorporating movies like *LEO* into the curriculum can make learning more engaging and realistic, helping students understand and apply key values and skills, thereby bridging the gap between theoretical knowledge and real-world application.

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Alhamdulillah, thanks to Allah SWT, the mighty one, the Master of the universe, and the day, who has given the writer perseverance to finish this thesis entitled “The Educational Values of “*LEO*” Animation Movie”. Salutations and peace be upon our Prophet Muhammad SAW, the guide who has led from darkness to light.

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The researchers wants to thank everyone who helped with the final assignment of this thesis, even though they can't be mentioned individually. They hope this thesis will be helpful and serve as a guide for positive progress.

Ponorogo June 9th, 2024

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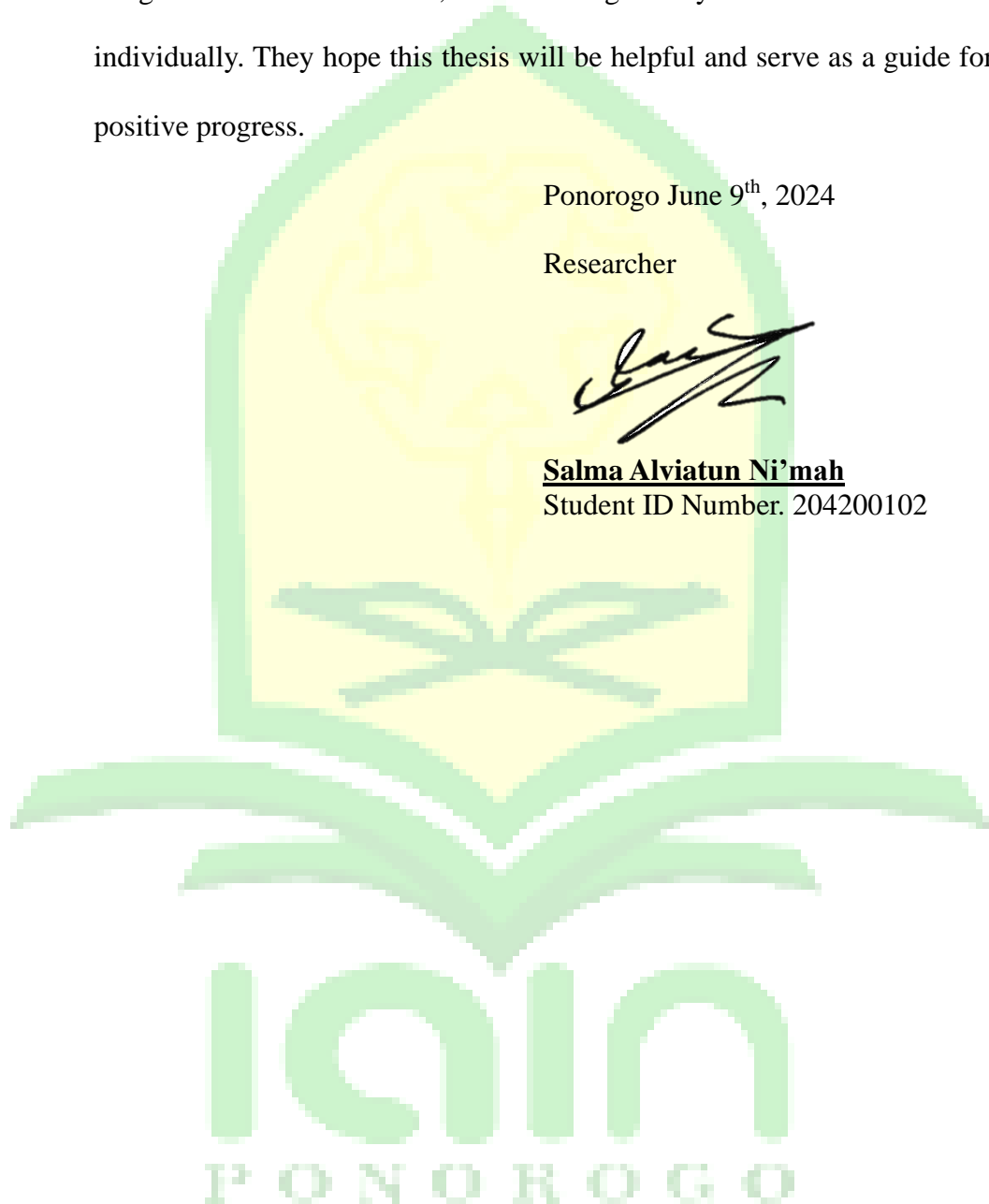
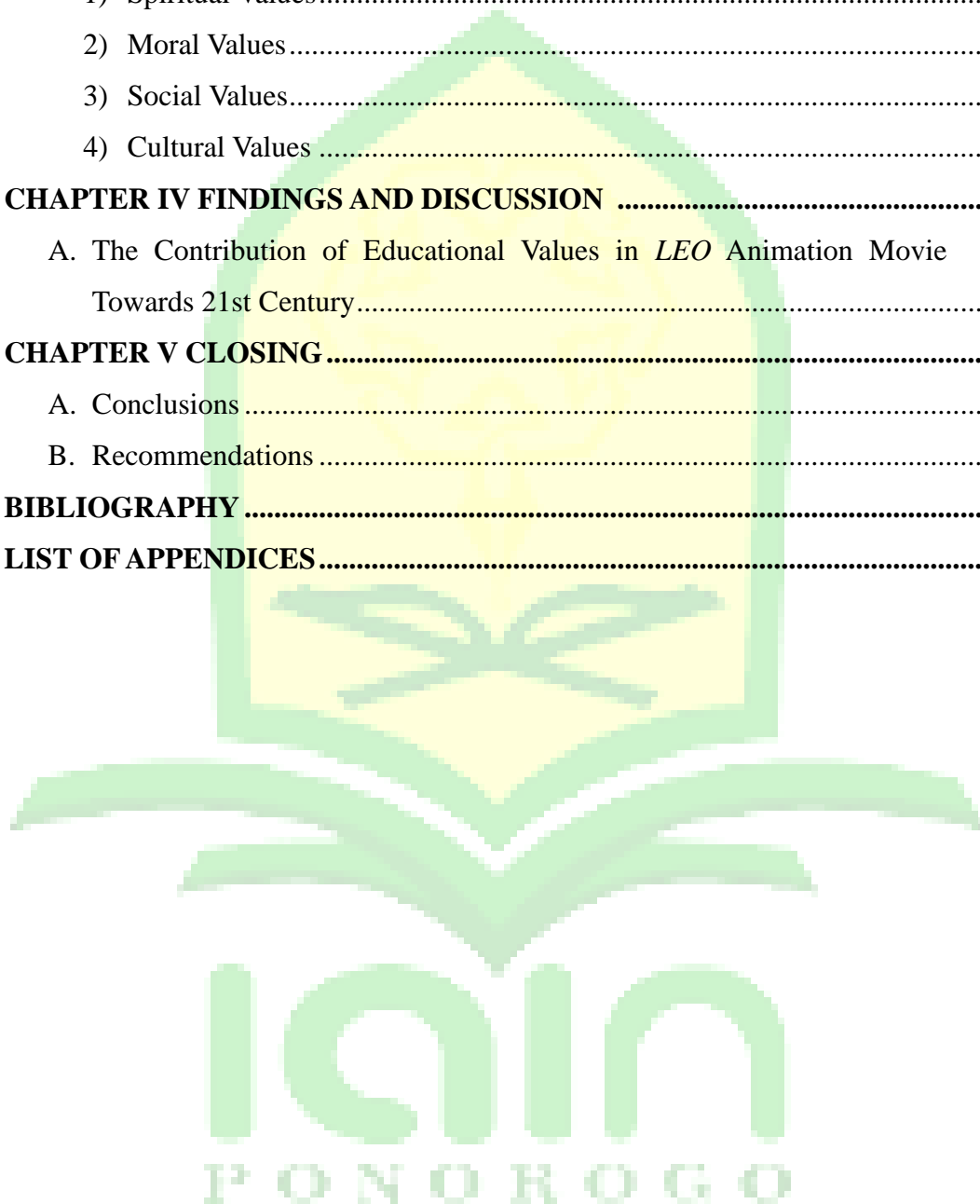


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CHAPTER 1

INTRODUCTION

A. Background of the Study

In this era, every aspect of education in Indonesia has understood how crucial it is to implant current educational principles in students. To support its future, Indonesia needs enough high-quality human resources. While Indonesia has a sufficient number of people in its productive age group, the quality still needed to be improved. Quality resources are constituted by educational abilities, including knowledge and skills, and further reinforced by the acquired knowledge and abilities dedicated to personal, societal, national, and religious aspects, forming a strong character in future generations.

Not only in Indonesia but all countries around the world also realized how important educational values are for future generations. The major purpose of education is to obtain knowledge and develop skills, as well as to shape the personality of a nation's youth.¹ However, the millennials lack these educational values. Aside from flawed ideological inclinations, the lack of critical literacy and self-control leaves them open to hazardous content that is frequently presented in an intriguing and alluring way. This content can include extreme ideology, sexuality, and

¹ Trisia Retno Mutia, 'An Analysis of Educational Values in Ernest Hemingway's "The Old Man The Sea"' (IAIN Ponorogo, 2021) <<https://doi.org/10.47701/frasa.v2i1.2058>>.

deviant behavior.² Therefore, it is needed to educate them with good educational values.

Now days, teachers and parents have reported an increase in negative attitudes and behaviors, such as disrespect, lack of discipline, and poor social skills. These issues not only disrupt the learning environment but also hinder the overall development of children. By addressing these behavioral issues early, hopefully teachers and parents can teach educational values to help the children develop better social skills, improve their academic performance, and ensure they grow into well-adjusted individuals.

Educational values are not always achieved in school or learn through books. There are several ways to develop value education, and viewing movies is one of them. Students can expand their ideas and understanding by watching movies. The objectives of utilizing movies for educational purposes include enhancing proficiency in listening and speaking, honing interpretation skills, and fostering a deeper comprehension of foreign cultures. This involves gaining insights into the customs, behaviors, values, beliefs, aspirations, and dreams of people from different backgrounds.³ The movies represent educational value, giving viewers insight into how to drive human growth and maintain happy attitudes in day-to-day life. The educational values have a socializing

² Rina Rehayati and others, 'The Urgency of Moral Aqeedah Education and Religious Moderation for the Millennial Generation', *Jurnal Konseling Dan Pendidikan*, 11.1 (2023), 1 <<https://doi.org/10.29210/189800>>.

³ Nurhuda Hadien, 'Rising Students' Cultural Awareness and Listening Skill: How to Use English Movies in EFL Classroom', *ELT-Lectura*, 3.2 (2016), 38–41 <<https://doi.org/10.31849/elt-lectura.v3i2.482>>.

impact on viewers because they may recognize and connect to the values that fictional characters in movies represent. Additionally, viewers can use the values as a guidance to behave well in real life.

A movie may be used to teach lessons since it is both an engaging learning tool and a means of introducing ideas to those who value education. People can learn morals, social skills, cultural values, and other things by watching movies. Moreover, movies help students establish their identities and teach them the human component that is necessary for human development. There are several benefits to using movies to teach lessons. Consequently, viewing movies can encourage people to learn English, and the majority of kids like watching their favorite cartoons, especially animated ones, when they have free time.⁴

These days, viewing movies has become a social activity. There are several reasons why individuals watch movies, including entertainment, passing the time, gaining knowledge and insight, picking up a foreign language, and trying to comprehend cultural differences. Regardless of their age, gender, or other characteristics, the majority of individuals like watching. People watch movies not just in large cities but even in tiny towns. People may now view movies anywhere and at any time due to advancements in technology like smartphones and the internet.⁵ The movie itself has many different types, but one of the types put closer to the young generation is animated movies.

⁴ Uswatun Hasanah, 'An Analysis of Educational Value in Moana Movie', 2022.

⁵ Pola Esianita and Wiwin Widyawati, 'Character Educational Values on "Aquaman" Movie', *ELTALL (English Language Teaching, Applied Linguistics and Literature)*, 1.1 (2020), 1–8.

An animation movie is a work of personal art intended to be unique, inventive, humorous, and fleeting, and to capture the attention of viewers. The animation itself is a visual depiction of drawings meant to show how time moves via those drawings.⁶ Beyond providing entertainment, animated movies also showcase scenarios that are unlikely to happen in reality. This aspect of imaginative storytelling, especially appealing to children, introduces them to fantastical situations that go beyond the bounds of what can occur in the real world.

LEO was produced by Netflix Studios, it is directed by Robert Marianetti, Robert Smigel, and David Watchenheim, written by Robert Smigel, Adam Sandler, and Paul Sado.⁷ *LEO* movie contains educational values, friendship and many lesson in life for old and young people. As the day the movie was released, it has been viewed for 61.7 million hours with 34.6 million views overall. It ranked first on the streamer's weekly list of the Global Top 10 and became the most viewed video on the site.⁸ The Studio, Netflix, is considerably as the number one streaming service in the world. It is easily available for streaming on PCs, smartphones, tablets, and televisions, with over 125 million customers in more than 190 countries.⁹ Aside from competing with other animation studios, Disney and Dreamwork, *LEO* has received a commendable 82% rating from

⁶ Eridawati Eridawati and Siti Rahmah, 'The Educational Values in Fairy Tale Cartoon Film', *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 2.1 (2022), 11–17 <<https://doi.org/10.47766/jetlee.v2i1.203>>.

⁷ Alex, Hartsel. "LEO." *IMDb*, IMDb.com, 21 Nov. 2023, www.imdb.com/title/tt5755238/

⁸ Amid Amidi. "LEO" Scores Biggest Debut Ever for Netflix Animated Film." *Cartoon Brew*, Cartoon Brew, LLC, 28 Nov. 2023, www.cartoonbrew.com/feature-film/LEO-scores-biggest-debut-ever-for-netflix-animated-film-235213.html.

⁹ Gordon. B Schmidt, 'Netflix', *The SAGE International Encyclopedia of Mass Media and Society*, November 2019, 2020 <<https://doi.org/10.4135/9781483375519.n460>>.

critics on Rotten Tomatoes, and it enjoys strong support from the public with an impressive approval score of 90%.¹⁰

The animation movie "*LEO*" is about a wise lizard named *LEO* who is aware of things. He's a key character, and the story refers to the book "*Charlotte's Web*." The students have to read it, and they have encounters with their substitute teacher, *Miss Malkin*. The main theme involves *LEO*, a 74-year-old lizard, revealing that he can talk and sharing important messages with each student during weekends. These messages focus on building connections, overcoming challenges, and understanding family dynamics. Even though *LEO*'s ability is initially a secret, it later becomes known, adding to his popularity among the students.¹¹ Notably, the film "*LEO*" infuses musical elements intermittently, especially in scenes that highlight *LEO*'s influence on the children.

This movie is intriguing as the subject of this research for several reasons. Firstly, *LEO* stands out from typical animated characters, offering a unique perspective compared to other films. Secondly, *LEO* provides a distinctive character and knowledge that sets it apart from other animated movies. Most people find it easier to grasp information by watching a movie rather than delving into extensive reading. Therefore, *LEO*'s unique qualities and the potential for gaining knowledge make it a compelling choice for research.

¹⁰ Anonymous, "*LEO*", *Rotten Tomatoes*. Available at: https://www.rottentomatoes.com/m/LEO_2023, 2023 (Accessed: 29 March 2024).

¹¹ Nick Allen, "*LEO* Movie Review & Film Summary (2023): Roger Ebert." *Movie Review & Film Summary (2023) | Roger Ebert*, 1 Nov. 2023, www.rogerebert.com/reviews/LEO-movie-review-2023-2.

In recent years, the concept of 21st century skills have created significant attention to this area of education research in recent times. These skills creativity, critical thinking, teamwork, communication, digital literacy, and adaptability are seen to be necessary for success in a world that is becoming more interconnected and the global economy is changing quickly. A set of talents for the 21st century includes a variety of knowledge, skills, managerial abilities, and contributing elements that are considered to be important in the modern day. The focus of 21st century skills is on the skills needed to help people through the challenges of the fast-paced, globally competitive, technologically evolving, and in collaboration-advancing 21st century.¹²

Based on the description above, the researcher is interested in concluding research related to *“The Educational Values of “LEO” Animation Movie.”*

B. Research Focus

This study focuses on the analysis of educational values in *“LEO”* animation movie drawing upon *Taylor’s* Spiritual, Moral, Social, and Cultural (SMSC) framework. The focus of this research aims to provide an insight into the educational values in *LEO* movie by analyzing how students interact with *LEO*, the class pet, and to identify how the movie fosters and connected with the development of 21st century skills.

¹² *“Fostering Twenty-First-Century Skills In Teacher Education To Equips Future Educators To Teach In An Inclusive Classroom Setting”* Fr. Baiju Thomas

C. Statements of the Problems

From the background of the research, the questions are stated as follows:

1. What are the types of educational values found in “*LEO*” animation movie?
2. How do the types of educational values contributed in 21st century skills in “*LEO*” animation movie?

D. Objectives of the Study

From the background of the research, the research objective are presented as follows:

1. To recognize the types of education values found in “*LEO*” animation movie.
2. To find out the types of educational values contributed in 21st century skills in “*LEO*” animation movie.

E. Significance of The Study

The research holds significance both in theoretical and practical dimensions:

1. Theoretically

The researcher hopes that the findings will serve as a valuable educational resource, complementing textbooks within academic needs.

2. Practically:

- a. For teachers, the study aims to inspire and assist educators, particularly those dealing with challenging students, fostering motivation to diligently care for and persist in teaching them.
- b. For students, the research imparts a crucial lesson on maintaining respect for teachers, emphasizing that regardless of students' preferences, teachers consistently strive to provide their best.
- c. For other researchers, this study can serve as both inspiration and a repository of secondary data for those interested in exploring character educational values in various movies, facilitating the analysis and application of numerous values across different films.

F. Limitations of the Research

The research focuses on analyzing the types of educational values in “*LEO*” animation movie. The researcher then identified the movie scenes in “*LEO*” animation movie. This research is limited on *Taylor's* theory of educational values SMSC, and 21st century skills.

G. Research Method

1. Approach

Library research is the methodology used in this study. A type of systematic inquiry employing certain tools, rules, and techniques is library research. To construct a strong case, library research involves analyzing the results and providing personal

justifications.¹³ To put it briefly, library research is the act of obtaining primary data or information by examining and understanding information that is directly related to concerns from books, articles, and other sources. The descriptive technique is the approach that the researcher employed in this study. This approach was used to facilitate the research's data processing and ease the creation of the research report.

2. Data source

a) Primary Data Source

Primary data are those that the researcher personally gathered from the source. A main source can be anything that can be communicated, such as speeches, sonnets, legislation, images, films, musical scores, stock market data, pictures, equations, computer graphs showing medication interactions, and so on.¹⁴ Based on the explanation above, the primary data source of this research was taken from Netflix <https://www.netflix.com/id/en/title/81218917> to watching the movie *LEO* and the website <https://scrapsfromtheloft.com/movies/LEO-2023-transcript/> to download the script movie of *LEO*.

b) Secondary Data Source

A secondary source is an idea developed by someone other than the primary source. References to the

¹³ Mary W George, *The Elements of Library Research* (New Jersey: Princeton University Press, 2008), III.

¹⁴ George, III.

study were also included in the secondary source, which also contained content from related books, English dictionaries, articles in encyclopedias, and reviews of research-related, journals, and other sources. Secondary data sources are used in this study to support the findings of the primary data source analysis.

3. Data collection

The documentation technique, another name for the content analysis methodology, was used to collect the data for this research. The document analysis includes photographs, videos, books, print media, and other recorded materials. Since the data for this study came from the movie, the documentation approach was chosen.

In this research, the document used was a video of “*LEO*” animation movie. The researcher pays attention to the scene, dialogues, and characters in “*LEO*” animation movie. In addition, the researcher also took notes from any relevant books used such as references related to the character and movie which support the data of this research.

4. Data analysis

In this research, the researcher uses content analysis in which the researcher tries to analyze data and to identify every utterance using educational values based on *Taylor's* formulation.

The researcher carefully watches and understands the "LEO" animation movie, paying close attention to both its visuals and the script. By doing so, they analyze the educational values depicted by the characters. They draw insights from the movie's visuals and script and also incorporate theories from library and internet research. This thorough process helps the researcher explain the educational values portrayed by the characters in the movie.

The researcher's initial step involves identifying data points within the "LEO" animation movie, followed by a thorough viewing to comprehend the script and analyze the educational values portrayed. Subsequently, the researcher gathers pertinent references to support the analysis, ensuring that all information pertinent to the topic of discussion is meticulously transcribed.

H. Organization of the Thesis

The systematic discussion is the steps involved in the next process for preparing this thesis proposal is:

1. CHAPTER I INTRODUCTION

This chapter explains the background of the study, research focus, statements of the problems, objective of the study, significances of the study, limitations of the research, research method, approach, data source, data collection techniques, data analysis techniques, and organization of the thesis.

2. CHAPTER II THEORETICAL REVIEW

This chapter contains a study of several theories and references that form the basis in support of this research study.

3. CHAPTER III RESEARCH FINDINGS AND DISCUSSION

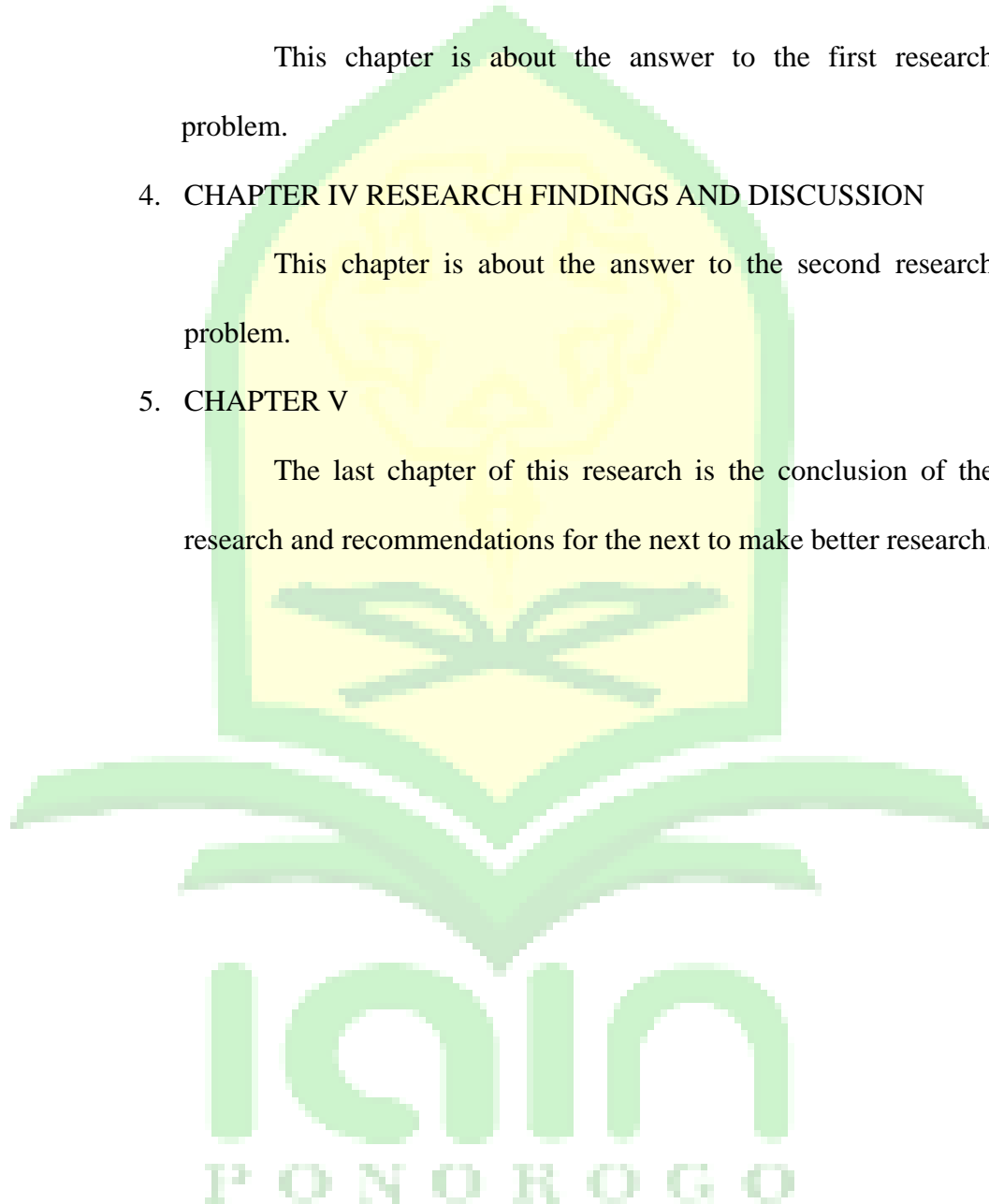
This chapter is about the answer to the first research problem.

4. CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter is about the answer to the second research problem.

5. CHAPTER V

The last chapter of this research is the conclusion of the research and recommendations for the next to make better research.



CHAPTER II

THEORETICAL REVIEW

A. Theoretical Background

1. Value

A genuine and universally acknowledged "value" generates behavior beneficial to both the individual practicing it and those upon whom it is applied.¹⁶ It is a guiding principle that either contributes to well-being or mitigates harm and in some cases, achieves both outcomes. Essentially, a value is something that promotes assistance or prevents harm.

Values are ideas, a product of the mind that is shaped by the actions of people. Values are a highly significant, positive, and esteemed concept.¹⁷ Values are terms employed to denote principles, core beliefs, ideals, standards, or life perspectives that serve as broad behavioral guides or reference points in decision-making. These values are intricately linked to personal integrity and individual identity, playing a crucial role in assessing beliefs and actions.¹⁸ By that, it plays a pivotal role in shaping human cognition, emotions, and conduct. They possess universal relevance and validity across different cultures, enabling comparisons both between groups and within a particular group.

¹⁶ Richard and Linda Eyre, *Teaching Your Children Values*, 1st edn (New York: Fireside, 1993). Page 27

¹⁷ M Mustari, 'Refleksi Untuk Pendidikan Karakter. Laksbang Pressindo : Yogyakarta', in *Refleksi Untuk Pendidikan Karakter*, 1st edn (Yogyakarta: Laksbang Pressindo, 2011), pp. 1–13.

¹⁸ J. Mark Halstead and Monica J. Taylor, *Values in Education and Education in Values*, *The Falmer Press*, 1st edn (London: The Falmer Press, 1996)
<<https://doi.org/10.1080/00131729609335122>>.

Values are fundamental beliefs that steer our actions and attitudes. They serve as guiding principles for how we behave and make decisions.¹⁹ Values play a crucial role in regulating and directing human behavior in our everyday lives. They are present in our choice of words, attire, interactions, and shape how we perceive and interpret others' reactions to what we communicate and do.²⁰ Values are divided into two categories. Values, in contrast, revolve around *being* and *giving*. Values of *being* commence with nurturing qualities or attitudes within ourselves that dictate our behavior and interactions with others. The values of *giving*, initiated as acts of kindness towards others, subsequently influence our identity and character. Although they were divided, the values of giving and being are inseparable. Each of them meets, overlaps, and blends.²¹ As an example, the values of being such as; honesty, courage, peaceability, self-reliance, discipline, and fidelity, are given as they are gained and practiced on the "outer" as they are developed in the "inner.". In contrast, the values of giving such as; respect, love, loyalty, unselfishness, kindness, and mercy, are gained as they are given and developed as they are practiced.

Additionally, each values of being and giving can be described.

Eyre has described each values as follows,

¹⁹ Steven Mintz, "What are values?", *Ethic Sage*. Available at: <https://www.ethicssage.com/2018/08/what-are-values.html> (Accessed: 29 March 2024).

²⁰ R Rajini Surendranath, Lavanya Mohan, and Gowri Krishnamoorthy, *Value Education* (Chennai: Charulatha Publication, 2021)., p. 9

²¹ Eyre. p27

a. Honesty

Honesty is described as an act of confidence by exacting truthfulness, trustworthiness, and integrity with other individuals, institutions, society, and self.

b. Courage

Courage is described as an act of daring to attempt difficult things that are good by following good impulses and being true to convictions. It is considered as a strength to not follow the crowd, but a way to influence others.

c. Peaceability

Peaceability is an act to accommodate rather than argue, controlling temper, and, understanding differences and how others feel rather than only reacting. It also has the same meaning as calmness, serenity, and peacefulness.

d. Self-Reliance and Potential

This value resembled as a commitment to personal excellence with an awareness of self-development and gifts. Inclined with that, the value can be shortly described as taking responsibility for own actions.

e. Self-Discipline and Moderation

Self-control or in a way can be called, moderation, is referred to as the ability to restrain and manage one's desires. It is also described as being aware of one's

physical and mental limitations, and staying away from the extreme risks.

f. Fidelity and Chastity

Chastity means staying loyal in marriage and being careful with boundaries before getting married. It's about keeping a strong commitment to your partner in marriage being cautious and setting limits before officially getting married.

g. Loyalty and Dependability

Loyalty and dependability is described as being supportive and contributive to family, institutions, or organizations with consistency in doing and getting the work done.

h. Respect

Respect is a belief and rights of others, for life, parents, nature, and property. It can be shown by Etiquette, politeness, and good manners. It is a must to also self-respect.

i. Love

Love is described as personal caring that way up beyond loyalty and respect. It is prioritized and a lifelong commitment.

j. Unselfishness and Sensitivity

It is a way of expressing empathy, tolerance, and being sensitive to people in need in needy situations. A way to learn from others is by becoming an extra-centered person.

k. Kindness and Friendliness

An awareness of being kind and gentle, particularly towards younger or weaker with the ability to make and keep others as friends.

l. Justice and Mercy

It is referred to as an act of obedience and fairness to the law, and understanding consequences. It connected with the understanding of forgiveness and mercy.

Moreover, every value begins with either a being mindset or a giving action, subsequently evolving into both an action and an attitude, or a quality and a gift. The process then involves the gaining and the giving mutually reinforcing and constructing upon each other, with each element catalyzing, energizing, and nurturing the other.

2. Educational Values

In the concept of educational values, education itself involves learning and gaining knowledge, skills, values, beliefs, and habits. Methods of education include storytelling, discussion,

teaching, and training.²² It usually happens with the guidance of educators, but individuals can also educate themselves. Education can be formal or informal and is often divided into stages like preschool, primary school, secondary school, and college or university. Education can be described as the learning encounters that occur across different spheres and throughout a person's lifetime. The goal of education is to develop values in learners and help them translate those values into actions. It is not possible to learn values by telling or describing. It must be directly felt and experienced along with the emotions that are associated.²³

It was stated that education is conducted with intent and typically aligns with three principles:

1. Conveying important knowledge and cultural heritage.
2. Readyng learners for societal roles.
3. Cultivating the growth of individuals.

Frequently, education systems incorporate a blend of these principles, with varying emphasis on each. These values establish the objectives for different subjects. The priority of passing on valuable knowledge and culture is typically evident in a curriculum centered on systems. Preparing learners for societal roles often manifests in a curriculum focused on functions, while fostering

²² Ayu Kristina Sari Batubara, Vebriati Lelyana Br Manurung, and Novi Sri Ulina Simanjuntak, 'Central Asian Journal of Social Sciences and History Analysis on Aspects of Educational Values Found in an Indian Movie', *Central Asian Journal of Social Sciences and History*, 02.08 (2021), 4–16 <[www.http://cajssh.centralasianstudies.org/index.php/CAJSSH](http://cajssh.centralasianstudies.org/index.php/CAJSSH)>.

²³ M. Aris Munandar, 'Educational Values In Maher Zain's Song Lyric: A Semiotic Analysis' (Universitas Islam Negeri Walisongo Semarang, 2020) <<http://dx.doi.org/10.1016/j.jaad.2013.01.032>>.

individual development is reflected in a curriculum centered on processes.²⁴

Values education also refers to the process of teaching knowledge and understanding about the concepts that are valued by a community.²⁵ Moreover, the purpose of values education is to increase youth awareness of the significance of values and their relevance to society. It is crucial to convey the ideals that our society considers significant as a result (and how these values influence the shaping of our society today).²⁶

Educational values by means are also can refer to values in education. These are the values that are conveyed in teaching and learning processes, which the school or educational institution adopts. These values influence all aspects of school administration, interactions language, and rules. The values upheld by education mirror the values of society, as well as those of the educational system, the National Curriculum, inspection, and assessment.²⁷ As stated, educational values are promoted by the national educational system, there are some examples of educational values promoted in England with the authority of the School Curriculum and Assessment Authority (SCAA). These values are love, fairness, equality, freedom, justice, happiness, security, peace of mind, and

²⁴ Agatha J. van Ginkel, 'Educational Values and Material Development', *SIL Forum for Language Fieldwork*, 2008-004.September (2008), 1-5 <<http://www.sil.org/resources/archives/7776>>.

²⁵ A.P.J Kalam, 'UNIT 1: Introduction of Value Education', 1384, 300.

²⁶ Surendranath, Mohan, and Krishnamoorthy.

²⁷ Monica J Taylor, *Values Education and Values in Education* (London: Association of Teachers and Lecturers, 2022).

truth. It was also suggested that other societies might emphasize different values or some other values in their education.²⁸

Moreover, although there exist various types of values, such as liberal values, which encompass principles like freedom, equality, and rationality, education is based on a foundation that includes spiritual, moral, social, and cultural values. With the introduction of Office for Standards in Education (OFSTED) inspections, the terms Spiritual, Moral, Social, and Cultural (SMSC) became widely used in Great Britain. Values education came about afterward as a more inclusive term covering different educational methods and efforts. Values share similarities with spiritual, moral, social, and cultural aspects of life, both collectively and individually.²⁹ Therefore in education, values include spiritual values, moral values, social values, and cultural values.

Sorting values in education into categories has always been tricky and has varied depending on different perspectives. This is because there are no clear-cut guidelines for classifying values, given their interconnectedness and interdependence.³⁰ That, to classify educational values can be categorized into types based on the previous statements.

²⁸ Roger H. M. Cheng, John C. K. Lee, and Leslie N. K Lo, *Value Education for Citizens in New Century*, ed. by Roger H. M. Cheng, John C. K. Lee, and Leslie N. K Lo (Hongkong: The Chinese University of Hong Kong Press, 2006).

²⁹ Taylor.

³⁰ Surendranath, Mohan, and Krishnamoorthy.

a. Spiritual Values

Spiritual values involve contemplating non-material aspects of life and gaining insights from personal experiences that hold lasting significance. They are connected to the soul and immaterial realities, focusing on intangible concepts rather than material possessions. Importantly, they are not necessarily tied to religious beliefs. These values influence an individual's relationship with themselves, aiming for self-realization and a sense of unity with divinity. Spiritual values are eternal and unchanging, representing genuine ideals focused on realizing one's true self and connection with the divine. The spiritual values examples are:

- 1) Truth is the body of real things, events, and facts.
- 2) Wisdom is the ability to use your knowledge and experience to make good decisions and judgments.³¹
- 3) Self-discipline is the ability to control yourself and to make yourself work hard or behave in a particular way without needing anyone else to tell you what to do.³²

³¹ “Wisdom | English Meaning - Cambridge Dictionary.” *Cambridge Dictionary*, dictionary.cambridge.org/dictionary/english/wisdom. Accessed 19 June 2024.

³² “Self-Discipline Definition and Meaning | Collins English Dictionary.” *Collins Dictionary*, www.collinsdictionary.com/dictionary/english/self-discipline. Accessed 19 June 2024.

4) Goodwill is the value to a company or organization of things that cannot be directly measured.³³

b. Moral Values

Moral values are principles that help individuals differentiate between right and wrong, good and bad. They primarily concern how people interact with one another in various social situations, reflecting a person's self-discipline. Examples:

- 1) Self-control is the ability to control your emotions and actions.
- 2) Self-confidence is accepted and trust yourself and have a sense of control in your life.
- 3) Obedience is compliance with an order, request, or law or submission to another's authority.³⁴

c. Social Values

Social values are sets of behaviours and beliefs that are commonly shared within specific cultures and social circles. These values are valued and observed due to our connections with others and involve

³³ “Goodwill | English Meaning - Cambridge Dictionary.” *Cambridge Dictionary*, dictionary.cambridge.org/dictionary/english/goodwill. Accessed 19 June 2024.

³⁴ “Obedience Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner’s Dictionary at Oxfordlearnersdictionaries.Com.” *Oxford Dictionary*, www.oxfordlearnersdictionaries.com/definition/english/obedience. Accessed 19 June 2024.

interactions among two or more individuals. Social values are consistently applied concerning our relationships with neighbours, communities, societies, nations, and the world at large. They are beneficial for society and serve as the foundation for how individuals relate to others within their social environment. For example:

- 1) Kindness is a quality of being kind.
- 2) Respect is to feel or show admiration for someone or something that you believe has good ideas or qualities.³⁵
- 3) Hospitality is the act of kindness in welcoming and looking.
- 4) Sharing is have a portion of (something) with another or others.
- 5) Sympathy is a feeling of sincere concern for someone who is experiencing something difficult or painful.

d. Cultural Values

Cultural values are the norms that dictate what is considered acceptable or unacceptable, significant or insignificant, morally right or wrong within a community or society. They prioritize the preservation

³⁵ “Respect | English Meaning - Cambridge Dictionary.” *Cambridge Dictionary*, dictionary.cambridge.org/dictionary/english/respect. Accessed 19 June 2024.

of cultural customs, rituals, traditions, and ways of life, which may face challenges from the materialistic culture of contemporary times. Cultural values uphold the integrity of language, behaviour, and traditional ceremonies, ensuring the continuation of cultural identity and heritage. Cultural values are including

- 1) Love is an intense feeling of deep affection.
- 2) Appreciation is recognition and enjoyment of the good qualities of someone or something.³⁶
- 3) Social order is the beliefs and standards that enable stability in a society and help to keep things moving.

According to the explanation above, the researcher can conclude that educational values can be classified into many categories, and so on they also can be taught and learned through different approaches and methods for example using movies.

3. Movie

A movie is a moving picture directed by a director and actresses or actors expressing it.³⁷ Besides directors and players, there is a crew, as an editor who works with the director in a movie. There are also some definitions of education according to

³⁶ "Appreciation | English Meaning - Cambridge Dictionary." *Cambridge Dictionary*, dictionary.cambridge.org/dictionary/english/appreciation. Accessed 19 June 2024.

³⁷ Arthur D. Murphy, Stephenson, Ralph, Sklar, Robert, Manvell, Roger and Andrew, Dudley. "film". *Encyclopedia Britannica*, 20 Feb. 2024, <https://www.britannica.com/art/motion-picture>. Accessed 22 February 2024.

experts. The movie is live pictures, also known as movies. A movie, collectively, is often called cinema. The cinema itself comes from the cinematic. They are a medium of communication, other than radio, television, and telecommunications.

As a popular form of mass media, movie is a remarkably effective medium for conveying drama and evoking emotion.³⁸ Moviemakers can communicate their thoughts, feelings, and visions using a variety of artistic techniques when making a movie. They engage in public conversation by reflecting on culture, making comments about it, and addressing social issues. Movies can offer catharsis, inspiration, and a brief break from daily life in addition to educating and informing viewers about a wide range of topics, from history to science. Using movies can be very satisfying and curious for understudies, especially for young learners; in addition, movies can be or may be up-to-date and can motivate the students.

There are many different kinds of movies. We are familiar with documentaries, animations, and other types of movies in our daily lives. The kinds of films or movies as:

- (1) Documentary film
- (2) Fictional film
- (3) Animation film
- (4) Experimental or avant-grade film

³⁸ Gish, Lillian. "Lillian Gish on silent film". Encyclopedia Britannica, 11 Nov. 2022, <https://www.britannica.com/topic/Lillian-Gish-on-silent-film-2215520>. Accessed 22 February 2024.

Each genre brings its characteristics.³⁹ These genres of movies have developed throughout the time. The evolution of genres can be used to trace the history of Hollywood cinema and American popular culture. Different genres have achieved popular success in different periods.⁴⁰ One of the genres that has been popular nowadays is animated or animated movies.

In terms of animation movies, the definition of animation itself is derived from the words "*animate*," "*animation*," "*animated*," and "*animator*" which come from the Latin word "*animare*," which means "to give life to." In the context of animated films, this primarily involves creating the illusion of movement in still lines and shapes.⁴¹ Therefore, an animation movie consists of a sequence of slightly varied drawings of people, animals, and objects, creating the illusion of movement.⁴²

Animation movie is categorized to be a part of types of movies; it is a movement picture that has sound in its movie and makes a figment of motion. It is also often used to educate individuals approximately history, story, experience, and any other subject. Some animated movies make learning more enjoyable by

³⁹ David Bordwell and Kristin Thompson, *Art: An Introduction*The Visual Dialogue: An Introduction to the Appreciation of Art, LEOnardo, 1974, vii.

⁴⁰ Evonne Leanna Davids, 'The Evolution of Film Genres: A Comparative Analysis of Hollywood and Bollywood', *Art and Society*, 2.4 (2023), 15–34 <<https://doi.org/10.56397/as.2023.08.04>>.

⁴¹ Paul Wells, *Understanding Animation*, Routledge, 1st edn (Oxon: Routledge, 1998) <https://doi.org/10.1007/978-1-4842-1142-7_22>.

⁴² "Animated | English Meaning - Cambridge Dictionary." *Cambridge Dictionary*, Cambridge University Press & Assessment, dictionary.cambridge.org/dictionary/english/animated. Accessed 29 Mar. 2024.

combining fun and educational elements.⁴³ In short, it means that an animated movie is the type of movie that can be used in educating handle and it can make the understudies engage and appreciate the course.

Animation movies are generally acknowledged by everybody, although it is preferably consumed by younger audiences, and teenagers rather than old individuals. It might be caused by the visual graphics that is likable to watch. Towards the preparation of education and learning, animation movies can be used by English teachers to stimulate students' interest in English learning.⁴⁴ By that, students will be entertained and have fun while learning. Additionally, animation movies are also valuable for the teacher in teaching students. Therefore, in some educational methods, English teachers should provide a few animation movies that make students interested.

In recent years, many animation movies were made by many different studios. One of the popular studios is Netflix. Netflix is known for making streaming simple for customers to discover shows they'll enjoy has been a key component of the Netflix service. Having a variety of categories for users to peruse is the first fundamental method for doing this. These can be television

⁴³ Ayuningtyas Puspitaningrum, 'The Influence of Using Animation Movie Towards Students' Speaking Ability At the First Semester of the Eleventh Grade of Ma Al Hikmah Bandar Lampung', 2017, 1–91.

⁴⁴ Hasti Nuansari and Widi Sriyanto, 'The Effectiveness of Using Animation Movie in Improving Speaking Skills of Elementary Students', *ELLTER Journal*, 2.1 (2021), 47–52 <<https://doi.org/10.22236/ellter.v2i1.5368>>.

shows or film genres, as well as science fiction subgenres. There is a section on Netflix dedicated to shows that are trending right now, indicating that viewers are enjoying such shows a lot.⁴⁵

Surprisingly, Netflix has released a new animation movie titled “*LEO*”. It is notable as one of the movies that received an award and other nominations. Directed by Robert Marianetti, Robert Smigel, and David Wachtenheim, this movie is starred by Adam Sandler, one of the filmmakers, who is also become the voice of the main character, *LEO*.⁴⁶

4. *LEO* Movie

The animation feature “*LEO*” introduces the character of *LEO*, a self-aware lizard with a mature demeanor, who plays a central role in the narrative. The storyline prominently references E.B. White's “Charlotte's Web,” a book assigned for the students to read, setting the stage for encounters with their substitute teacher, *Miss. Malkin*. The overarching theme revolves around therapeutic elements, as *LEO*, a 74-year-old lizard, reveals his ability to communicate and impart meaningful messages to each student when spending weekends with them. Notably, these messages address individual needs, such as fostering connections, overcoming limitations, and understanding familial dynamics. However, the revelation of *LEO*'s ability is treated as a poorly kept

⁴⁵ Gordon B. Schmidt., ‘Netflix’, *The SAGE International Encyclopedia of Mass Media and Society*, 2020, 1-4

⁴⁶ Alex Hartsel, “*LEO*.” *IMDb*, [IMDb.com](https://www.imdb.com/title/tt5755238/), 21 Nov. 2023, www.imdb.com/title/tt5755238/.

secret, with the script emphasizing the need for confidentiality, despite the ultimate realization that *LEO*'s uniqueness is the source of his popularity among the students. The narrative also introduces a turtle named *Squirtle*, voiced by Bill Burr, who serves as a comedic foil and contributes to offhand humor.

Remarkably, "*LEO*" incorporates musical elements sporadically, particularly during sequences illustrating *LEO*'s impact on the children. Despite attempts to rival animation movies with prominent soundtracks, the musical numbers are criticized for their brevity, minimalistic arrangements, and lack of choreography. The film's aesthetic appeal is characterized by vibrant colors and occasional slapstick sequences, with *LEO* engaging in whimsical activities. However, the animation quality is perceived as lacking, marked by noticeable shortcuts and a uniformity in character design that diminishes the illusion of lifelike representation. The film further incorporates awkward product placement and visual gags, contributing to a sense of mediocrity. Despite the involvement of comedic talents, the humor in "*LEO*" is critiqued for being inconsistent, with certain lines amusing while others fall short. The movie concludes with a cautionary note, suggesting skepticism towards the apparent charisma and sentimentality

embodied by *LEO*, reflecting a broader commentary on the film's thematic execution.⁴⁷

5. 21st century Skills

21st century skills related to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes.⁴⁸ The tools of the 21st century are those that can be used anywhere to improve thinking, learning, working, and living in society.

The first set of 21st century skills focuses on critical learning skills and innovation:

1) Critical Thinking and Problem Solving

The ability to analyze information objectively is known as critical thinking, and it includes qualities such as being active and educated, being fair and open-minded, being prepared for asking questions or entertain concerns, and being independent.

⁴⁷ Nick Allen. “*LEO* Movie Review & Film Summary (2023): Roger Ebert.” *Movie Review & Film Summary (2023) | Roger Ebert*, 1 Nov. 2023, www.rogerebert.com/reviews/LEO-movie-review-2023-2.

⁴⁸ Central Board of Secondary Education, *21st_Century_Skill_Handbook.Pdf*, 1st edn (Delhi: The Secretary of Central Board of Secondary Education, 2020) <https://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf>.p. 14

2) Creativity and Innovation

These are the skills needed to investigate and create original thought processes. Four elements represent creativity, which is defined by fresh perspectives or ways of operations. Fluency refers to the skill to generate new ideas, flexibility to shift perspectives easily, originality in the creation of something new, and elaboration to build on the ideas of others.

3) Collaboration and Team Work

Collaboration is the capacity to work together with people in a productive way. This skill involves collaborating with people, acting in a way that respects their needs and viewpoints, and participating in and accepting the conclusion.

4) Communication

The ability to correctly, both verbally and nonverbally, express one's feelings, desires, needs, fears is known to as communication.

5) Digital Literacy

These skills include the capacity to access media, technology, and information as well as to understand and evaluate different types of content

and information and to effectively create and communicate.

6) Leadership and Responsibility

The ability to manage a team effectively and lead somebody in the face of real-life challenges is known as leadership. Being a responsible citizen means being honest, competent, and caring person.⁴⁹

B. Previous Research Findings

This study builds on previous research as theoretical foundations. Nowadays, exploring movies for educational insights is common. Researchers often analyze movies to understand morals, and values, and use them in education. In this study, the researcher has identified and considered some relevant research below.

Hasanah analyzes the educational values in a movie. The subject was also an animated movie titled “*Moana*”. The study uses descriptive qualitative methods and content analysis to analyze the data. The researcher uses KEMENDIKNAS’s formulation as the base theory for analyzing the educational value. The result found that 15 educational values have been shown in the movie, which are independent, hardworking, creative, curious, patriotic, appreciating achievement, social, peace-loving, nationalistic, responsible, hospitable, honest, tolerant, religious, and environmentally conscious.⁵⁰ Related to the researcher’s

⁴⁹ Central Board of Secondary Education. p. 20-21

⁵⁰ Uswatun Hasanah.

study, it has some similarities. The Topic of the study also analyzes the educational values of animated movies. However, the difference is also going to be noticeable in the difference of the base theory which the previous study only used KEMENDIKNAS's formulation. Moreover, this research is hoping to aid the previous researcher's study in analyzing more educational values in movies.

Another study by Arniatul Hasanah also analyzed the educational values titled "*Analysis of Moral Educational Values in Harris J's Selected Song Lyrics in Salam Album*". This research is conducted using a qualitative approach and library design. Although it similarly focuses on educational values, the research uses songs as the object of the research. The research used Islamic theory as a way to analyze the educational values of the songs. However, the result mostly showed the impact of the Harris J, song itself in persuading people and positive responses from it rather than showing the educational values that were found.⁵¹ However, the researcher will use this study as the reference for the researcher's study and hopes to aid the previous study in analyzing educational values in another object which is a movie.

Mutia also analyzes the educational values in a novel titled *The Old Man and The Sea* by Ernest Hemingway. The researcher used descriptive qualitative and content analysis as the methods. It is also used documentation as the technique to collect the data. From the study, it is found that there are 8 kinds of educational values in the novel which vary

⁵¹ Arniatul Hasanah, 'Analysis of Moral Educational Values in Harris J'S Selected Song Lyrics in Salam Album' (IAIN Ponorogo, 2021).

from moral, social, and cultural education.⁵² Aside from a similar topic, this study differs from the researcher's study, where it uses 18 educational in Indonesian Law as the base formula to analyze the novel, and uses the novel as the object. Moreover, the researcher will aid this previous study in case of finding educational values in different objects and different theories.

Alwi analyzed the educational values of the movie titled "*Till 2022*". The research is more on viewing the quality of the movie rather than focusing on the values within it. Ten educational values resulted in the research.⁵³ The theory used is according to Moore's theory. Therefore, it is different than this research. Moreover, the researcher will help to analyze educational values using another movie.

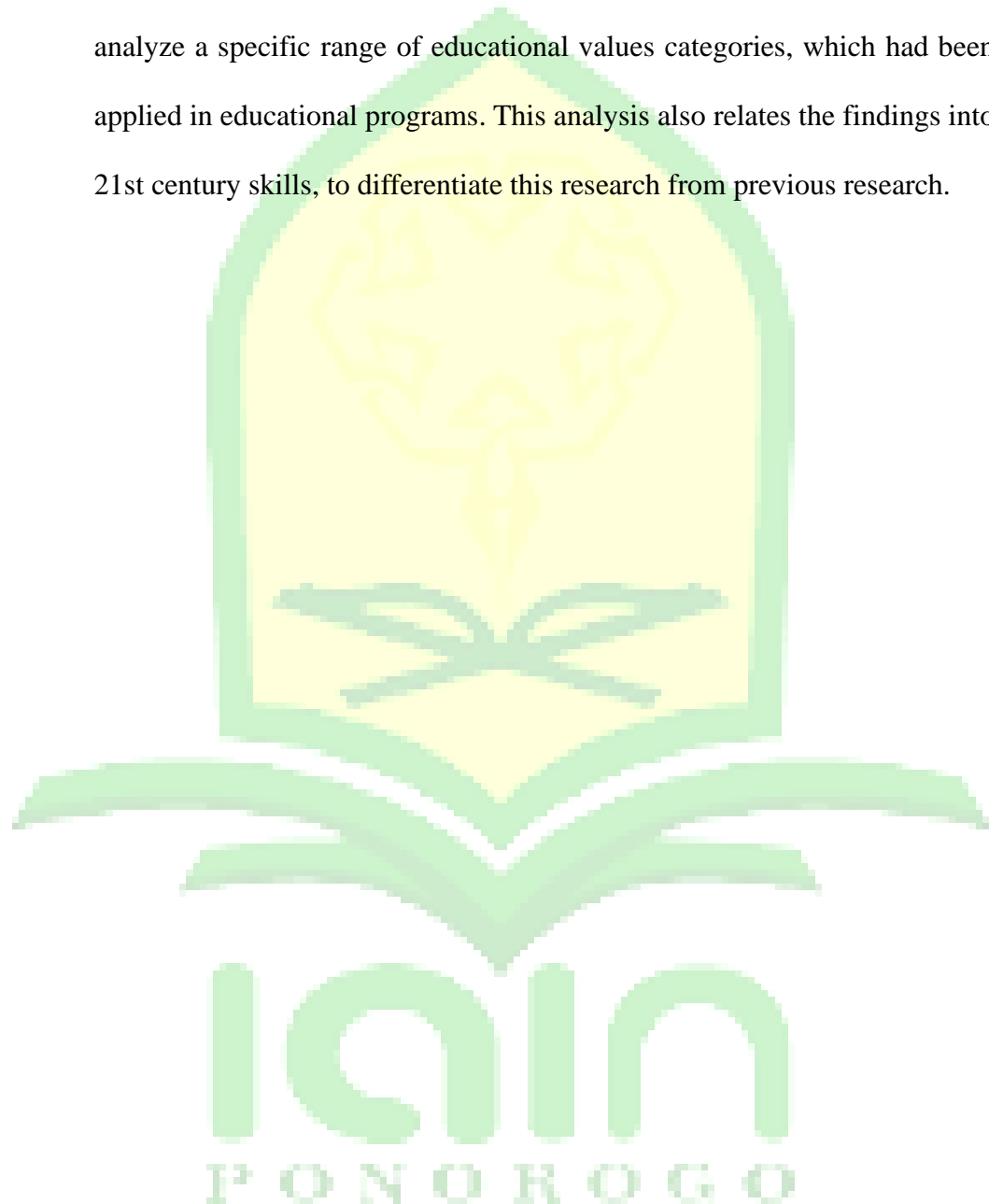
Faiziyah in her research entitled, "*An Analysis of Character Educational Values in Main Characters in The Lion King's Movie*", analyzed the character educational values in the movie. It used *Zaim El Mubarak*. As the main theory, while using descriptive qualitative as the method. The previous research used an animated movie as the object which is similar to the object of this research. The result shows that there are two groups to analyze the educational values.⁵⁴ The differences were noticeable in the theory while the previous research used *Zaim El Mubarak's* theory, this research will use *Eyre's*. Therefore, this research is hoped to give a different and additional result on analyzing educational values.

⁵² Mutia.

⁵³ Muhammad Riqky Alwi, 'AN ANALYSIS OF EDUCATIONAL VALUE IN "TILL 2022" MOVIE' (IKIP PGRI BOJONEGORO, 2023).

⁵⁴ Roihani Faiziyah, 'Analysis of Character Educational Values in the Main Characters of the Lion King'S Movie', 2021.

While previous studies have explored educational values in various media like movies, and novels, this research offers a slightly distinct approach. It focused on applying *Taylor's* educational values theory to analyze a specific range of educational values categories, which had been applied in educational programs. This analysis also relates the findings into 21st century skills, to differentiate this research from previous research.



CHAPTER III

FINDING AND DISCUSSION

A. Types of Educational Values in *LEO Movie*

Based on the analysis, there are 48 dialogues in the *LEO* animation movie that categorized into a topic of educational values. There are four types of educational values: spiritual values, moral values, social values, and cultural values.

Table 3.1 Data of Types Educational Values in *LEO* Movie

NO	TYPES OF VALUE	DATA
1.	Spiritual	12
2.	Moral	12
3.	Social	19
4.	Cultural	5
	Total	48

Based on the findings above, here the researcher identified the *LEO* animation movie educational values by categorizing them:

1) **Spiritual Values**

Spiritual values, which represent for sincere aspirations centered on understanding one's actual self and developing a connection with the divine, are timeless and constant. Examples of spiritual values include self-discipline, unity, purity, wisdom, truthfulness, goodness, devotion to God, and etc.

Based on the analysis it can be seen there are dialogue:

Table 3.2.1 Spiritual Value Truth in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
1.	<p><i>Squirtle:</i> [angrily] “She did it!”</p> <p><i>Miss Malkin:</i> “Excuse me?”</p> <p><i>Squirtle:</i> “I saw it. I saw the whole thing. She took him out of the terrarium after you guys left that day. She took him, and I wanted to say something, but her and her vacuum, they gave me the stink eye, and I slipped on, uh, somebody else’s pee, and I flipped on my back, and this whole thing is my fault ‘cause I got jealous of my best friend instead of being happy for him. I used the camera phone to bust him, but now I gotta bust you, Demeritface!”</p>	<p>Based on the dialogue, <i>Squirtle</i> told the children on the bus that <i>Miss Malkin</i> is the one who throw away <i>LEO</i> in the Everglades Park. While telling the Kids, he also confess to the children that he is also responsible on why the kids hated <i>LEO</i>. He told the children that he felt jealous of <i>LEO</i>.</p>	<p>Truth</p>

Analysis table 1

From the dialogue above, the educational values type is spiritual values “truth”. It occurs when *Squirtle* is telling the **truth** about what he felt for *LEO*.

Scene minutes (01:17:00)

Discussion

The concept of "spiritual values" in the context of *Monica J. Taylor's* theory of educational values can be interpreted as values related to the development of good character and inner characteristics, with an

emphasis on ideas like truth. *Squirtle's* example shows how telling the truth is consistent with these values of education and improves moral and personal growth.

Table 3.2.2 Spiritual Value Truth in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
2.	<p>Squirtle: “Then where is he, Miss Misery? My best friend, Demeritface? Where is he?”</p> <p>Eli: “Out with it, Demeritface!”</p> <p>Cole H.: “Where is he, Demeritface?”</p> <p>Miss Malkin: “Stop it! Stop it! Stop it now! I took him, and I drove him away.”</p>	<p>Based on the dialogue, <i>Squirtle</i> and children urges <i>Miss Malkin</i> to tell them where <i>LEO</i> is, and finally <i>Miss Malkin</i> was honest to them that she had drove away <i>LEO</i>.</p>	Truth

Analysis table 2

From the dialogue above, the educational values is spiritual values “truth”. It occurs when *Squirtle* and children urges *Miss Malkin* to tell them where *LEO* is, and finally *Miss Malkin* was **honest** to them.

Scene minutes (01:17:32)

Discussion

According to *Monica J. Taylor's* theory of educational values, this moment exemplifies the importance of truthfulness as a spiritual value. By choosing to tell the truth, *Miss Malkin* not only resolves the immediate conflict but also models integrity and honesty for the children, reinforcing the significance of truth in their moral development. This scene underscores the value of being truthful, highlighting its role in

building trust and fostering a sense of ethical responsibility among the viewers.

Table 3.2.3 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
3.	<i>Mrs. Salinas: "Guys, you don't have to be afraid of change. Change is a beautiful part of life. There's a time for trees to lose their leaves, and a time those leaves return."</i>	Based on the dialogue, <i>Mrs. Salinas</i> told the children in the classroom about change means in life because <i>Mrs. Salinas</i> will leave soon, and the 5 th grade will be replaced by <i>Miss Malkin</i> .	Wisdom

Analysis table 3

From the dialogue above, the educational values type is spiritual values "wisdom". It occurs when *Mrs. Salina* is telling **wisdom** for the children about change means life.

Scene minutes (13:57)

Discussion

According to *Monica J. Taylor's* theory, wisdom isn't just about being smart, it's about having insight, understanding things deeply, and making good choices. In that scene with *Mrs. Salina*, she explains to the children how change is a normal part of life. Her words help them see that change isn't something to fear, it's actually a good thing that helps us grow. This isn't just a lesson about life, it's like giving the kids a tool to handle whatever comes their way with a clear head and an open heart.

Table 3.2.4 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
4.	<p>Summer: “Wow. It’s not like I don’t care about the other kids... It’s just...”</p> <p>LEO: “I know. It’s great you’re good at talking about yourself. When people share stuff, they feel better. So if you get other kids talking about themselves, they’ll like being with you. More than they do already.”</p>	<p>Based on dialogue, <i>LEO</i> suggested that if <i>Summer</i> wants to be heard by other children, then she should listen to what other children think.</p>	<p>Wisdom</p>

Analysis table 4

From the dialogue above, the educational values type is spiritual values “wisdom”. It occurs when *LEO* **suggested** that if *Summer* wants to be heard and more attention by other children, then she should listen to what other children think.

Scene minutes (22:25)

Discussion

In this scene, *LEO* gives good advice by telling *Summer* to listen to others and understand their point of view. By *Taylor’s* wisdom theory, *Summer* to really pay attention, *LEO* helps the kids learn how to be kind and talk to each other better. It shows that everyone’s ideas matter and that we should respect each other’s opinions. This part of the movie isn’t just about getting along, it’s about learning to understand each other and make everyone feel included. It teaches the children how to be

thoughtful and get along with others, which is important for growing up and being a good part of their community.

Table 3.2.5 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
5.	<p>Jayda: “We’re not that... Great?”</p> <p>LEO: “You’re great, but no one’s that great. We’re all just people, and lizards. If you can take a step back. See yourself for what you are. You’ll find that you’re an even brighter star.”</p> <p>Jayda: “So then, I’m not that great.”</p> <p>LEO: “There you go.”</p>	<p>Based on the dialogue, <i>Summer</i> was confused that <i>LEO</i> told her that, her family it’s not great. To help her understand what that means, <i>LEO</i> give told her about what it is <i>being great</i> means.</p>	Wisdom

Analysis table 5

From the dialogue above, the educational values type is “wisdom”. It occurs when *Summer* was confused that *LEO* told her that, her family it’s not great. To help her understand what that means, *LEO* give **told her** about what it is being great means.

Scene minutes (39:50)

Discussion

In this scene from the "*LEO*" animation movie, the educational value of "wisdom" when *LEO* helps *Summer* know the meaning of greatness in relation to her family. According to *Monica J. Taylor's* theory of educational values, wisdom involves having insight, understanding complexities, and making sound judgments. This moment

teaches *Summer* and the viewers that seeing beyond the surface and appreciating the deeper values that make life meaningful. *LEO's* wisdom here goes beyond words, it's a lesson in perspective and appreciating what truly matters in life.

Table 3.2.6 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
6.	<p><i>Eli:</i> "Nobody's ever gonna like me like he does."</p> <p><i>LEO:</i> "Kid, they don't even know you. Now you can finally show your stuff."</p>	Based on the dialogue, <i>Eli</i> regrets he had dumped his drone and he afraid he will not have any friends like the drone did. <i>LEO</i> said there were friends who didn't know about <i>Eli</i> yet. He told him to speak up.	Wisdom

Analysis table 6

From the dialogue above, the educational values type is spiritual values "wisdom". It occurs when *Eli* regrets he had dumped his drone and he afraid he will not have any friends like the drone did. However, *LEO* told him that he had other friends that still didn't know about *Eli*. So, he told him to express himself.

Scene minutes (33:31)

Discussion

According to *Monica J. Taylor's* theory of educational values, wisdom encompasses understanding, empathy, and making thoughtful decisions. This moment teaches *Eli* and the viewers that true friendships are built on genuine connections and being true to oneself. It emphasizes

the importance of self-expression and being open to new relationships. *LEO's* wisdom in this scene fosters empathy and confidence in *Eli*, demonstrating the value of understanding others' perspectives and embracing one's unique qualities.

Table 3.2.7 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
7.	<p>LEO: “You miss your friends from being held back. Worried about being behind? This is a tough time, but these are the best years. Believe me. Enjoy not knowing everything. Enjoy being a kid. You’re a good one.”</p> <p>Anthony: “Do you miss being a kid?”</p> <p>LEO: “I’m just glad I’m still here.”</p>	Based on the dialogue, <i>LEO</i> talking to <i>Anthony</i> that it's okay to be the kid left behind. <i>LEO</i> said that this year was <i>Anthony's</i> best year, so he didn't need to worry.	Wisdom

Analysis table 7

From the dialogue above, the educational values type is spiritual values “wisdom”. It occurs when *LEO* talking to *Anthony* that it's okay to be the kid left behind. *LEO* said that this year was *Anthony's* best year.

Scene minutes (55:55)

Discussion

According to *Monica J. Taylor's* theory of educational values, wisdom involves understanding, insight, and making sound judgments. This moment teaches *Anthony* and viewers that setbacks can lead to valuable lessons and personal growth. It encourages resilience and the ability to find strength in difficult circumstances. *LEO's* wisdom in this

scene promotes a deeper understanding of oneself and others, emphasizing the importance of perspective and embracing life's challenges as opportunities for growth.

Table 3.2.8 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
8.	<i>Miss Malkin: "That's life, gang. Life gets more difficult the older we get. It's called growing up."</i>	Based on the dialogue, <i>Miss Malkin</i> told the children that life will be more difficult when they get older.	Wisdom

Analysis table 8

From the dialogue above, the educational values type is spiritual values "wisdom". It occurs when *Miss Malkin* told the children that life will be more difficult when they get older.

Scene minutes (01:06:13)

Discussion

According to *Monica J. Taylor's* theory of educational values, wisdom encompasses insight, understanding, and the ability to make sound judgments. This moment teaches the children and the viewers that wisdom involves recognizing and preparing for the complexities of life. It importance of foresight and planning for the future, promoting personal growth and readiness for adulthood. *Miss Malkin's* wisdom in this scene fosters a sense of responsibility and encourages the children to approach life with thoughtful consideration and preparedness.

Table 3.2.9 Spiritual Value Wisdom in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
9.	<p><i>Jayda</i>: “How are we gonna get through middle school without you?”</p> <p><i>LEO</i>: “You’ll be fine. It wasn’t me. You did it. You trusted someone to hear your problems. That’s all we need. Remember, everyone’s scared. So don’t keep it to yourself. Find your <i>LEO</i> to talk to. It could be your teacher, your mom, your friend.”</p> <p><i>Squirtle</i>: “Your turtle.”</p> <p><i>LEO</i>: “They’re ready to listen. I promise they’ll make you feel better.”</p>	<p>Based on the dialogue, <i>Jayda</i> talk to <i>LEO</i> that he wasn’t confident that she would get through middle school without <i>LEO</i>, and <i>LEO</i> answered wisely that it was all <i>Jayda</i>’s effort, not because him.</p>	Wisdom

Analysis table 9

From the dialogue above, the educational values type is spiritual values “wisdom”. It occurs when *Jayda* talk to *LEO* that he wasn’t confident that she would get through middle school without *LEO*, and *LEO* answered wisely that it was all *Jayda*’s effort.

Scene minutes (01:30:00)

Discussion

According to *Monica J. Taylor*’s theory of educational values, wisdom includes insight, understanding, and the ability to make thoughtful decisions. When *Jayda* expresses her uncertainty, *LEO* demonstrates wisdom by acknowledging and affirming her efforts. He reassures *Jayda* that her success is a result of her own hard work and determination. This moment teaches *Jayda* and viewers that true wisdom involves recognizing and appreciating one’s own abilities. It encourages self-reliance emphasizing that personal growth and

achievement come from within. *LEO's* response in this scene promotes a positive self-concept the importance of self-confidence in facing challenges independently. It aligns with *Taylor's* framework by highlighting the spiritual value of wisdom through empowering individuals to recognize their strengths and capabilities.

Table 3.2.10 Spiritual Value Goodwill in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
10.	<p>LEO: “These kids are all benefiting from my insights before I drop dead.”</p> <p>Squirtle: “Okay, so it’s about your ego.”</p> <p>LEO: “That’s not what this is. It’s about sharing my 74 years of wisdom to help these kids with their issues, whether it’s breaking up with the drone or having hand-me-down pants.”</p>	<p>Based on the dialogue, <i>Squirtle</i> told that everything <i>LEO</i> did was just his ego. And <i>LEO</i> explained that what he did was to make him feel useful for the rest of his life.</p>	Goodwill

Analysis table 10

From the dialogue above, the educational values type is spiritual values "goodwill". It occurs when *LEO* told *Squirtle* the purpose of why he is talking children.

Scene minutes (46:46)

Discussion

According to *Monica J. Taylor's* theory of educational values, goodwill involves a genuine intention to promote positive outcomes for others. When *LEO* shares his purpose with *Squirtle*, he demonstrates

goodwill by expressing his desire to help and support the children. This moment teaches *Squirtle* and viewers that goodwill involves acting with kindness and compassion towards others, without expecting anything in return. It emphasizes the importance of the positive impact of reaching out to support others in their growth and happiness. *LEO's* explanation in this scene aligns with *Taylor's* framework by illustrating how spiritual values like goodwill can inspire actions that benefit the community and foster meaningful relationships. It encourages empathy and a sense of responsibility towards others.

Table 3.2.11 Spiritual Value Discipline in *LEO* Movie

No	Dialogues	Descriptions	Type of Spiritual Values
11.	<i>Miss Malkin: "You're going to leave 5th grade with discipline, or you are never going to leave 5th grade. Who has the discipline to take a class pet home this weekend?"</i>	Based on the dialogue, <i>Miss Malkin</i> told the children that they have to be disciplined because the classroom conditions are not conducive.	Discipline

Analysis table 11

From the dialogue above, the educational values type is spiritual values "discipline". It occurs when *Miss Malkin* which is a discipline woman asked the class on who has the disciplinary attitude to bring home the pet with them.

Scene minutes (26:50)

Discussion

In this scene from the "LEO" animation movie, the spiritual value of "discipline" is highlighted when *Miss Malkin*, known for her disciplined approach, asks the class who has the discipline to take care of the pet at home. According to *Monica J. Taylor's* theory of educational values, discipline involves self-control, responsibility, and adherence to rules or expectations. This moment teaches the children and viewers that discipline is essential for taking on tasks and fulfilling obligations. It encourages them to demonstrate self-discipline by taking ownership of their actions and responsibilities. *Miss Malkin's* role in this scene the value of discipline as a virtue that promotes personal growth and reliability. It aligns with *Taylor's* framework by demonstrating how spiritual values like discipline contribute to character development and the cultivation of ethical behavior in educational settings.

Table 3.2.12 Spiritual Value Discipline in LEO Movie

No	Dialogues	Descriptions	Type of Spiritual Values
12.	<i>Miss Malkin: "In my classroom, you will learn responsibility. You will feed it properly and return it in healthy condition. Alive. Do we have a volunteer?"</i>	Based on the dialogue, <i>Miss Malkin</i> shows her discipline towards her children by bringing pets home on weekends as a form of responsibility.	Discipline

Analysis table 12

From the dialogue above, the educational values type is spiritual values "discipline". It occurs when *Miss Malkin* shows her discipline

towards her children by bringing pets home on weekends as a form of responsibility.

Scene minutes (15:33)

Discussion

According to *Monica J. Taylor's* theory of educational values, discipline involves self-control, accountability, and adherence to principles. When *Miss Malkin* assigns this task, she is instilling a sense of responsibility and discipline in her students. By requiring them to care for pets outside of school hours, she teaches them the importance of reliability and fulfilling commitments. When *Miss Malkin* assigns the kids to take pets home for the weekend, she's not just teaching them about pet care. She's showing them how to be responsible and disciplined. By taking care of the pets, the kids learn to stick to their duties and follow through on their commitments. It's not just about feeding and walking the pets, it's about growing up and learning how to handle responsibilities. *Miss Malkin's* approach here really emphasizes how discipline helps us grow as people and do the right thing, which is a big part of what *Monica J. Taylor* talks about in her ideas on education.

2) Moral Values

Moral values are guidelines that educate people in choosing between good and bad. They mostly analyze how individuals behave around one another in different social contexts, which is an indicator of

their integrity and self-control. Examples include bravery, obedience, self-control, etc.

Based on the analysis it can be seen there are dialogue:

Table 3.3.1 Moral Values Bravery in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
1.	<p><i>Squirtle: Then where is he, Ms. Misery? Where's my best friend, Demeritface? Where is he?</i></p> <p><i>Eli: Out with it, Demeritface!</i></p> <p><i>Cole H: Where is he, Demeritface?</i></p>	Based on the dialogue, <i>Squirtle</i> and some of children pressing <i>Miss Malkin</i> to answer where <i>LEO</i> is.	Bravery

Analysis table 1

From the dialogue above, the educational values type is moral values "bravery". It occurs when *Squirtle* and the children headed for the trip to the Magic Land Park. They urged *Miss Malkin* to bravery answer where *LEO* is, because before that *Squirtle* was afraid to say it.

Scene minutes (01:17:35)

Discussion

In the dialogue, the educational values of bravery is highlighted when *Squirtle* and the children prepare for their trip to Magic Land Park. *Monica J. Taylor's* theory, this scenario demonstrates moral education in action, where individuals learn and bravery. This moment shows how important moral values like bravery can be. It's a great example of how facing your fears and being brave, especially when you're trying to help

others or find the truth, is a big part of growing up. By encouraging *Miss Malkin* to answer bravely, the story shows that bravery isn't just a fancy idea it's something you need to practice to handle tough situations in life.

Table 3.3.2 Moral Values Bravery in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
2.	<p><i>LEO: Here, let me show you something.</i></p> <p><i>Eli's mom: Eli, where's your safety suit?</i></p> <p><i>LEO: Try doing this.</i></p> <p><i>[Eli Climbing the fence]</i></p>	Based on the dialogue, <i>LEO</i> shows <i>Eli</i> something new and tries to climb over his fence.	Bravery

Analysis table 2

From the dialogue above, the educational values type is moral values "bravery". It occurs when *LEO* shows *Eli* something new and tries to climb over his fence.

Scene minutes (34:40)

Discussion

In the dialogue, the educational value of bravery is illustrated when *LEO* shows *Eli* something new and attempts to climb over his fence. According to *Monica J. Taylor's theory*, this act shows moral values, where bravery is learned and demonstrated through action. This situation shows how important bravery is, not just as an idea but as something you actually do. This teaches *Eli* that being brave is key to growing and dealing with challenges. By daring to climb the fence, *LEO* shows that courage is necessary for personal growth and overcoming obstacles.

Table 3.3.3 Moral Values Obedience in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
3.	<p><i>LEO: But you can't tell anyone. They'll try to kill me like E.T.</i></p> <p><i>Eli: But my parents told me when someone says, "Don't tell anyone, that's when I have to tell.."</i></p>	<p>Based on the dialogue, <i>LEO</i> told with <i>Eli</i> to keeping a secret that <i>LEO</i> can talk. But <i>Eli</i> answered that he's parents told him to said otherwise.</p>	Obedience

Analysis table 3

From the dialogue above, the educational values type is moral values "obedience". It occurs when *LEO* told *Eli* to keep a secret that *LEO* can talk, but *Eli* obedient to his parents that he said otherwise.

Scene minutes (30:57)

Discussion

In the dialogue, the value of obedience comes through when *LEO* asks *Eli* to keep the secret that he can talk, but *Eli* decides to be honest with his parents and tells them the truth. According to *Monica J. Taylor's* theory, this shows how important obedience is in moral values. *Eli* chooses to follow his parents' rules and be truthful, even though *LEO* wanted him to keep it a secret. This highlights that obedience isn't just about doing what you're told but making ethical choices and respecting the guidance of trusted adults. By being honest with his parents, *Eli* shows that obedience is key to building trust and integrity in relationships.

Table 3.3.4 Moral Values Self-control in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
4.	<p>Jayda: <i>It's worse than when my dad wore bike shorts.</i></p> <p>Summer: <i>Worse than when I got lost on a plane, which is hard to do, but really scary. I always look like I'm in a horror movie, though my parents won't let me watch them, unless you count the furnace in Toy Story 3, but that... Oh. What should we do about it, Jayda?</i></p> <p>Jayda: <i>I'm totally telling my parents about it. My dad has a lot of pull, because he gives the teachers free zit cream, but you should tell yours too.</i></p>	Based on the dialogue, <i>Summer</i> answered <i>Jayda's</i> words for so long that <i>Summer</i> realized that she had to ask to <i>Jayda</i> .	Self-control

Analysis table 4

From the dialogue above, the educational values type is moral values "self-control". It occurs when *Summer* remembered that she had to control herself to speak and ask the person she was talking to.

Scene minutes (25:18)

Discussion

In the conversation, the importance of self-control shines through when *Summer* makes sure to keep her cool and ask her question calmly. According to *Monica J. Taylor's* theory, this shows how learning about morals includes mastering self-control. *Summer's* effort to handle her

emotions and talk politely highlights how crucial it is to think before reacting and show maturity in how communicate. This moment teaches us that self-control isn't just about holding back, it also about making smart choices that show respect and consideration for others. *Summer's* actions in the story remind us that having self-control is key to getting along well with others and keeping relationships positive.

Table 3.3.5 Moral Values Self-confidence in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
5.	<p><i>LEO: You won't do sleepovers, 'cause you say things in your sleep?</i></p> <p><i>Cole H: Well, if I'm not gonna tell anyone about you talking to me, do you promise not to tell anyone?</i></p> <p><i>LEO: Yeah. Of course.</i></p> <p><i>Cole H: This isn't my real voice. [high-pitched] I really talk like this. But I can't let them know. I sound ridiculous!</i></p> <p><i>LEO: You sound like a young Bee Gee.</i></p> <p><i>Cole H: A what?</i></p> <p><i>LEO: How 'bout The Weeknd? Know him?</i></p> <p><i>Cole H: [sings The Weeknd's "Can't Feel My Face"] She told me don't worry about it</i></p> <p><i>LEO: Yeah, like that.</i></p> <p><i>LEO: Last week, he sang at the winter recital, and I heard they went nuts.</i></p>	<p>Based on the dialogue, Cole was embarrassed to show his real voice to his friends because his small soft voice. However, it turned out that Cole's real voice is as melodious as a singer The Weekend, and Cole starts singing melodiously.</p>	<p>Self-confidence</p>

Analysis table 5

From the dialogue above, the educational values type is moral values “self-confidence”. It occurs when Cole was shy about his small soft voice, but eventually he sang on his school stage confidently.

Scene minutes (34:40)

Discussion

In the dialogue, the lesson about self-confidence comes through when *Cole* starts off feeling shy because of his soft voice, but then he gathers the courage to sing confidently on stage at school. According to *Monica J. Taylor's* theory, this shows how learning about morals includes building self-confidence. *Cole's* journey from being unsure to singing boldly highlights the importance of believing in yourself and facing your fears. It teaches us that self-confidence isn't just about being loud or outgoing, but it can about trusting in your abilities and pushing yourself to do things that make you proud. *Cole's* experience in the story reminds us that values self-confidence is crucial for personal growth and achieving success in different aspects of life.

Table 3.3.6 Moral Values Self-confidence in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
6.	<p><i>LEO: What about giving advice?</i> <i>Squirtle: Oh, like I don't know anything? I can do what you do.</i></p>	<p>Based on the dialogue, <i>LEO</i> asks <i>Squirtle</i> if he can give the children some advice? And <i>Squirtle</i> answered confidently yes.</p>	<p>Self-confidence</p>

Analysis table 6

From the dialogue above, the educational values type is moral values “self-confidence”. It occurs when *LEO* asks *Squirtle* if he can give children some advice and *Squirtle* answered confidently yes.

Scene minutes (53:18)

Discussion

In the dialogue, the lesson about self-confidence comes through when *LEO* asks *Squirtle* if he can give the children some advice, and *Squirtle* confidently says yes. According to *Monica J. Taylor's* theory, this shows how learning about morals includes building self-confidence. *Squirtle's* assured response demonstrates belief in his ability to contribute positively, even in a moment of uncertainty. It teaches us that self-confidence not just about being sure of yourself in every situation, it can be having faith in your capabilities and being willing to take on challenges. *Squirtle's* action in the story reminds us that values self-confidence is important for making decisions and contributing effectively in any situations.

Table 3.3.7 Moral Values Self-aware in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
7.	<i>Jayda: But I can feel that weight coming off like heavy gear after 11 stressful years. To my fellow average peers can finally relate. It's not bad at all to be not that great</i>	Based on the dialogue, <i>Jayda</i> thinks that her family is great because <i>Jayda</i> thinks she has a lot of money and her parents can grant anything.	Self-aware

Analysis table 7

From the dialogue above, the educational values type is moral values “self-aware”. It occurs when *Jayda* finally realized that her family wasn’t great and she accepted that it was okay not to be great sometimes.

Scene minutes (40:25)

Discussion

In the dialogue, the lesson about being self-aware comes through when *Jayda* realizes that her family isn't perfect, and she's okay with that. According to *Monica J. Taylor's* theory, this shows how learning about morals includes understanding yourself. *Jayda's* acceptance highlights the importance of recognizing our strengths and imperfections. It teaches us that being self-aware isn't just about knowing who you are, about embracing your flaws and being okay with them. *Jayda's* moment in the story reminds us that being honest with ourselves helps us grow and appreciate our uniqueness, even if things aren't always ideal.

Table 3.3.8 Moral Values Gratitude in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
8.	<p><i>Mia:</i> [sorrowfully] <i>LEO</i>, we just wanted to thank you.</p> <p><i>Eli:</i> We won the trip, <i>LEO</i>. All because of you.</p> <p><i>Cole H:</i> You made me feel like I could do anything.</p> <p><i>Logan:</i> You brought us all together.</p> <p><i>Summer:</i> I never had a lizard that taught me so much. Or any non-lizards either.</p>	<p>Based on the dialogue, The children thank to <i>LEO</i> for changing their lives when they found <i>LEO</i> in Everglades.</p>	Gratitude

Analysis table 8

From the dialogue above, the educational values type is moral values “gratitude”. It occurs when the children thanking *LEO* for their achievements at school.

Scene minutes (01:26:10)

Discussion

In the dialogue, the lesson about gratitude shines through when the children thank *LEO* for helping them succeed at school. According to *Monica J. Taylor's* theory, this shows how learning about morals includes appreciating others. The children expressing their thanks and being thankful for the support and help we receive from others. It teaches us that gratitude not only about saying thank you, but it also about acknowledging the impact someone has had on our lives and showing appreciation for their efforts. This moment in the story reminds us that expressing gratitude positive relationships and encourages kindness towards others.

Table 3.3.9 Moral Values Gratitude in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
9.	<i>Summer: “Well, that was really nice. Thank you. LEO: Oh, yeah. Glad to do it.”</i>	Based on the dialogue, <i>Summer</i> thanks to <i>LEO</i> for giving her a good advice.	Gratitude

Analysis table 9

From the dialogue above, the educational values type is moral values “gratitude”. It occurs when Summer thanks to *LEO* for giving her a good advice.

Scene minutes (23:10)

Discussion

In the dialogue, the value of gratitude shines through when *Summer* thanks *LEO* for his helpful advice. According to *Monica J. Taylor's* theory, this shows how learning about morals includes appreciating others. *Summer* expressing her thanks the importance of recognizing and being thankful for the guidance and support we receive. It teaches us that gratitude not just about saying thanks, but it also about acknowledging how someone's advice or kindness has made a positive difference in our lives. This moment in the story reminds us that showing gratitude fosters strong connections and encourages kindness and appreciation in our interactions with others.

Table 3.3.10 Moral Values Regret in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
10.	<i>TJ: I'm so sorry I got mad. We all are</i>	Based on the dialogue, <i>TJ</i> representing all his friends told that they were sorry for being mad with <i>LEO</i> .	Regret

Analysis table 10

From the dialogue above, the educational values type is moral values “regret”. It occurs when some of children apologized sincerely and regretted having been mad with *LEO*.

Scene minutes (01:26:21)

Discussion

In the dialogue, the lesson about regret comes through when some of the children sincerely apologize and feel bad for being angry with *LEO*. According to *Monica J. Taylor's* theory, this shows how learning about morals includes understanding and reflecting on our actions. The children expressing regret highlights the importance of recognizing when we've done something wrong or hurtful. It teaches us that regret not only about feeling bad, that is about taking responsibility for our behavior and trying to make things right. This moment in the story reminds us that acknowledging mistakes and showing pure regret helps us learn and grow, strengthening our relationships and character along the way.

Table 3.3.11 Moral Values Regret in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
11.	<p><i>Squirtle: Still coming. Give me a second. Hey, glad you're okay. Sorry about busting you. I want you to have something. Least I could do.</i></p> <p><i>LEO: It's okay. Put it back on. You're gonna get arrested.</i></p>	<p>Based on the dialogue, <i>Squirtle</i> walked over to <i>LEO</i> after they found him and he immediately apologized and realized his mistake.</p>	Regret

Analysis table 11

From the dialogue above, the educational values type is moral values “regret”. It occurs when *Squirtle* met *LEO* once they found him, he sincerely apologized and realized his mistakes.

Scene minutes (01:27:53)

Discussion

In the dialogue, the lesson about regret comes through when *Squirtle* finds *LEO* and sincerely apologizes, realizing his mistakes. According to *Monica J. Taylor's* theory, this shows how learning about morals includes understanding and reflecting on our actions. *Squirtle* expressing regret highlights the importance of recognizing when we've done something wrong and owning up to it. It teaches us that regret is not about feeling sorry, but confess our errors and making compensation. This moment in the story reminds us that acknowledging our mistakes and helps us learn, grow, and build better relationships.

Table 3.3.12 Moral Values Regret in *LEO* Movie

No	Dialogues	Descriptions	Type of Moral Values
12.	<p><i>Eli: I thought I was special.</i> <i>LEO: You're all special. I... I'm sorry! I just... Seeing you guys getting along and doing great in class, it felt like I was actually making a difference.</i></p>	<p>Based on the dialogue, <i>LEO</i> felt guilty about what he has been hiding from the children. He regrets that he was lying to the children.</p>	Regret

Analysis table 12

From the dialogue above, the educational values type is moral values “regret”. It occurs when *LEO* felt bad about keeping the children in his thoughts about what he was hiding. He feels bad about lying to them.

Scene minutes (01:01:03)

Discussion

In the dialogue, the lesson about regret comes through when *LEO* feels bad about keeping secrets from the children and lying to them. According to *Monica J. Taylor’s* theory, this shows how learning about morals includes understanding and reflecting on our actions. *LEO’s* regret highlights the importance of honesty and the impact of our actions on others. It teaches us when we’ve made mistakes and feeling sorry for the harm we’ve caused. This moment in the story reminds us that confess our wrongs is essential for personal growth and maintaining trust in our relationships.

3) Social Values

The application of social values is constant in our interactions with neighbors, communities, societies, countries, and the global community. They create the basis for people’s relationships with others in their social surroundings and are useful to society. As an illustration, consider kindness, trustworthy, respect, hospitality, sharing, empathy, etc.

Based on the analysis it can be seen there are dialogue:

Table 3.4.1 Social Values Trustworthy in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
1.	<p>LEO: "Oh, yeah. Glad to do it. Hey, remember, you can't tell anyone, ever. Or we won't be able to talk again."</p> <p>Summer: "Okay. So I'm your special, secret friend? That was a question."</p> <p>LEO: "Uh, yeah. Sure. And good question."</p>	Based on the dialogue, <i>LEO</i> said that this had to be secret that <i>LEO</i> can talk with her and <i>Summer</i> complied with it.	Trustworthy

Analysis table 1

From the dialogue above, the educational values type is social values "trustworthy". It occurs when *LEO* trusting *Summer* not to say that he can talk with her.

Scene minutes (23:21)

Discussion

In the dialogue, the lesson about being trustworthy comes through when *LEO* trusts *Summer* not to tell anyone that he can talk. According to *Monica J. Taylor's* theory, this shows how learning about social values includes being reliable and keeping secrets. *LEO's* trust in *Summer* highlights the importance of being someone others can depend on. It teaches us that being trustworthy, keeping promises, learning and respecting the trust others place in us. This moment in the story reminds us that being dependable and honest helps build strong, positive relationships.

Table 3.4.2 Social Values Kindness in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
2.	<p>Miss Malkin: “Oh, you’re coming with me.”</p> <p>LEO: “No, please. They’re mad. Let... Let them focus on winning.”</p> <p>Miss Malkin: “Well, I’m still taking you. After they win, we’ll make sure they appreciate all you were doing for them.”</p> <p>LEO: “You know what? You are special.”</p>	<p>Based on the dialogue, <i>Miss Malkin</i> wants <i>LEO</i> to come with her in tomorrow and meet the children, so they apologize directly to <i>LEO</i> after the event.</p>	<p>Kindness</p>

Analysis table 2

From the dialogue above, the educational values type is social values “kindness”. It occurs when *Miss Malkin* wants *LEO* to come with her in tomorrow and meet the children, so they apologize directly to *LEO* after the event.

Scene minutes (01:05:40)

Discussion

In the dialogue, the lesson about kindness comes through when *Miss Malkin* wants *LEO* to come with her the next day to meet the children, so they can apologize to him in person after the event. According to *Monica J. Taylor’s* theory, this shows how learning about social values includes being kind and thoughtful. *Miss Malkin’s* plan highlights the importance of face-to-face apologies and showing genuine kindness to mend relationships. It teaches us that kindness not just about being nice, it

can about taking steps to make things right and show empathy. This moment in the story reminds us that being kind helps heal hurt feelings and strengthen our connections with others.

Table 3.4.3 Social Values Respect in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
3.	<p><i>Jayda</i>: “Thanks, PJ.”</p> <p><i>TJ</i>: “Uh, TJ.”</p> <p><i>Jayda</i>: “Oh, I’m sorry.”</p> <p><i>TJ</i>: “It’s cool. Jacked about the eye contact.”</p>	Based on the dialogue, <i>Jayda</i> talk with <i>TJ</i> and eye contact with him for the first time.	Respect

Analysis table 3

From the dialogue above, the educational value type is social values “respect”. It occurs when *Jayda* finally talks to *TJ* for the first time and respects looking into his eyes and talking with him.

Scene minutes (44:20)

Discussion

In the dialogue, the lesson about respect comes through when *Jayda* talks to *TJ* for the first time and makes a point of looking him in the eyes while they talk. According to *Monica J. Taylor's* theory, this shows how learning about social values includes showing respect in our interactions. *Jayda's* effort to make eye contact highlights the importance of acknowledging others and valuing their presence. It teaches us that respect not only about polite words, it can be how we treat people and show that we value them. This moment in the story reminds us that small

gestures, like eye contact, can go a long way in building respectful and meaningful connections.

Table 3.4.4 Social Values Respect in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
4.	<p>Principal: “Class 5-C, you’re one step away from going to Magic Land Park! How great a job has our teacher done? Bravo, Miss Malkin. I know a lot of parents weren’t happy when I first brought you in, due to your rep as a miserable person. But if you win the History Fair on Saturday, we’ll... You’ll prove all the doubters wrong.”</p> <p>Miss Malkin: “Well, Principal Spahn, in the classroom, sometimes the old ways are the best ways.”</p>	Based on the dialogue, the principal congratulated to <i>Miss Malkin</i> on her work as a substitute teacher, because previously she was looked down upon by the students' parents.	Respect

Analysis table 4

From the dialogue above, the educational values type is social values “respect”. It occurs when the principal congratulated to *Miss Malkin* on her work as a substitute teacher, because previously she was looked down upon by the students' parents.

Scene minutes (59:04)

Discussion

In the dialogue, the lesson about respect comes through when the principal congratulates *Miss Malkin* on her work as a substitute teacher,

especially after she was previously looked down upon by the students' parents. According to *Monica J. Taylor's* theory, this shows how learning about social values includes recognizing and appreciating others' efforts. The principal's praise highlights the importance of acknowledging someone's hard work and contributions, even if they were underestimated before. It teaches us that respect it can be polite, valuing, and supporting others. This moment in the story reminds us that showing respect can change how people are perceived and boost their confidence.

Table 3.4.5 Social Values Hospitality in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
5.	<p>Summer: “Hey, Jayda. Hey, LEO. I can’t believe how much cool... Uh, I mean, hey, just Jayda, are you having a good time?”</p> <p>Jayda: “Thanks for asking me. My parents never ask. They just assume I’m having a good time, ’cause they still don’t realize they aren’t that great.”</p>	Based on the dialogue, <i>Summer</i> asked <i>Jayda</i> in a friendly manner about her situation on her birthday party in <i>Jayda's</i> home.	Hospitality

Analysis table 5

From the dialogue above, the educational values type is social values “hospitality”. It occurs when *Summer* come to *Jayda's* birthday party and asked *Jayda* about her feelings.

Scene minutes (43:10)

Discussion

In the dialogue, the lesson about hospitality comes through when *Summer* goes to *Jayda's* birthday party and asks *Jayda* about her feelings. According to *Monica J. Taylor's* theory, this shows how learning about social values includes being warm and considerate towards others. *Summer's* effort to check in on *Jayda* highlights the importance of making others feel welcome and cared for. It teaches us that caring for the well-being of others. This moment in the story reminds us that showing hospitality can make people feel valued and included.

Table 3.4.6 Social Values Hospitality in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
6.	<p><i>Jayda</i>: “Mom, Dad, do we have any more invitations?”</p> <p><i>Jayda's dad</i>: “More? I thought we excluded everyone you wanted.”</p> <p><i>Jayda</i>: “Yeah, but we made a bigger list.”</p> <p><i>Jayda</i>: “Hi, guys. I’m so glad you came.”</p> <p><i>Eli</i>: “Thanks for inviting us.”</p> <p><i>Jayda</i>: “Of course. How are you?”</p> <p><i>TJ</i>: “Uh, wait. I know this one. We’re fine.”</p>	Based on the dialogue, <i>Jayda</i> wants to add invitations to her birthday party. Then she meet and greeted her friends at her party in a friendly and happy manner.	Hospitality

Analysis table 6

From the dialogue above, the educational values type is social values “hospitality”. It occurs when *Jayda* wants to add invitations to her birthday party. Then she meet and greeted her friends at her party in a friendly and good manner.

Scene minutes (40:47)

Discussion

In the dialogue, the lesson about hospitality shines through when *Jayda* invites friends to her birthday party and warmly greets them when they arrive. According to *Monica J. Taylor's* theory, this shows how learning about social values includes being welcoming and friendly. *Jayda's* efforts to invite and greet her friends demonstrate the importance of making others feel comfortable and valued. It teaches us that creating a welcoming atmosphere and showing kindness to guests. This moment in the story reminds us that being hospitable can strengthen friendships and make social gatherings enjoyable for everyone involved.

Table 3.4.7 Social Values Hospitality in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
7.	<i>Miss Malkin:</i> "Good morning, my dear students."	Based on the dialogue, <i>Miss Malkin</i> tried to say good morning in her classroom with a friendly smile.	Hospitality

Analysis table 7

From the dialogue above, the educational values type is social values "hospitality". It occurs when *Miss Malkin* tried to say good morning in her classroom with a friendly smile.

Scene minutes (01:06:18)

Discussion

In the dialogue, the lesson about hospitality is evident when Miss Malkin greets her classroom with a friendly smile and a cheerful "good morning." According to *Monica J. Taylor's* theory, this shows how learning about social values includes being warm and welcoming. *Miss Malkin's* gesture emphasizes the importance of creating a positive and friendly atmosphere for her students. It teaches us that hospitality not just about formal events, it can be everyday interactions that make people feel appreciated and comfortable. This moment in the story reminds us that a simple smile and friendly greeting can set a positive tone and foster a supportive learning environment.

Table 3.4.8 Social Values Sharing in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
8.	<p><i>LEO</i>: "So, like You're comfortable in sharing. 'cause your parents let you prattle."</p> <p><i>Summer</i>: "They don't really like..."</p> <p><i>LEO</i>: "But you shouldn't feel self-conscious Like you're in a losing battle."</p> <p><i>Summer</i>: "Okay, but then how am I gonna..."</p> <p><i>LEO</i>: "Maybe try to ask a question."</p> <p><i>Summer</i>: "Ask a question?"</p>	Based on the dialogue, <i>LEO</i> talk with <i>Summer</i> about <i>Summer</i> rarely listens to it. In this situation, <i>LEO</i> tries to share advice to ask his parents.	Sharing

Analysis table 8

From the dialogue above, the educational values type is social values “sharing”. It occurs when *Summer* says she want to be heard and *LEO* shares his opinion, so his parents will listen to her.

Scene minutes (22:25)

Discussion

In the dialogue, the lesson about sharing comes through when *Summer* expresses her desire to be heard, and *LEO* shares his opinion to help her get his parents to listen. According to *Monica J. Taylor's* theory, this shows how learning about social values includes sharing ideas and perspectives. *LEO's* willingness to speak up and support *Summer* highlights the importance of sharing thoughts and feelings to understanding and support. It teaches us that sharing is not about giving things, but it also about expressing ourselves and collaborating to solve problems together. This moment in the story reminds us that open communication and sharing can strengthen relationships and lead to positive outcomes for everyone involved.

Table 3.4.9 Social Values Sharing in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
9.	<p><i>Squirtle</i>: “And, hey, you wanna live so bad, a little exercise wouldn’t kill ya.”</p> <p><i>LEO</i>: “Like what?”</p> <p><i>Squirtle</i>: “Blinking’s good. That’d be a start.”</p>	Based on the dialogue, <i>Squirtle</i> tells <i>LEO</i> to start exercise like blinking as the first thing he does.	Sharing

Analysis table 9

From the dialogue above, the educational values type is social values “sharing”. It occurs when *Squirtle* sharing *LEO* to start exercise like blinking as the first thing he does.

Scene minutes (11:35)

Discussion

In the dialogue, the lesson about sharing comes through when *Squirtle* suggests to *LEO* that he should start exercising by blinking as the first thing he does. According to *Monica J. Taylor's* theory, this shows how learning about social values includes sharing helpful advice and ideas. *Squirtle's* suggestion highlights the importance of sharing knowledge and tips to support others in achieving their goals. It teaches us that sharing is giving things and offering insights and helping each other grow. This moment in the story reminds us that sharing can be a simple yet powerful way to contribute positively to someone's life and encourage mutual support.

Table 3.4.10 Social Values Sharing in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
10.	<i>LEO: “I know a way. I’ve seen kids break up over the years. You write down why you’re dumping them, and it gives the other person time to soak it in and not snap. It’s a “Dear Drone” letter. Get a pen and paper.”</i>	Based on the dialogue, <i>LEO</i> talk with <i>Eli</i> and gave advice on making a letter for the drone, so that <i>Eli's</i> drone wouldn't be offended.	Sharing

Analysis table 10

From the dialogue above, the educational values type is social values “sharing”. It occurs when *LEO* is talking with *Eli*, He gave advice to *Eli* on making a letter for the drone. Therefore, *Eli’s* drone wouldn’t be offended.

Scene minutes (31:38)

Discussion

In the dialogue, the lesson about sharing shines through when *LEO* gives *Eli* advice on writing a letter to his drone so it wouldn't be offended. According to *Monica J. Taylor's* theory, this shows how learning about social values includes sharing empathy and understanding. *LEO's* gesture shows the importance of considering others' feelings and communicating thoughtfully to avoid misunderstandings. It teaches us that sharing not only for material things, it can sharing our thoughts, emotions, and perspectives to build empathy and foster positive relationships. This moment in the story reminds us that empathy and communication can help resolve conflicts and strengthen bonds between individuals.

Table 3.4.11 Social Values Sympathy in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
11.	<p><i>Jayda:</i> “<i>LEO! Where’s LEO?</i>”</p> <p><i>Summer:</i> “<i>Did someone take him?</i>”</p> <p><i>Jayda:</i> “<i>Please, somebody find him. LEO!</i>”</p> <p><i>[School kids calling LEO! LEO! LEO!]</i></p> <p><i>[School kids calling</i></p>	<p>Based on the dialogue, some of children panicked looking for <i>LEO</i> who disappeared and tried to escape from <i>Jayda’s</i> birthday party.</p>	Sympathy

No	Dialogues	Descriptions	Type of Social Values
	<p><i>LEO! LEO! Where is he?]</i> <i>Jayda: [Found LEO] "LEO!"</i></p>		<p>Sympathy</p>

Analysis table 11

From the dialogue above, the educational values type is social values "sympathy". It occurs when the children were looking for *LEO* who went missing at *Jayda's* birthday party.

Scene minutes (44:55)

Discussion

In the dialogue above, the lesson about sympathy is evident when the children show concern and empathy while searching for *LEO*, who went missing at *Jayda's* birthday party. According to *Monica J. Taylor's* theory, this demonstrates how learning about social values includes understanding and caring about others' feelings and well-being. The children's efforts to find *LEO* and their worry highlight the importance of showing compassion and support in times of need. It teaches us that sympathy is about actively showing kindness and offering help to those who may be in distress. This moment in the story reminds us that showing sympathy can strengthen bonds and create a supportive community where everyone looks out for each other.

Table 3.4.13 Social Values Sympathy in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
13.	<p><i>Mia</i>: “You just looked like my grandpa.”</p> <p><i>LEO</i>: “Yeah? Is that a good thing?”</p> <p><i>Mia</i>: Uh-huh. “My grandpa used to talk to me. He really liked science, and he would ask me questions, even if he knew the answer.” [sniffles]</p> <p><i>LEO</i>: “What? He sounds like a great guy.”</p> <p><i>Mia</i>: “He was my best friend.” [cries, sniffles]</p> <p><i>LEO</i>: “Oh, no, no, no, no. I didn’t mean to get that going. Please, kid, I hate that.”</p> <p><i>Mia</i>: [sobbing softly] “I’m sorry.”</p> <p><i>LEO</i>: “Oh, no, no. Don’t be sorry. Just stop. I... I can’t handle it.”</p>	<p>Based on the dialogue, <i>Mia</i> said that <i>LEO</i> looked like her deceased grandfather. He talked a little about him and she cried. Then <i>LEO</i> told her to stop crying because <i>LEO</i> didn’t know what he should do.</p>	Sympathy

Analysis table 13

From the dialogue above, the educational values type is social values “sympathy”. It occurs when *Mia* said that *LEO* looked like her passed grandfather. He talked a little about him and she cried. Then *LEO* told her to stop crying.

Scene minutes (49:58)

Discussion

In the dialogue, the lesson about sympathy is evident when *Mia* mentions that *LEO* reminds her of her late grandfather, and she becomes emotional. According to *Monica J. Taylor's* theory, this illustrates how

learning about social values includes showing empathy and understanding others' emotions. *LEO's* attempt to console *Mia* by asking her to stop crying shows his concern and sympathy for her feelings. It teaches us that sympathy not just about feeling sorry for someone, it also about trying to understand their emotions and offering support in a caring way. This moment in the story reminds us that showing empathy can help comfort others during difficult times and strengthen connections between people.

Table 3.4.14 Social Values Caring in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
14.	<i>Squirtle: "I got your back, bud. I couldn't let you do this one alone."</i>	Based on the dialogue, <i>Squirtle</i> sneaks up and wants to help <i>LEO</i> .	Caring

Analysis table 14

From the dialogue above, the educational values type is social values "caring". It occurs when *Squirtle* wants to help *LEO* and comes with *LEO* and takes him home to *Anthony's* house.

Scene minutes (53:13)

Discussion

In the dialogue, the lesson about caring comes through when *Squirtle* wants to help *LEO* and accompanies him home to *Anthony's* house. According to *Monica J. Taylor's* theory, this shows how learning about social values includes showing concern and kindness towards others. *Squirtle's* actions demonstrate the importance of looking out for friends and offering support when they need it. It teaches us that caring is about saying nice thing and taking action to help someone in a meaningful way.

This moment in the story reminds us that being caring can strengthen bonds and create a supportive community where everyone feels valued and supported.

Table 3.4.15 Social Values Caring in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
15.	<i>LEO: "I didn't know how to help her, so I just listened. And that helped."</i>	Based on the dialogue, <i>LEO</i> cared with <i>Mia</i> but he didn't know what to do and finally he listened and that help her.	Caring

Analysis table 15

From the dialogue above, the educational values type is social values "caring". It occurs when *LEO* cares about *Mia* but he doesn't know what to do and finally, he listens and that helps her.

Scene minutes (52:10)

Discussion

In the dialogue, the lesson about caring comes through when *LEO* cares about *Mia* but not sure how to help her at first. Eventually, he decides to just listen, which turns out to be exactly what she needed. According to *Monica J. Taylor's* theory, this shows how learning about social values includes showing genuine concern and support for others. *LEO's* willingness to listen shows that sometimes the best way to show you care is simply by being there and paying attention. It teaches us that caring not just about fixing problems, it can be offering empathy and

understanding. This moment in the story reminds us that showing you care can be as simple as lending an ear and being present for someone.

Table 3.4.16 Social Values Caring in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
16.	<p>Pony: “What do you do in the box?”</p> <p>LEO: “Uh, I molt. Occasional blinking.”</p> <p>Pony: “All right. I’m sorry, brother. We’re fighting the same fight. I mean, the only fun I’ve ever had was biting some of that guy’s fingers off. I’ve asked you five times to jump through this hoop.”</p>	Based on the dialogue, <i>Pony</i> ask <i>LEO</i> what can he do in that box and it turns out <i>LEO</i> ’s fate is the same as his? he could only bite what was in the guy’s hand.	Caring

Analysis table 16

From the dialogue above, the educational values type is social values “caring”. It occurs when *Pony* asks *LEO* what can he do in that box and it turns out *LEO*’s fate is the same as his. He could only bite what was in the guy’s hand.

Scene minutes (42:47)

Discussion

In the dialogue, the lesson about caring is shown when *Pony* asks *LEO* what he can do in the box and discovers that *LEO*’s situation is just like his own, they can only bite what’s in the guy’s hand. According to *Monica J. Taylor*’s theory, this illustrates how learning about social values includes empathy and understanding others’ experiences. *Pony*’s curiosity and concern for *LEO*’s situation demonstrate the importance of connecting

with others and showing empathy. It teaches us that caring is not just about helping physically, but it also about understanding and relating to what others are going through. This moment in the story reminds us that being empathetic and caring can help build strong, supportive relationships.

Table 3.4.17 Social Values Empathy in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
17.	<i>Miss Malkin: "You want me to be happy?"</i> <i>LEO: "Look, I also had dreams that never happened. Like seeing the Everglades, or spreading Salmonella. But this year, I fell into something even better. I really clicked with these kids."</i>	Based on the dialogue, <i>LEO</i> responded to <i>Miss Malkin's</i> statement that he wanted <i>Miss Malkin</i> to be happy and <i>LEO</i> also has desires in his life.	Empathy

Analysis table 17

From the dialogue above, the educational value type is the social value "empathy". It occurs when *LEO* replies to *Miss Malkin's* statement that he also has desires in life and that he wants *Miss Malkin* to be happy.

Scene minutes (01:03:23)

Discussion

In the dialogue, the lesson about empathy comes through when *LEO* responds to *Miss Malkin's* statement by sharing that he has his own desires in life and that he wants *Miss Malkin* to be happy. According to *Monica J. Taylor's* theory, this shows how learning about social values includes understanding and sharing the feelings of others. *LEO's* response highlights the importance of recognizing that everyone has their own

hopes and feelings and showing genuine care for their well-being. It teaches us that empathy can connecting with their emotions and wanting the best for them. This moment in the story reminds us that showing empathy can deepen relationships and create a more compassionate and understanding each other.

Table 3.4.18 Social Values Empathy in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
18.	<p><i>Squirtle</i>: “You sent him to the Glades? That’s a terrible neighborhood! Those crazy animals will rip him apart!”</p> <p><i>Jayda</i>: “Miss Malkin, please help us find him!”</p>	Based on the dialogue, <i>Squirtle</i> and kids told <i>Miss Malkin</i> to find <i>LEO</i> .	Empathy

Analysis table 18

From the dialogue above, the educational values type is the social value “empathy”. It occurs when *Squirtle* and the kids tell *Miss Malkin* to find *LEO*.

Scene minutes (01:18:20)

Discussion

In the dialogue, the lesson about empathy comes through when *Squirtle* and the kids urge *Miss Malkin* to find *LEO*. According to *Monica J. Taylor's* theory, this shows how learning about social values includes understanding and sharing the feelings of others. *Squirtle* and the kids’ concern for *LEO* highlights the importance of putting themselves in his shoes and wanting to help him. It teaches us that empathy is about taking action to support them because we truly care. This moment in the story

reminds us that showing empathy can make a big difference in how we connect with and support those around us.

Table 3.4.19 Social Values Empathy in *LEO* Movie

No	Dialogues	Descriptions	Type of Social Values
19.	<i>LEO: "I know it's hard. I know you're troubled. But we've all got problems."</i>	Based on the dialogue, <i>LEO</i> said that he understood <i>Mia's</i> problems, but everyone also had problems.	Empathy

Analysis table 19

From the dialogue above, the educational values type is the social value "empathy". It occurs when *LEO* says that he understands *Mia's* problems, but everyone also has problems.

Scene minutes (51:26)

Discussion

In the dialogue, the lesson about empathy comes through when *LEO* tells *Mia* that he understands her problems but also points out that everyone has problems. According to *Monica J. Taylor's* theory, this shows how learning about social values includes seeing things from someone else's perspective. *LEO's* words shows the importance of acknowledging others' struggles while also recognizing that everyone faces their own challenges. It teaches us that empathy not only about feeling sorry for someone, but is about understanding what they're going through. This moment in the story reminds us that showing empathy helps us connect with others and creates a sense of shared understanding and support.

4) Cultural Values

Cultural values are the rules that specify what is morally good or bad, important or unimportant, and acceptable or unwelcome in a group or society. They place a high value on maintaining cultural practices, rituals, traditions, and ways of life, all of which may be could by love, social order, appreciation, etc.

Based on the analysis it can be seen there are dialog:

Table 3.5.1 Cultural Values Love in *LEO* Movie

No	Dialogues	Descriptions	Type of Cultural Values
1.	<p><i>LEO</i>: “Oh. Uh, who told you I was dying?”</p> <p><i>Kabir</i>: “The turt... Uh, Squirtle told us.”</p> <p><i>LEO</i>: “Well, I thought I was, but I found out I’m not.”</p> <p><i>Kids</i>: “You’re not? You’re not gonna die?”</p> <p><i>LEO</i>: “You’re not still mad?”</p> <p><i>Anthony</i>: “This is incredible.”</p> <p><i>Mia</i>: “We love you, <i>LEO</i>.”</p> <p><i>Summer</i>: “Are you crazy? This is amazing!”</p> <p><i>Skylar</i>: “I’m so happy!”</p>	Based on the dialogue, <i>LEO</i> told the children and <i>Squirtle</i> that he is not die in 75 years old and they were all happy and feel loved for <i>LEO</i> .	Love

Analysis table 1

From the dialogue above, the educational values type is cultural values “love”. It occurs when children know that *LEO* don’t die at the age of 75 and say I love you.

Scene minutes (01:27:33)

Discussion

In the dialogue, the lesson about love comes through when the children find out that *LEO* won't die at the age of 75, and they tell him, "I love you." According to *Monica J. Taylor's* theory, this shows how learning about cultural values includes expressing love and affection. The children's reaction highlights the importance of openly showing care and love for others. It teaches us that love is not just about feeling, it can about expressing those feelings and letting people know they matter to us. This moment in the story reminds us that expressing love strengthens our connections of belonging and support.

Table 3.5.2 Cultural Values Love in *LEO* Movie

No	Dialogues	Descriptions	Type of Cultural Values
2.	<p><i>LEO</i>: "But I miss those kids."</p> <p><i>Pony</i>: "What?"</p> <p><i>LEO</i>: "They're not bratty. You just gotta get to know them. Like this one kid whose father's back had a gorilla situation."</p>	Based on the dialogue, <i>Pony</i> talk with <i>LEO</i> to stay in Everglades, but <i>LEO</i> miss the children sincerely.	Love

Analysis table 2

From the dialogue above, the educational values type is cultural values "love". It occurs when *Pony* talk with *LEO* to stay in Everglades, but *LEO* feels that he miss the children sincerely.

Scene minutes (01:20:26)

Discussion

In the dialogue, the lesson about love comes through when *Pony* talks to *LEO* about staying in the Everglades, but *LEO* realizes how much he misses the children. According to *Monica J. Taylor's* theory, this shows how learning about cultural values includes understanding and expressing love. *LEO's* feelings highlight the deep connections and he has with the children. It teaches us that love feeling a truly connection and caring deeply for others, even when you're apart. This moment in the story reminds us that love creates strong ties and a sense of belonging that can exceed distance.

Table 3.5.3 Cultural Values Social order in *LEO* Movie

No	Dialogues	Descriptions	Type of Cultural Values
3.	<i>Mrs. Salinas: "Oh, Zane, I'm afraid you can't bring snacks into the class. I'll hold those, just for now."</i>	Based on the dialogue, <i>Mrs. Salina</i> told to children who eat in the classroom that it should not be done.	Social order

Analysis table 3

From the dialogue above, the educational values type is cultural values "social order". It occurs when *Mrs. Salina* remind the children who eat in class that this is not allowed and seize the snack.

Scene minutes (04:22)

Discussion

In the dialogue, the lesson about social order comes through when *Mrs. Salina* reminds the children that eating in class is not allowed and takes away their snacks. According to *Monica J. Taylor's* theory, this shows how learning about cultural values includes understanding and following rules that keep things organized. *Mrs. Salina's* actions highlight the importance of maintaining order and respecting classroom norms. It teaches us that social order not just about rules, but about creating a structured environment where everyone can focus and learn. This moment in the story reminds us that respecting guidelines helps maintain a sense of order and fairness for everyone.

Table 3.5.6 Cultural Values Appreciation in *LEO* Movie

No	Dialogues	Descriptions	Type of Cultural Values
4.	<i>Miss Malkin: "You should all be proud. We've all learned so much this year. Now, before I go, I want to finish something else that Mrs. Salinas started. I'm going to read the rest of Charlotte's Web."</i>	Based on the dialogue, <i>Miss Malkin</i> told the children in the classroom that they did their best this year.	Appreciation

Analysis table 4

From the dialogue above, the educational values type is cultural values "appreciation". It occurs when *Miss Malkin* that was proud of the children for achieving good final achievements.

Scene minutes (01:28:14)

Discussion

In the dialogue, the lesson about appreciation comes through when *Miss Malkin* expresses her pride in the children for their good final achievements. According to *Monica J. Taylor's* theory, this shows how learning about cultural values includes recognizing and valuing the achievements of others. *Miss Malkin's* pride highlights the importance of appreciating hard work and success. It teaches us that appreciation is about celebrating the efforts and progress people make. This moment in the story reminds us that showing appreciation can boost morale and encourage a positive, supportive environment.

Table 3.5.7 Cultural Values Appreciation in *LEO* Movie

No	Dialogues	Descriptions	Type of Cultural Values
5.	<i>Miss Malkin:</i> "Well, that felt wonderful." <i>LEO:</i> "I know you got it in you. You're gonna get those kids first place tomorrow."	Based on the dialogue, <i>Miss Malkin</i> feels wonderful and <i>LEO</i> appreciated her that tomorrow <i>Miss Malkin</i> and the children would get first place.	Appreciation

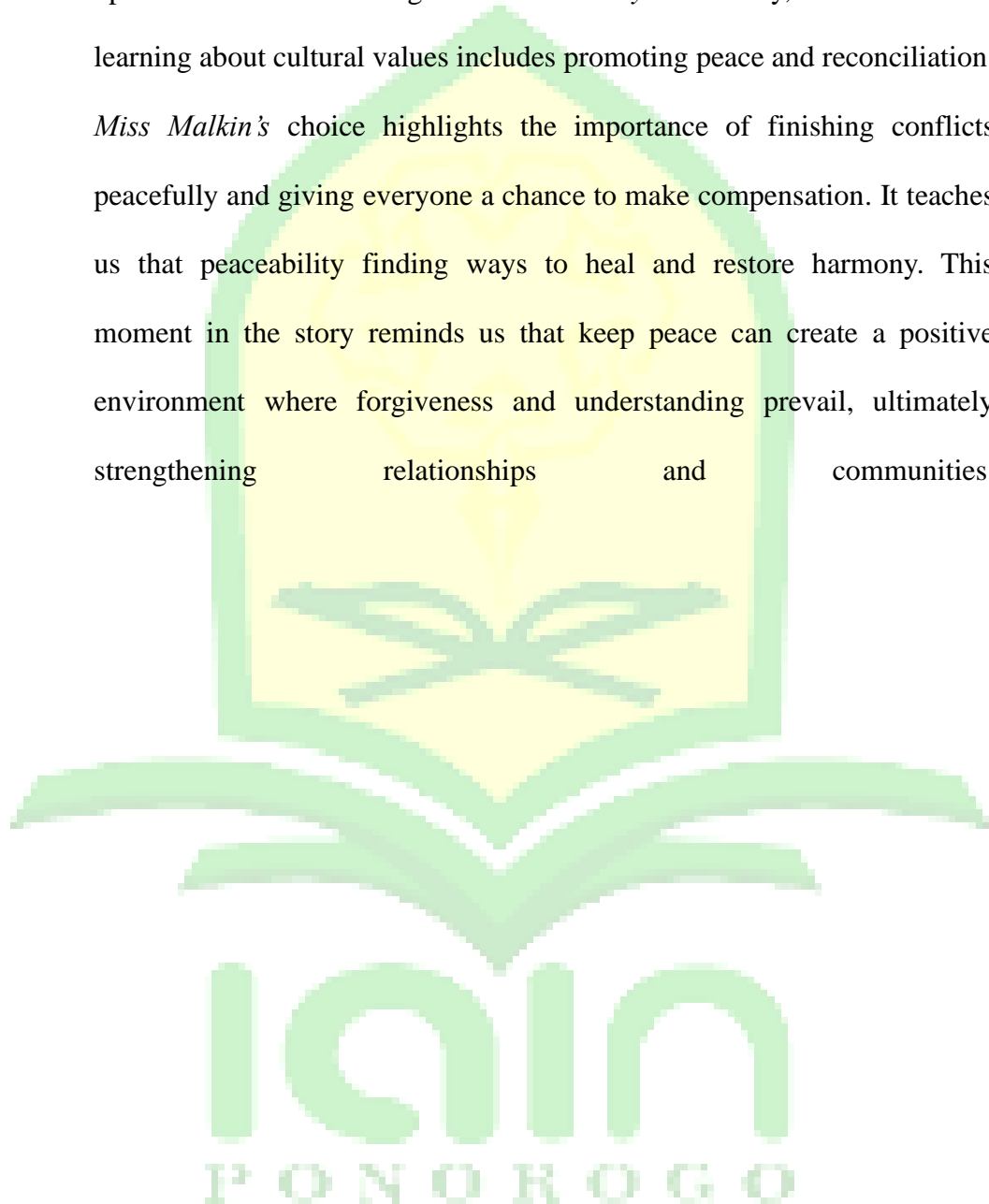
Analysis table 5

From the dialogue above, the educational values type is cultural values "peaceability". It occurs when *Miss Malkin* still taking *LEO* to the competition even though the children mad with him, so that the children can apologize to *LEO* after the competition.

Scene minutes (01:05:45)

Discussion

In the dialogue, the lesson about peaceability is evident when *Miss Malkin* decides to take *LEO* to the competition despite the children being upset with him. According to *Monica J. Taylor's* theory, this shows how learning about cultural values includes promoting peace and reconciliation. *Miss Malkin's* choice highlights the importance of finishing conflicts peacefully and giving everyone a chance to make compensation. It teaches us that peaceability finding ways to heal and restore harmony. This moment in the story reminds us that keep peace can create a positive environment where forgiveness and understanding prevail, ultimately strengthening relationships and communities.



CHAPTER IV
FINDING AND DISCUSSION

A. The Contribution of Educational Values in *LEO* Animation Movie

Towards 21st century Skills

The "*LEO*" animation movie, a product of modern storytelling and animation techniques, is rich in educational values that align closely with 21st century skills. Here's an analysis of how the film integrates spiritual, moral, social, and cultural values with essential 21st century competencies:

Table 4.1 21st Century Skills Critical Thinking and Problem Solving

No	Types of Educational Values	Description	Types of 21st Century Skills
1.	Spiritual values Discipline	Based on the movie, <i>Mrs. Salina</i> told to children who eat in classroom that it should not be done. The solution is with <i>Mrs. Salina</i> asked for the snack.	Critical Thinking and Problem Solving

Analysis table 1

In the scenario from the movie where *Mrs. Salina* addresses the children eating in the classroom, we see a clear example of critical thinking and problem-solving in action. *Mrs. Salina* identifies an issue the children eating and responds with a practical solution by asking for their snacks.

Discussion

In the movie, *Mrs. Salina* blends spiritual values like discipline with critical thinking and problem-solving skills. When she tells the kids they can't eat in the class, she doesn't just scold them, but she figures out a solution by asking for their snacks. This shows how she's thoughtful and practical about

enforcing rules while teaching them to think about their actions. *Mrs. Salina's* contribution is not only about keeping order, but showing them the importance of following rules and thinking before they act. It's a smart way to instill discipline while also nurturing their ability to solve problems and make good choices in the future.

Table 4.2 21st Century Skills Collaboration and Teamwork

No	Types of Educational Values	Description	Types of 21st-Century Skills
2.	Social values Loyalty	Based on the movie, the children work together to realize their dreams of winning competitions and going to the Magic Land Park together.	Collaboration and Teamwork

Analysis table 2

In the movie, the children's teamwork and collaboration shine through as they work together to achieve their dream of winning competitions and going to Magic Land Park.

Discussion

In the movie, the kids show loyalty through teamwork and collaboration as they work together to achieve their dreams of winning competitions and visiting Magic Land Park. They support each other, share ideas, and pool their strengths to overcome challenges and reach their goals. This contribute how loyalty not only for sticking together, but it can trusting and relying on each other to succeed. By working as a team, they build strong bonds and learn the value of supporting one another, which helps them not only in achieving their immediate goals but also in growing together as friends and teammates.

Table 4.3 21st Century Skills Leadership and Responsibility

No	Types of Educational Values	Description	Types of 21st Century Skills
3.	Spiritual values Goodwill	Based on the dialogue, <i>Miss Malkin</i> wants <i>LEO</i> to come with her in tomorrow and meet the children, so they apologize directly to <i>LEO</i> after the event. This is a form of <i>Miss Malkin's</i> responsibility to <i>LEO</i> as the 5th-grade teacher.	Leadership and Responsibility

Analysis table 3

In the movie, *Miss Malkin* wants *LEO* to come with her in tomorrow and meet the children, so they apologize directly to *LEO* after the event. This is a form of *Miss Malkin's* responsibility to *LEO* as the 5th-grade teacher.

Discussion

Miss Malkin shows leadership and responsibility by taking the initiative to have *LEO* come with her the next day to meet the children and receive their apologies directly. This shows her commitment to fostering goodwill among her students. *Miss Malkin* contribute not only shows her leadership in guiding her students towards understanding and compassion but also takes responsibility for creating a positive and supportive classroom environment. Her actions highlight how leadership involves taking proactive steps to resolve conflicts and promote harmony, ultimately fostering a culture of respect and empathy among her students in a caring and responsible manner.

Table 4.4 21st Century Skills Communication

No	Types of Educational Values	Descriptions	Types of 21st Century Skills
4.	Spiritual values Goodwill	Based on the movie, <i>Squirtle</i> told that everything <i>LEO</i> did was just his ego. And <i>LEO</i> explained that what he did was to make him feel useful for the rest of his life.	Communication

Analysis table 4

In the movie, the lesson about communication and goodwill comes through when *Squirtle* accuses *LEO* of acting out of ego, and *LEO* explains that he just wants to feel useful for the rest of his life.

Discussion

In the movie, the lesson about communication and goodwill comes through when *Squirtle* accuses *LEO* of acting out of ego, and *LEO* explains that he just wants to feel useful for the rest of his life. This moment shows how important it is to communicate honestly and understand each other's intentions. *LEO's* explanation highlights that his actions are driven by a desire to contribute and feel valued, not just by selfishness. It teaches us that goodwill is about good intentions, but it also about expressing those intentions clearly and understanding where others are coming from. This moment reminds us that open communication can help clear up misunderstandings and build stronger, more supportive relationships.

Table 4.5 21st Century Skills Digital Literacy

No	Types of Educational Values	Descriptions	Types of 21st Century Skills
5.	Cultural values Tolerance	Based on the movie, the children use modern science and are supported by advanced technology for this competition.	Digital Literacy

Analysis table 5

Based on the movie from the description, the children use modern science and are supported by advanced technology for this competition.

Discussion

In the movie, the children use modern science and advanced technology for their competition, showcasing the importance of digital literacy. This experience teaches them tolerance, as they learn to work together despite their different backgrounds and skill levels. It contributes that being open-minded and accepting of diverse ideas and approaches is crucial for success. This moment highlights how digital literacy goes hand-in-hand with tolerance, as embracing new technologies often means embracing new ways of thinking and collaborating.

Table 4.6 21st Century Skills Communication

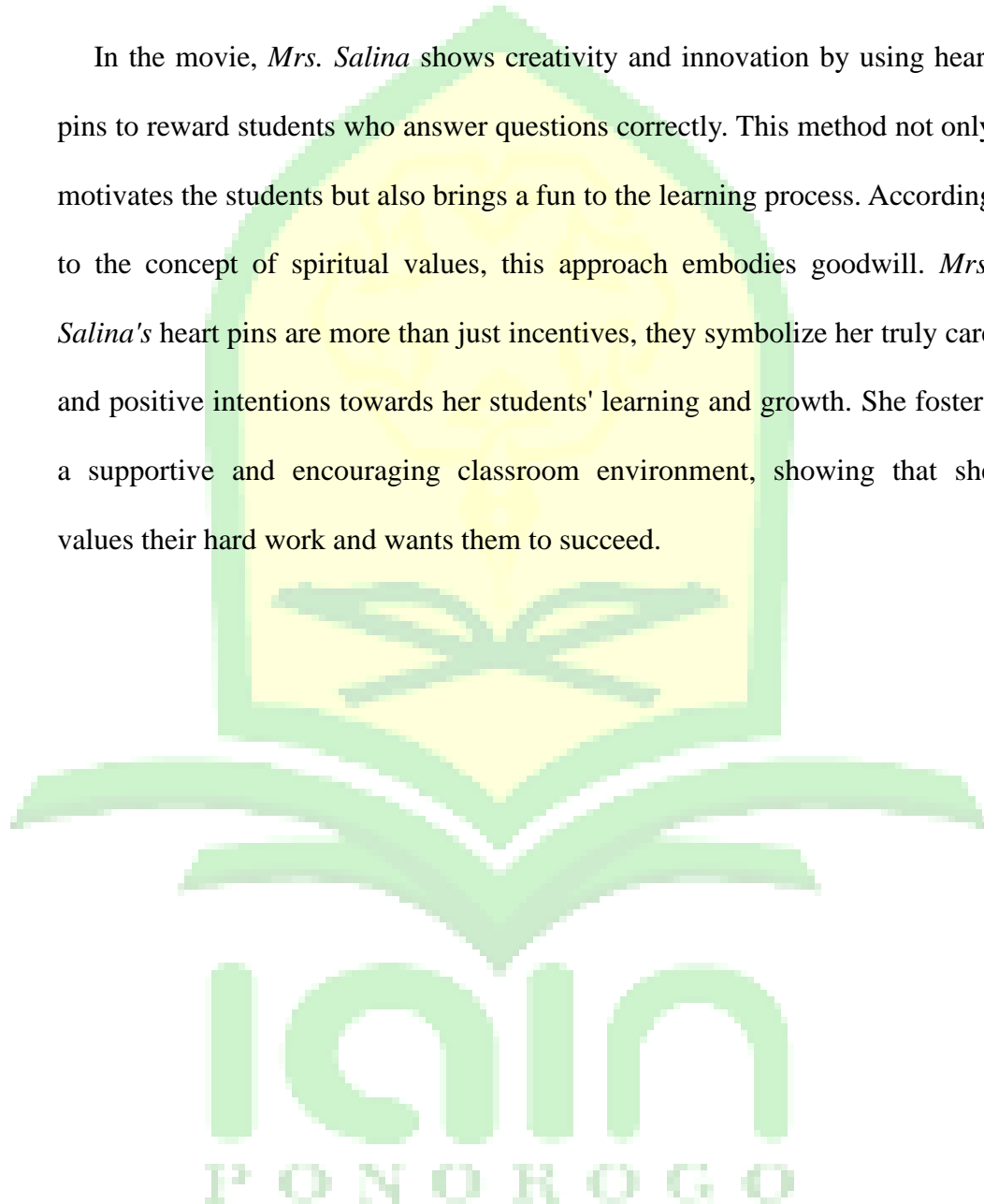
NO	Types of Educational Values	Descriptions	Types of 21st Century Skills
6.	Spiritual values Goodwill	Based on the movie, <i>Mrs. Salina</i> uses heart pins for students who get plus points for being able to answer the question.	Creativity and Innovation

Analysis table 6

Based on the movie description, *Mrs. Salina* uses heart pins for students who get plus points for being able to answer the question.

Discussion

In the movie, *Mrs. Salina* shows creativity and innovation by using heart pins to reward students who answer questions correctly. This method not only motivates the students but also brings a fun to the learning process. According to the concept of spiritual values, this approach embodies goodwill. *Mrs. Salina's* heart pins are more than just incentives, they symbolize her truly care and positive intentions towards her students' learning and growth. She fosters a supportive and encouraging classroom environment, showing that she values their hard work and wants them to succeed.



CHAPTER V

CLOSING

A. Conclusion

In conclusion, the analysis of educational values in the *LEO* animation movie using *Taylor's* SMSC (Spiritual, Moral, Social, and Cultural values) theory revealed 48 distinct educational values. These findings are significant as they align with essential 21st-century skills, such as critical thinking, creativity, collaboration, and communication. This connection indicates the values presented in the movie relate not only to individual moral and personal development but also to skills that are essential in the 21st century.

These findings have significant implications for strategies for teaching. Movies such as the *LEO* movie has the potential to be very useful teaching and learning resources. Teachers can provide students a more interesting and realistic learning experience by including these movies into the curriculum. This method can improve students' entire educational experience by assisting them in analyzing and understanding key values and skills. Additionally, by connecting the difference between theoretical knowledge and real-world application, movies in the classroom can increase the impact and dynamic nature of learning.

B. Recommendations

I would like to give some recommendation related to this research for teachers/parents, students, and the next researchers. The recommendation can be put forward as follows:

1. To the Teacher

- a. From this movie we can get an education that teachers must be able to accept students without discrimination. We can get education about how to handle students.
- b. Watching movie have many functions, this is not only an entertainment medium but if parents can be selective with the movie, parents can get many advantages especially to educate the children. Because in the movie we can guide the children about attitude, they have to learn how to different bad action and good action. Usually watching the movie can give our inspiration, suggestion, and motivation in the life.

2. To the Students

- a. English department can use this paper to add the reference about the educational values.
- b. Media such as movies are very important in education. This media can help the students to understood and mastery teaching materials, so every school must have educational media.

3. To the Next Researchers

- a. For the next researchers who can take this paper to reference and can do research on the other values that exist in the movie such as moral value, adventure value, etc.

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LIST OF APPENDICES

1. *LEO* Movie Biography

Title: *LEO*

Synopsis: *LEO* is an animated film that follows the life of *LEO*, a wise and charismatic iguana living in a bustling classroom terrarium. As the class pet for a group of lively fifth graders, *LEO* has observed human life for decades. When he discovers he only has one year left to live, *LEO* decides to break his silence and share his wisdom with the children, leading to heartwarming and humorous adventures. Throughout the movie, *LEO* helps the students navigate their problems, teaching them valuable lessons about friendship, kindness, and embracing life's changes.

Studio: DreamWorks Animation

Producer: Lisa Stewart

Director: Robert Marianetti and David Wachtenheim

Release Date: November 22, 2023

Voice Cast:

- Adam Sandler as *LEO*
- Bill Burr
- Cecily Strong
- Jason Alexander
- Rob Schneider

Genre: Family, Comedy, Adventure

Runtime: 105 minutes

Rating: PG for mild language and thematic elements

2. Screenshots of movie scenes

a. Spiritual Values

1) Scene (Truth)



2) Scene (Wisdom)



3) Scene (Goodwill)



b. Moral Values

1) Scene (Bravery)



2) Scene (Self-Confidence)

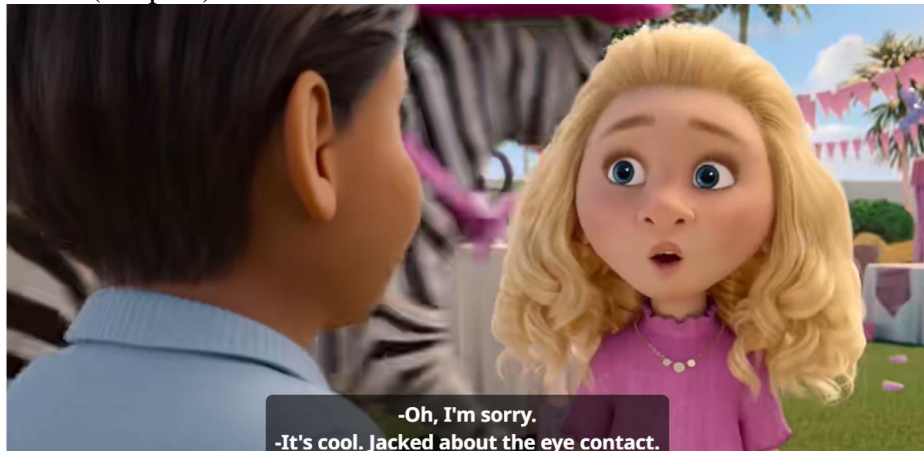


3) Scene (Regret)



c. Social Values

1) Scene (Respect)



2) Scene (Caring)



3) Scene (Empathy)



d. Cultural Values

1) Scene (Love)



2) Scene (Social Order)



3) Scene (Appreciation)



CURRICULUM VITAE



Salma Alviatun Ni'mah was born in Ponorogo, September 22nd, 2001. She's the daughter of Mr. Mahfudin and Mrs. Indah Budiati and my lovely little brother Muhammad Adzim. In 2014, she graduated from SDN 2 Tonatan Ponorogo and she went to MTs Pondok Pesantren Darul Huda Mayak Tonatan, Ponorogo and graduated in 2017. In addition, she went to MA Darul Huda Mayak Tonatan, Ponorogo majoring in religion as her focus of study. Besides learning religion and general knowledge, she like English for a long time. She always took part in story telling competitions from elementary school to junior high school and her hobby is singing English songs. Futhermore, in 2020 she continued her study at IAIN Ponorogo, taking English Language Teaching as her major.

She's also active in the HMJ English Language Education organization in 2021. Then, she also took part in SEIYA extracurricular in the choir and music as a vocalist and being a public relations division for 3 years.

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