

**AN ANALYSIS OF CHARACTER EDUCATIONAL VALUES
IN MALEFICENT MOVIE 2014**

THESIS



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Submitted to State Institute of Islamic Studies of Jember
in partial fulfillment of the requirements for bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
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English Language Teacher Training Department

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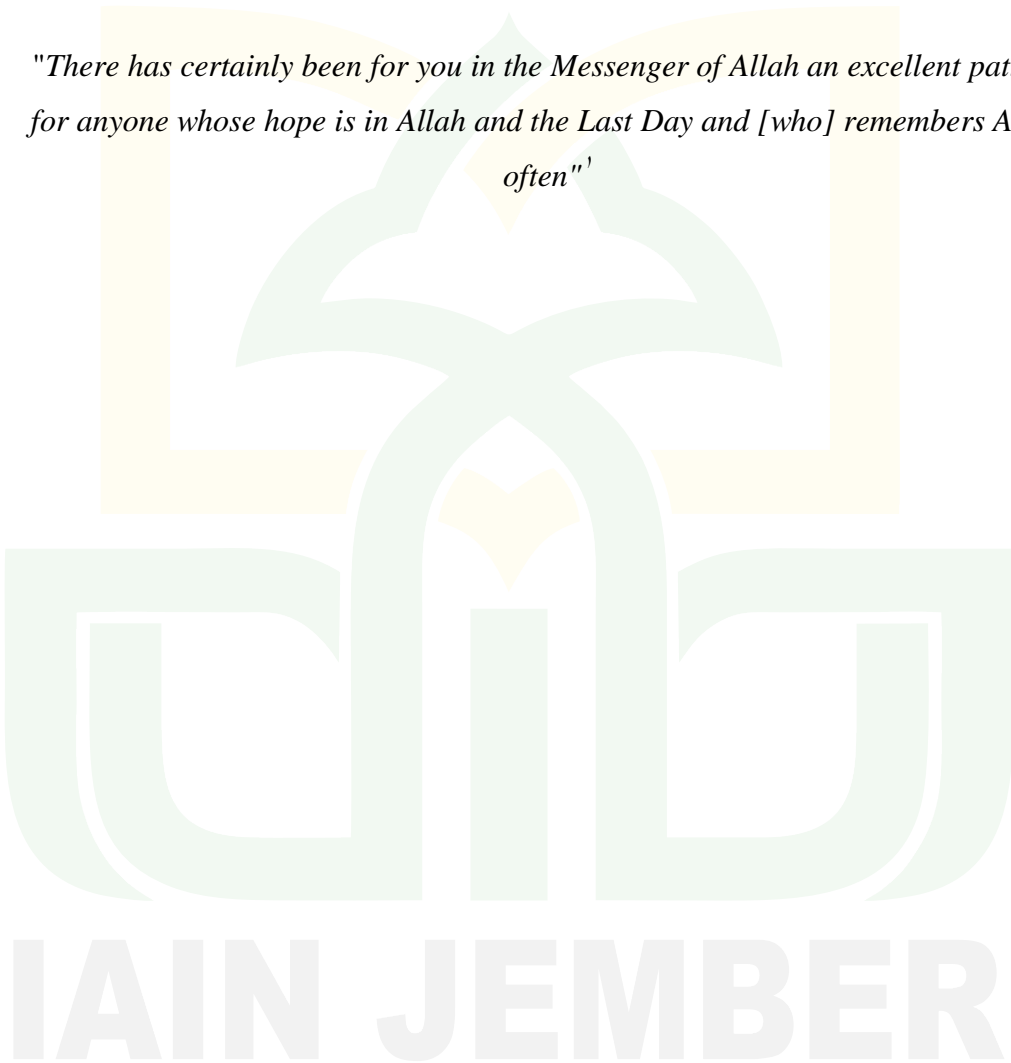

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MOTTO

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ

وَذَكَرَ اللَّهَ كَثِيرًا ۝

*"There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often"*¹



¹ Shofiah Nurul Huda and Fira Afrina, "Rasulullah sebagai Role Model bagi Pendidik," *Islamic Education* 1, no. 1(Juli 2020): 76.

DEDICATION

I proudly dedicated this thesis for:

1. I want to say thank to Mr. Al Kamil as my beloved father and Mrs. Sulastri as my beloved mother for their support, motivation, love, and prayer for me to finish my thesis.
2. My younger sister, Siti Azizatur Rohmah who always gives support, attention, and prayer for me.
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4. For all big family of my class (Diamond Class), ESA (English Student Association), and my entire roommates in boarding house (Ma'had Al Qantraqy).
5. Last but not least, the greatest printing, Quantum, which helps me in printing my incredible thesis.

By all those, I have been built as who I am today. Thanks without any limit for all them. May Allah give all of you more than what I have got to be.

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Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity and inspiration to finish my thesis. Secondly, praise and salutation are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

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I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 28th of May 2021

Siti Umaiya Al Masuroh

ABSTRACT

Siti Umaiyyah Al Masuroh, 2021: *An Analysis of Character Educational Values in Maleficent Movie 2014.*

Curriculum 2013 as the latest curriculum applied in Indonesia emphasizes character education should be inserted in the teaching and learning process for children. Nowadays, there are many ways to acquire and learn character educational values, one of the ways is using movie as the media. Hence, it is important for the teacher to choose movie which is represented character educational values. Here, the researcher analyzed character educational values that were represented in Maleficent Movie 2014 because this movie had an interesting character change plot and showed what true love actually means.

There were two research questions in this research, those were: 1) what character educational values are represented in Maleficent Movie 2014? and 2) how does the writer integrate character educational values into Maleficent Movie 2014? The objectives of this research were to describe character educational values are represented in Maleficent 2014 and to describe how the writer integrates character educational values into Maleficent Movie 2014.

To answer the questions, the researcher used qualitative as the approach in analyzing character education values in the utterances of movie. The document analysis was used in collecting the data. The data of this research were the characters' utterances in Maleficent Movie 2014.

After analyzing the data, the researcher found some findings, 1) two main characters educational values were represented in this movie, which were Value of Being and Value of Giving. Value of Being was the most dominant character educational value, which was represented thirty-two (32) times. The second was Value of Giving, which was represented thirty-one (31) times in this movie. The writer integrated those character educational values by using two techniques, explicit and implicit technique. Explicit technique means that, character educational values were cleared stated and spelled out and there was no room for confusion. This technique was the most dominant technique used. It was appropriate for students because students found it easier to grasp things that were clear in their initial intentions. While implicit technique means that, the writer integrated character education values implied or understood though not plainly or indirectly expressed.

Keywords: *character educational values, movie*

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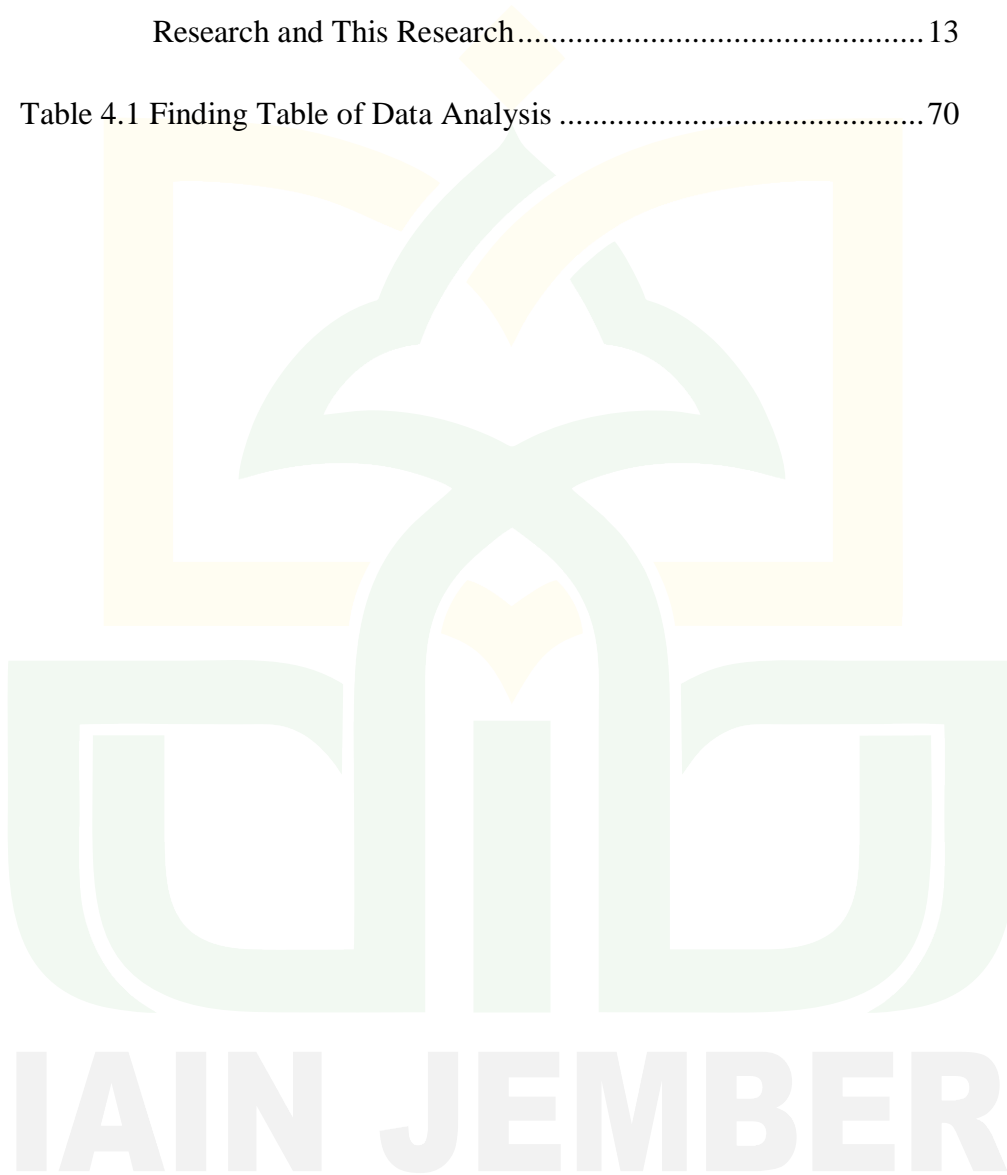
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CHAPTER I

INTRODUCTION

A. Research Background

In fact, humans cannot be separated from education. Education is a deliberate process of transformation in the natural growth and development of the person and the surroundings. It ensures an accelerated process of development in human life with the right rhythm. It is therefore a means of betterment and enhancement of life, a means of bringing about a high quality of life enhancing inherent potentialities with self-help and with the help of the social and natural surroundings.² Proopert Lodge stated that life is education and education is life.³ It means when we are talking about humans will always coincide with education and vice versa. Hence, education has a close correlation with human life to become a major force that achieves a meaningful life.

In Indonesia, education is highly prioritized because Indonesia is a large country so that it has great potential to advance the nation with the support of quality, critical, creative human resources, and those who has a directed vision to advance Indonesia. This is in accordance with Act of Republic Indonesia No. 20 Year 2003 concerning the national education system in Article 3 which states that;

² Siddheshwar Rameshwar Bhatt, *Philosophical Foundation of Education* (Singapore: Springer. 2018), 8.

³ Munir Yusuf, *Pengantar Ilmu Pendidikan* (Palopo: IAIN Palopo Press, 2018), 7.

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent and as citizens, are democratic and responsible.⁴

The law stated that national education has the function of developing capabilities and forming dignified national character and civilization in the context of educating the nation's life. It can be said that education is one of the supporting factors the welfare of a country because the progress of the country depends on the quality of the nation's children.

Education aims to train and familiarize humans so that their potential, talents and abilities become more perfect.⁵ Education is not only oriented to cognitive aspects of students' thinking abilities or intellectual abilities, but also psychomotor aspects related to skills or ability to act after a person has received certain learning experiences and affective aspects that include character behaviors such as feelings, interests, attitudes, emotions, and values. When these three aspects have been achieved, it is hoped that they can lead humans to a dignified life.

Unfortunately, in this global era, humanity is facing an acute crisis of loss of character. One of the causes is the quality of education which is starting to be incomplete or imbalanced. Educational actors today are only concerned with the cognitive aspects so that it creates a civilization that is skilled in science, technology, or business, but is poor in noble values

⁴ Act of Republic Indonesia No. 20 Year 2003 on National Education System. Chapter II. Article 3.

⁵ Yusuf, Pengantar, 18.

which should be the goal of education as well. Reporting from Kompasiana, at a private junior high school in Gresik, there were students smoking while sitting at the table. When the teacher remembered him to stop smoking, one of the students cursed at him while pulling his collar.⁶

That case is only one of the many cases that have been exposed about the decline in student morals. From this case we can see if our young generations need strengthening character education in order to shape their personality. Finally, they are able to treat people around them better. According to Munir Yusuf, this is where the role of character education is needed so that later humanity will not only be smart intellectually but also have emotional and spiritual intelligence.⁷

Basically, character education has been taught long time ago even during the time of the Prophet Muhammad. Allah says in the Qur'an in Surah Al Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ
الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

It means: "There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often"⁸

⁶ Dony Purnomo, "Murid Menantang Guru, Bukti Gagalnya Pendidikan Karakter," Kompasiana, last modified February 11, 2019, www.kompasiana.com/donypurnomo/5c610caebde575270b7c8535/murid-menantang-guru-bukti-gagalnya-pendidikan-karakter.

⁷ Yusuf, Pengantar, 24.

⁸ Huda and Afrina, "Rasulullah," 76.

The verse explains that the role model for mankind is the Prophet Muhammad. He not only teaches noble character values but also applies them in everyday life. It is best if we as humanity have a noble character because it's a reflection of our faith.

Curriculum 2013 is the latest curriculum applied in Indonesia. This curriculum emphasizes character education that is inserted between the learning processes for children. Character education values developed in Indonesia is derived from religion, Pancasila, culture, and the goals of national education. There are five main characters values which are integrated in the curriculum of school, those are religious, nationalism, independent, mutual assistance, and integrity.⁹ Meanwhile, according to Linda Eyre, character educational values can be divided into two groups, those are value of being and value of giving.¹⁰

Nowadays, one way that can be done to implement character education is to provide learning effectively, efficiently, and attractively.¹¹ According to Sanaky, the learning process is essentially a communication process, namely the process of delivering messages from message sources to message recipients through certain channels or media.¹² Edutainment learning concept can be used as an alternative to teach character education

⁹ Tim Penyusun PKK Kemendikbud, *Konsep dan Pedoman Penguatan Pendidikan Karakter* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 8-9.

¹⁰ Zaim El Mubarak, *Membumikan Pendidikan Nilai; Mengumpulkan yang Terserak, Menyambung yang Terputus, Menyatukan yang Tercerai* (Bandung: Alfabeta, 2019), 7.

¹¹ Reza Armin Abdillah Dalimunthe, "Strategi dan Implementasi Pelaksanaan Pendidikan Karakter di SMPN 9 Yogyakarta," *Pendidikan Karakter* V, no. 1 (April 2015): 106.

¹² Ulil Albab, "Teori Mutakhir Pembelajaran: Konsep Edutainment dalam Pembelajaran Pendidikan Agama Islam," *Pendidikan Islam* XI, no. 1 (November 2018): 52.

but still fun. According to Maftuh, learning which is fun according to the edutainment concept can be done by inserting humor and games into the learning process, but also in other ways, for example by using role play methods, demonstrations, and multimedia.¹³ A movie can be used as an edutainment learning medium. The strength and ability of films can reach many social segments, which makes film practitioners have the potential to influence or shape the audience's views with the message content in their movie.¹⁴

Maleficent movie is one of the phenomenal films in various countries and even in Indonesia. Loosely inspired by Charles Perrault's original fairy tale and Walt Disney's 1959 animated film *Sleeping Beauty*, the film portrays the story from the perspective of the eponymous antagonist, depicting her conflicted relationship with the princess and king of a corrupt kingdom. The researcher is interested in analyzing the character education contained in *Maleficent Movie* because a character in a movie only has one character generally, but this does not apply to the *Maleficent* character, who has a character change in the *Maleficent* movie.

Maleficent's main character in the *Maleficent Movie* has the character of an antagonist and protagonist. At the beginning of the story, *Maleficent's* character has a good character, and then the good character turns evil because of betrayal. At the end of the story, *Maleficent's* character changes back into a good character. Because the change in *Maleficent's* character is

¹³ Albab, "Teori," 54.

¹⁴ Ayu Purwati Hastim, "Representasi Makna Film Surat Kecil untuk Tuhan (Pendekatan Analisis Semiotika)" (Skripsi, UIN Alauddin Makassar, 2014), 1.

very unique, so it is interesting to study more deeply. This film also tells the story that every individual is born with a pure heart and soul, it is the dynamics of life that slowly change their character. Besides that, this film teaches that true love does not only come from lovers, but also friends or family.

From the explanation above, the researcher was interested in analyzing and interpreting character educational values of Maleficent Movie under title “Analysis of Character Educational Values in Maleficent Movie 2014”.

B. Research Questions

Based on the background above, the researcher analyzed character educational values that are provided in Maleficent Movie. So that the researcher formulated the following questions:

1. What character educational values are represented in Maleficent Movie 2014?
2. How does the writer integrate character educational values into Maleficent Movie 2014?

C. Research Objectives

Based on the statement of research questions above, the objectives of this research were:

1. To describe character educational values are represented in Maleficent 2014.

2. To describe how the writer integrates character educational values into Maleficent Movie 2014.

D. Research Significances

The result of the research is expected to give some contribution for:

1. Students of English Department

Hopefully, this research contributes and can be used as reference material for all students of English department to explore further knowledge about something that was relevant to this study.

2. English Teacher

The result of this study is expected to give inputs to the English Teacher in order they can give more attention in this problem and the teacher can use movie as his media in teaching character educational values to the students.

3. Other Researcher

Hopefully this research will give an inspiration for other researcher to find new ideas who are interested to conducting a similar research with different perspective and paradigm.

E. Definition of Key Terms

1. Character Educational Values

Character Educational Values were all values which are explained by Linda Eyre. Those are value of being and value of giving.

2. Maleficent Movie

Maleficent is a 2014 fantasy film directed by Robert Stromberg from a screenplay by Linda Woolverton. Starring Angelina Jolie as the mysterious Disney character, the film is a live-action and tells the truth about Maleficent and her truth story with Princess Aurora.

F. Structure of the Report

There were five (5) chapters in this research and each chapter had several sub chapters having relevance to each other. Generally, a research had three parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, approval from board examiners, motto, dedication, acknowledgement, abstract, table of content, and list of table.

The second was core part that included:

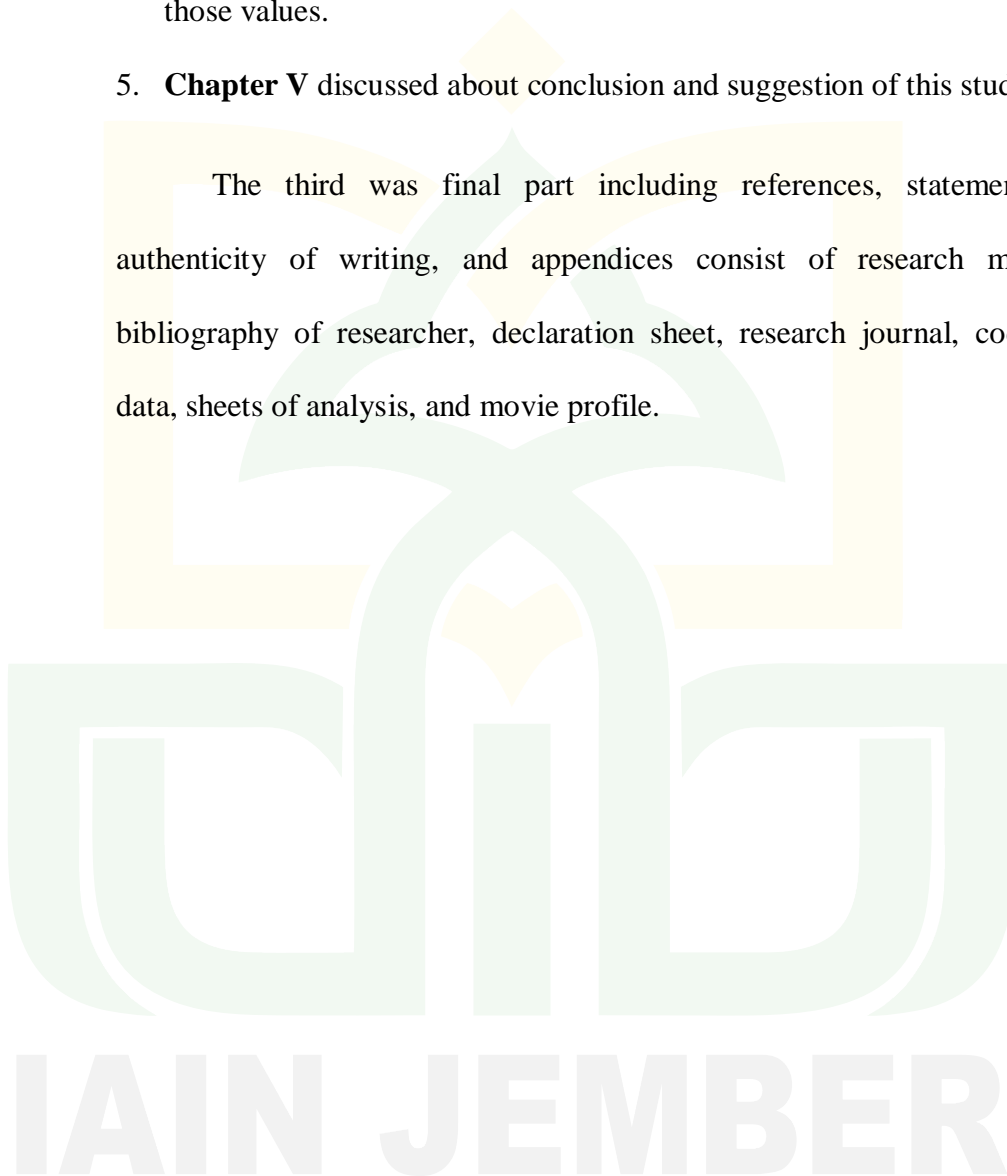
1. **Chapter I** discussed about introduction of the thesis which consists of research background, research questions, research objectives, research significances, definition of key terms, and structure of the report.
2. **Chapter II** discussed about review of related previous research of this research and literature which consists of theoretical framework.
3. **Chapter III** discussed about research methodology of this research which consists of research approach and type of research, data and source of data, technique of data collection, technique of data analysis, and validity of data.

4. **Chapter VI** discussed about findings of data analysis and discussion.

The data in this research are about character educational values represented in Maleficent Movie 2014 and how the writer integrates those values.

5. **Chapter V** discussed about conclusion and suggestion of this study.

The third was final part including references, statement of authenticity of writing, and appendices consist of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, sheets of analysis, and movie profile.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This research was not the first study in analyzing movie as instructional media to learn character educational values. The researcher found some research that related with this study. Some of them are:

1. Siti Mukarromah (2019) from State Institute of Islamic Studies Ponorogo wrote a thesis for S-1 degree entitled "An Analysis of Character Educational Values in Zootopia Movie Script". To analyze the data, the researcher used content analysis. The main purpose of this research is to draw the character educations values are found in the Zootopia movie script.

In this study, the researcher focused on utterances in term of educational value. She analyzed utterances contain of educational value that spoken by characters. From this analysis, the writer found ten character educations in this movie; there were: respect, responsibility, justice, tolerance, wisdom, helps each other, altruism, cooperation, courage, and honesty. However, the dominant educational value in the movie was helping each other.

That research had similarity with the researcher's study. It was about the analysis of character educational values. While the differences between this research and her research were the investigation and the theory was used. This research analyzed

Maleficent Movie using Linda Eyre's theory of character educational values, while she analyzed Zootopia movie script based on the theory of Indonesian Ministry of Education and Culture.

2. The investigation about character education values was conducted by Warda Putri Rochmawati (2016) from The State Islamic University of Maulana Malik Ibrahim Malang entitled "Analisis Nilai-Nilai Pendidikan Karakter dalam Film The Miracle Worker". For the analysis, the researcher used the content analysis method, those were analyzing the content of the dialogue, flow, setting, and character based on the values of character education.

The results showed that: First, there were found character values in the film "The Miracle Worker", those were values of belief, hard work, sincerity, respect, and patience. Second, the formations of character education values in the film "The Miracle Worker" were found in 3 methods, those were providing exemplary and rewarding, providing trust and assistance, and learning from experiences of success and failure. Third, the implication of using the film media "The Miracle Worker" in character building in Islamic Education learning was to build self-confidence, self-spiritualization, and self-actualization.

There were two similarities between this research and Warda's research. First, both researchers used movie as the object of the research. Second, both researchers used content analysis. While the

differences between this research and her research was the investigation and the theory was used. This research analyzed Maleficent Movie using Linda Eyre's theory of character educational values, while she analyzed The Miracle Worker Movie based on the theory of Indonesian Ministry of Education and Culture.

3. Another research that used content analysis of character educational values was conducted by Rini Maslikhah (2019) from State Institute of Islamic Studies of Jember entitled "Character Education Values in the Reading Text of English Textbook Entitled "Bahasa Inggris" for Grade XII Published by Intan Pariwara". This study aimed to determine the character education values in Reading Text of English Textbook Entitled "Bahasa Inggris" for Grade XII Published by Intan Pariwara and how the writers integrate the character education values in that textbook.

The result of that research showed that there were 5 character education values found in the reading text of this English book. Those were Independent that was represented 21 times, Mutual Assistance Value 17 times, Nationalist 8 times, Integrity Value 3 times, and Religious Values are twice. The researcher also found that the writers integrated character education values by using 2 techniques, those were explicit and implicit techniques.

This study had similarity with Rini's research was about analysis of character educational value that used content analysis. The

differences were about the object of the research and the theory was used. She analyzed English Textbook that was used by students in the formal school based on the theory of Indonesian Ministry of Education and Culture, while this research analyzed Maleficent Movie based on Linda Eyre's theory.

Table 2.1
Similarities and Differences
Between Previous Research and This Research

No.	Research Title	Similarities	Differences
1.	Thesis by Siti Mukarromah, entitled "An Analysis of Character Educational Values in Zootopia Movie Script"	Both research used content analysis and analyzed character educational values	Siti analyzed Zootopia movie script based on the theory of Indonesian Ministry of Education and Culture, while this research analyzed Maleficent movie based on Linda Eyre's theory
2.	Thesis by Warda Putri Rochmawati, "Analisis Nilai-Nilai Pendidikan Karakter dalam Film The Miracle Worker"	Both research used content analysis and analyzed character educational values	Warda analyzed The Miracle Worker movie based on the theory of Indonesian Ministry of Education and Culture, while the researcher in this study analyzed Maleficent movie based on Linda Eyre's theory
3.	Thesis by Rini Maslikhah, entitled "Character Education Values in the Reading Text of English Textbook Entitled "Bahasa Inggris" for Grade XII Published by Intan Pariwara"	Both research used content analysis and analyzed character educational values	Rini analyzed English Textbook based on the theory of Indonesian Ministry of Education and Culture, while this study analyzed movie based on Linda Eyre's theory.

Based on the table above, it could be seen that all of researches had their own ways to analyze their object of the research. The similarities of the three previous researches above with this study were both using content analysis and representing the character educational values in different research object. Meanwhile, the differences between this study and the three previous researches were the theory used to analyze the data and the research object. Those previous research used character educational values based on the Ministry of Education and Culture of Indonesia in analyzing the data, but in this study, researcher used the theory from Linda Eyre.

Therefore, this research focused on analyzing the utterance or dialogues in the Maleficent Movie 2014 by investigating two main character educational values based on Linda Eyre's theory.

B. Theoretical Framework

In analyzing this research, several theories related to this research were needed. This theoretical framework helped the researcher to answer the research questions. However, it would be explained in the following below:

1. Character Education

a. Definition of Character Education

In the 1945 Constitution Number 20 of 2003 concerning the national education system, Chapter 1 Article 1 states that "Education is a conscious and planned effort to create an

atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by them, society, nation, and country". National education is education that is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture, and responsive to the demands of globalization.¹⁵ According to Ki Hajar Dewantara, education is an effort to develop character, mind, and physique in order to harmonize life with nature and society.¹⁶

Character according to KBBI (Kamus Besar Bahasa Indonesia) is psychological or moral that distinguish person from others.¹⁷ Meanwhile, character is a collection of values that lead to a system, which underlies the thoughts, attitudes and behaviors that are shown. Zubaedi discusses that character is an innate, heart, soul, behavior, and personality.¹⁸ Majid and Andayani explain in their book some definitions of character according to experts as defined by Ryan and Bohlin, character contains three main elements, namely knowing the good, loving the good, and doing

¹⁵ Hilda Ainissyifa, "Pendidikan Karakter dalam Perspektif Pendidikan Islam," *Pendidikan Universitas Garut* 08, No. 1 (Desember 2014): 2.

¹⁶ Dalimunthe, "Strategi dan Implementasi," 103.

¹⁷ Dalimunthe, "Strategi dan Implementasi," 103.

¹⁸ Rini Sutra Dewi, "Implementasi Pendidikan Karakter dalam Mata Pelajaran Pendidikan Agama Islam Kelas X di SMA Sultan Mahmud Badaruddin Palembang" (Skripsi, Universitas Islam Negeri Raden Fatah, 2017), 12.

the good.¹⁹ Based on the definition above, character education is as a planned effort that is conducted to optimize the personality in person so that he always does benevolent things in his life and those around him.

According to Anwas, character education is a process of cultivating and empowering noble values within the educational unit (school), family, and surroundings. These noble values come from educational theories, educational psychology, socio-cultural values, religious teachings, Pancasila and the 1945 Constitution, and Act of Republic of Indonesia Number 20 of 2003 concerning the national education system, as well as experiences and practices in real life along with the design of character education.²⁰

Meanwhile, The Ministry of National Education defined character education as education that develops cultural values and national character to the students, so that they can have character as their own identity, apply those values in their lives, as members of society and as citizens who religious, nationalist, productive, and creative.²¹

Some of the descriptions above show that character education is a learning effort that is planned in a structured manner to provide understanding of noble values or attitudes to students,

¹⁹ Ainissyifa, "Pendidikan Karakter," 5.

²⁰ Ahmad Cecep DH, "Nilai Pendidikan Karakter Dalam Novel Islam" (Skripsi, Universitas Islam Negeri Syarif Hidayatullah, 2017), 30.

²¹ Siti Zubaidah, "Implementasi Pendidikan Karakter dalam Pendidikan Agama Islam di SD Gayamsari 02 Semarang" (Skripsi, Universitas Islam Negeri Walisongo Semarang, 2015), 19.

so that they can find their identity and embed and apply these noble values to themselves, God, and their environment.

b. The Purpose of Character Education

Basically, the purpose of education is to make someone good and smart. In the history of Islam, our prophet Muhammad SAW also emphasized that his main mission in educating humans was to strive for the formation of good character. In simple language, the purpose of education is to change people to be better in knowledge, attitudes and skills.²²

T. Ramli states that character education has the same essence and meaning as moral education, the goal is to form a child's personality, so that he will become a good human being, a good society, and a good citizen.²³

Meanwhile, according to the Ministry of Education, The Movement for Strengthening Character Education has the following objectives:

1. Developing a national education platform that places the meaning and values of character as the soul or the main generator of education.
2. Build and equip Indonesia's Golden Generation 2045 to face the dynamics of future change with 21st century skills.

²² Zubaidah, "Implementasi Pendidikan," 23.

²³ Dewi, "Implementasi Pendidikan," 26.

3. To restore character education as the spirit and foundation of education through harmonization of heart (ethics and spirituality), feeling (aesthetics), thinking (literacy and numeracy), and sports (kinesthetic).
4. Revitalizing and strengthening the capacity of the education ecosystem (principals, teachers, students, supervisors and school committees) to support the expansion of the implementation of character education.
5. Build a network of community involvement (public) as learning resources inside and outside the school.
6. Preserving the culture and identity of the Indonesian nation in supporting the National Movement for the Mental Revolution²⁴

c. The Values of Character Education

In general, character values describe attitudes and behavior in relation to God, oneself, society, and the environment. According to Saptomo psychological character education must include three dimensions based on moral knowledge, moral feeling, and moral behavior.²⁵

Indonesian government launches 18 character educational values in Character-Based integrated curriculum. Those would be explained in the following descriptions:

²⁴ Tim Penyusun PKK Kemendikbud, Konsep dan Pedoman, 16.

²⁵ Dewi, "Implementasi Pendidikan," 35-36.

1. Religious is an attitude and behavior that is obedient in implementing the teachings of the religion they adhere to, has a sense of tolerance towards followers of other religions.
2. Honest is behavior based on efforts to make himself a person who can always be trusted in words, actions, and deeds.
3. Tolerant is an attitude and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of others who are different from oneself.
4. Discipline is an action that shows orderly behavior and is obedient to various applicable rules and regulations.
5. Hardworking is a behavior that shows a genuine effort in overcoming various obstacles to learning and assignments and completing tasks as well as possible.
6. Creative is a way of thinking and doing something to produce new ways of something that is owned.
7. Independent is an attitude and behavior that is not easy to depend on other people to complete their tasks.
8. Democracy is a way of thinking, behaving and acting that values the rights and obligations of oneself and others.
9. Curious is an attitude and action that always tries to find out more deeply and extends from something that has been learned, seen, and heard.

10. Nationalistic is a way of thinking, acting and having an insight that places the interests of the nation and the State above self and group interests.
11. Patriotic is a way of thinking, behaving, and acting that shows loyalty, concern, and high respect for the nation's language, environment, social, culture, economic, and politic.
12. Appreciating achievements are attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.
13. Friendly or communicative is an action that shows a sense of pleasure to talk, socialize, and cooperate with other people.
14. Peace-loving is an attitude, speech, and action that cause other people to feel happy and secure in their presence.
15. Reading interest is a habit of taking time to read various reading materials that are good for him and add new insights and knowledge.
16. Environment care is an attitude and action that always strives to prevent damage to the environment and the natural surroundings, and to develop efforts to repair natural damage that has occurred.
17. Social care is an attitude and action that always wants to provide assistance to other people and communities in need.

18. Responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do for himself and others and around him.²⁶

“Peraturan Menteri Pendidikan dan Kebudayaan” Number 20 Year 2018 Chapter 3 Verse 2 stated that character educational values that have been described above are realization of five main values which are interrelated. Five main values would be explained in the following descriptions:

1. Religious

Religious value reflects faith in God Almighty which is manifested in the behavior of implementing religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. The value of this religious character includes three dimensions of relations at once, namely the relationship of individuals with God, individuals with others, and individuals with the universe (environment). The value of this religious character is shown in loving behavior and maintaining the integrity of creation.

²⁶ DH, “Nilai Pendidikan,” 35-37.

2. Nationalist

Nationalist value is a way of thinking, behaving, and acting that show loyalty, concern and high respect for the language, physical, social, cultural, economic and political environment of the nation, placing the interests of the nation and the state above the interests of themselves and their groups.

3. Independent

Independent value is an attitude and behavior that is independent of others and uses all energy, thoughts, time to realize hopes, dreams and aspirations.

4. Mutual Assistance

Mutual assistance value reflects the act of respecting the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance or assistance to people in need.

5. Integrity

Integrity value is the value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions and work, has commitment and loyalty to human and moral values (moral integrity).²⁷

²⁷ Tim Penyusun PKK Kemendikbud, Konsep Dan Pedoman, 8-9.

The five pillars of character cannot stand or operate independently, but all of them are compatible and sustainable with each other in shaping individual personality.

Then, Lickona states that there are eleven broad principles identified to define character education:²⁸

1. Promote core ethical values as the basis of good character.
2. Define character comprehensively to include thinking, feeling, and behavior.
3. Use a comprehensive, intentional, proactive, and effective approach.
4. Create a caring school community.
5. Provide students with opportunities to engage in moral action.
6. Provide a meaningful and challenging curriculum that helps all students to succeed.
7. Foster students' intrinsic motivation to learn and to be good people.
8. Engage school staff as professionals in a learning and moral community.
9. Foster shared moral leadership and long-term support for character education.
10. Engage families and community members as partners in character education.

²⁸ Azkia Muharom Albantani and Ahmad Madkur, "Integrating Character Education Values in Language Teaching: Why And How?", Paper presented at The 4th ELITE International Conference, Syarif Hidayatullah State Islamic University, October 18-19, 2016.

11. Evaluate the character of the school, its staff, and its students to inform the character education effort.

Meanwhile, according to Linda Eyre character educational values can be divided into two main groups as follows:

a) Value of Being

The value of being is a value that related with human being and behavior, also the way how we treat others, which include values of being are:²⁹

1) Honesty

Honesty is defined as a human attitude when facing a certain thing or phenomenon and telling the information without changing the information. It can also be defined as an attitude or behavior based on our deep heart. Honesty is one of the values that teach us how to bravely confess, speak, or provide information commensurate with facts and reality.

Honesty has to be applied in our daily activity.

Honesty is characterized by telling the truth when asking questions, not trying to pretend because there is nothing to hide, and saying our own thoughts we believe that are right, even when our friend disagrees. We are strong enough to tell others that they are wrong.

²⁹ Mubarak, Membumikan, 7.

2) Bravery

Bravery is an attitude that emerges from people, and can dare them to try some difficult things. Bravery can also be defined as one of the actions of struggling and maintaining something that is considered to be good but carries danger and difficulty. Bravery can also be found when we go against the flow, for example, dare to refuse something, dare to admit mistakes, and dare to ask for apology. To measure someone's courage, it can be known from the action or the statement.

3) Peace

Peace is a natural harmony in human life that does not like hostility or conflict. Peace can be interpreted as calm and patient attitude. This attitude tends to try to accept other's opinions rather than directly arguing and opposing them. Always try to understand the difference and give understanding when someone is going through conflict or stubborn because of the problem.

4) Self-discipline

Self-discipline is an attitude that is obtained from habits. It can also be interpreted as the level of consistency and human consequences of a commitment or agreement related to the goals to be achieved.

Self-discipline makes up us to not follow desires of the heart that lead to overrunning of self-worth or something excessive, but to pursue whatever that is good for us and to pursue positive desire in appropriate level.

5) Self-confidence

Believing in themselves and strongly believing that their life fulfills a special important purpose in the world are the characteristic of self-confidence. They definitely know their strengths and ability and have accepted their weakness. People having self-confidence know how cherish themselves and can handle praise and criticism gracefully.

6) Sincerity

Sincerity is the combination of seriousness and honesty. If you do things sincerely, people will trust you. Sincerity is our deep desire to be indigenous based on our true nature, which is completely good. The characteristic of sincerity are saying and doing what is true without hiding anything.³⁰

³⁰ Muawana, "Speech Act Used by Main Characters in Beauty and The Beast Movie Script" (Skripsi, IAIN Jember, 2020), 31-32.

b) Value of Giving

The value of giving is a value that need to be practiced or provided which would then be accepted as giving, which include values of being are:³¹

1) Loyalty

Loyalty is the state or quality of being faithfulness to commitments or obligations. A faithful person is responsible, supportive, and reliable, ready to serve or help someone, and is trusted in keeping promises consistently.

2) Respect

Respect is a way of dealing or considering about something or someone. It can also be defined as an act that shows you aware of someone's rights, wishes, and many others. Respect can be properly and politely applies to property rights, respect for parents, respect for elders, respect for nature, and respect for someone's convictions, respect yourself and avoid interfering with yourself. The characteristics of respect are treat others with respect, be tolerance and accepting differences, behave well by not saying harsh words, be considerate of others' feelings, not threaten, beat or hurt anyone, and handle anger, insults and differences peacefully.

³¹ Mubarak, Membumikan, 7.

3) Loving and Affection

Love and affection are positive feelings you may have or express for other people or things. Affection is defined as the feeling of liking and paying attention to someone or something. Love is more than loyalty and respect. Love can be shown to our dearest family, dearest friends, neighbors, or even people who hate us.

4) Kind and Friendly

Kind is a good attitude towards someone else or something. It is aware friendly and caring is more commendable than being rude and harsh. This value can be demonstrated by tenderness, especially in younger or weaker ones and being able to make new friends and maintaining friendships.

5) Fair and Humanist

Fairness refers to treating someone in a correct or reasonable way, or treating a group of people equally, and not allowing personal opinions to influence judgment. On the other hand, fairness is defined as agreeing to what is considered correct or acceptable. The characteristic of humanity is tenderness. Fairness refers to treating someone in a correct or reasonable way, or treating a group of people equally, and not allowing personal opinions to

influence judgment. On the other hand, fairness is defined as agreeing to what is considered correct or acceptable. The characteristics of humanity are tenderness, compassion, and sympathy for people or things, and understanding the consequences and the law of cause and effect. Appreciate generosity and tolerance, and understand that revenge is a futile act.³²

d. The Urgency of Implementing Character Education in School

Character education will be easily learned by children if their environment supports the implementation of character education. According to Elizabeth Hurlock, children's development is influenced by at least six environmental conditions, those are: pleasant interpersonal relationships, emotional states, child care methods, early roles given to children, family structure in childhood and stimulation to the surrounding environment.³³

One of the environments that are very influential in learning character education is school. Yet, most of the education that is carried out in schools only prioritizes cognitive skills to improve intellectuality. Even though, that concept has neglected several aspects that should support children's abilities. One of

³² Muawana, "Speech Act Used," 32-34.

³³ Mubarak, Membumikan, 101-102.

these aspects is to provide character education to children as a counterweight to cognitive skills.

According to Foerster, there are four basic traits in character education. Those are:³⁴

1. The regularity of the interior in which each action is measured based on a hierarchy of values. Values become normative guidelines for every action.
2. Coherence that gives courage, makes one firm on principle, is not easily tossed around in new situations or fear of risk. Coherence is the basis on which trust is built on each other. The absence of coherence undermines one's credibility.
3. Autonomy. There one internalizes the rules from the outside until it becomes values for the individual. This can be seen through the assessment of personal decisions without being affected or the insistence and pressure of other parties.
4. Firmness and loyalty. Firmness is one's endurance to covet what is seen as good. And loyalty is the basis for respect for chosen commitments.

Four basic traits of character education above are expected to be applied in schools. It is because school is an institution that has an important task not only to improve students' intellectuality,

³⁴ Mubarok, Membumikan, 105.

but it is also responsible for the formation of students' responsible capacity and wise decision-making capacity in life.

According to Brooks and Gooble, in carrying out character education, there are three important elements to note, namely the principles, processes, and practices in teaching. In carrying out that principle, the values taught must be manifested in the curriculum so that all students in the school understand the values correctly and are able to translate them in real behavior. Therefore, an optimal approach is needed to teach the character effectively which according to Brooks and Goble should be applied throughout the school (school-wide approach). Approach that should be implemented is to include:³⁵

1. Schools should be seen as an environment as compassionate as an island with its own language and culture. Yet schools must also extend character education not only to teachers, staff and students, but also to families/ homes and communities.
2. In carrying out the character curriculum, it is recommended that: 1) the lessons about the values related to the school system as a whole; 2) taught as a separate-stand subject but integrated into the overall school curriculum; 3) the entire staff is aware of and supports the theme of the values taught.

³⁵ Mubarok, Membumikan, 112-113.

3. Emphasis is placed on stimulating how students translate the principle of grades into the form of pro-social behavior.

Demonstrating the process of building character requires high discipline because it is not an easy and instant matter. Deep reflection is required to create a moral sequence of choice and be followed up with real action so that it becomes praxis, reflection, and practice. It takes a certain amount of time to make it all custom and shape one's disposition or habit. Considering morals are abstract thing, the moral values should be taught as early as possible to children. Therefore, the theme that suits the child's age in concrete thinking needs to be accommodated.

2. Movie

a. Definition of Movie

Movie is form of entertainment that gives visualization through a sequence of image giving some pictures of continuous movement and it is also called term that create story into motion pictures completed by audio and as a form dramatic performance that is recorded as a moving image, even it is added special effects to make a magnificent image.³⁶

In implementing character education, a film can be run as a learning medium. According to Okan, it is necessary to review using software to motivate students to explore deeper learning

³⁶ Rani Violeta, "Speech Acts Analysis of the Main Character in Maleficent Movie Script by Jane Mctee" (Skripsi, University of Islamic State Raden Intan Lampung, 2019), 17.

because students are highly motivated through diverse and interesting learning experiences.³⁷

So from the previous explanations, we can conclude that films can make students not to get bored easily and more enthusiastic about learning. Through the movie, the audience can feel all the emotions the creator wants to convey, such as the emotions of being happy, angry, jealous, sad, touched, and others. Currently, movies are not only considered as entertainment. By watching movies, ideas, inspiration, and even new knowledge and experiences can be obtained by the audience.

b. Element of Movie

Movies have some parts that can be broken down to analyze further. Movie itself has some of elements, below are the elements of movie:³⁸

1) Character and Characterization

Traditionally, characters were the people in the film. However, as both fiction and documentary films became more varied and complex, this simplistic view of who or what is a character was discarded and a new definition was coined based on a broader scope. Simply put, characters are the significant ‘beings’ in your film. A character can be human, animal and, in some films, even an object or a location. Anything that has

³⁷ Albab, “Teori Mutakhir,” 57.

³⁸ Trisha Das, *How to Write a Documentary Script*, (USA: Focal Press, 2004), 31-36

the ability to take action or suffer consequences can be a character.

However, a character is always viewed from a human perspective. This is just simply because the filmmakers are human and the audience is human and therefore, we unconsciously try and attribute human qualities to all characters in a film, even though they may not be human. For a scriptwriter, it helps to think of characters from this angle as it makes them more understandable. There are two broad types of characters in a film:

a) Central character/s

The character the story is about is a central character. This is the protagonist whose story is being told in the film. It could be one person or few people. These people are directly related to the subject at hand and are the primary vehicles that carry the story forward through their actions and reactions.

b) Secondary character/s

The characters that surround the central character are the secondary characters. These characters are usually indirectly related to the subject at hand and are playing a part in helping the central character proceed in the story. The story is not about them, they are part of the larger

story. These characters interact indirectly with the story through the central character.

Meanwhile, characterization is a writer's term for the sum of all the visible traits of a character in the film. It includes age, gender and IQ, speech and gesture, education and occupation, personality, values and attitudes. The totality of various combinations of these traits makes each person unique.

2) Plot

The words 'to plot' literally means to figure out a path to enter or exit a situation. In a story sense 'the plot' is when a story navigates through branching possibilities to choose a path that will lead to a resolution. The plot of a story is where every sequence in the film makes the next one inevitable because of their events and design in time. Every story needs to have a plot, no matter how small, to move the story forward towards a goal. There needn't be dramatic twists and turns or high pressure suspense or shocking surprise. A plot can merely be a selection of events and their patterns displayed through time in the film. The scriptwriter must make event choices – what to include and what to exclude – and place them in a particular order.

3) Point of View

This is point of view – the angle taken to look at the events and characters, their interactions with each other and the environment in the film. The scriptwriter's choice of point of view or POV makes an enormous difference on how the audience views the film. This is because who or whatever's POV is shown is the person/thing that is telling the story to the audience. Point of view can be divided into 3 types:

a) First-person POV

This is one of the most common types of POV used in documentary. It is the direct POV of one or more characters in the film. They talk in terms of 'I' and the narrative is done through their eyes and records their experiences. In this type of POV, the character can either be featured on screen in an interview, perform actions or be part of events on screen and/or his voice can be featured as part of the sound track while the visuals can relate to what he is saying.

b) Second-Person POV

This kind of POV, where the narrative of the film directly addresses the audience as 'you' and forces the audience into the story is less common in documentaries

and more a feature of television video magazines and news stories.

c) Third Person POV

This kind of POV is much more common in more classical documentaries. It is a narrative told from the POV of someone unknown to the audience, a god-like omnipresent person who see events from all sides and can read the inner worlds of characters. This person is never identified by the film, but usually the soundtrack features this person's voice talking about the characters directly to the audience in terms of 'he' or 'she'. This person knows everything about everyone and therefore the narrative is from a general perspective, as if the camera itself is this person.

4) Conflict

Conflict is one of the most important aspects of a film, documentary or fiction. To put it simply, conflict is to film what sound is to music. Without it, all the elements of a film are useless because there is no reason for them to move forward. When the main character/s step into the inciting incident, they enter a world governed by conflict and when conflict ends, the film ends.

c. Type of Movie

Movie itself has kinds of genre, below are the genres of movie:

1) Action

Action films usually include high energy, big-budget physical stunts and chases, possibly with rescues, battle, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.) non-stop motion, spectacular rhythm and pacing, and adventurous, often two-dimensional ‘good-guy’ heroes (or recently, heroines) battling ‘bad-guys’ – all designed for pure audience escapism.

2) Adventure

Adventure films are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre. They can include traditional swashbucklers, serialized films and historical spectacles (similar to the epics film genre), searches or expeditions for lost continents, “jungle” and “desert” epics, treasure hunts, disaster films, or searches for the unknown.

3) Comedies

Comedies are light-hearted plots consistently and deliberately design to amuse and provoke laughter (with one-liners, jokes, etc.), by exaggerating the situation, the language, action relationships and characters. This section describes

various forms of comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic, comedies, black comedy (dark satirical comedy), and more.

4) Crime

Crime (gangster) films are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life. Criminal and gangster films are often categorized as film noir or detective-mystery films – because of underlying similarities between these cinematic forms. This category includes a description of various serial killer films.

5) Drama

Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and story involving intense character development and interaction. Usually, they are not focused on special-effects, comedy, or action. Dramatic films are probably the largest film genre, with many subsets.

6) Epics

Epics include costume dramas, historical dramas, war films, medieval romps, or ‘period pictures’ that often cover a large expanse of time set against a vast panoramic backdrop. Epics often share elements of the elaborate adventure films genre.

Epics take a historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lush costumes, accompanied by grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score. Epics are often a more spectacular, lavish version of a biopic film. Some 'sword and sandal' films (Biblical epics or films occurring during antiquity) qualify as a sub-genre.

7) Horror

Horror films are to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. Horror films feature a wide range of style, from the earliest silent "Nosferatu" classic, to today's CGI monster and deranged humans. They are often combined with science fiction when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens. They fantasy and supernatural film genres are not usually synonymous with the horror genres. There are many sub-genres of horrors, slashes, teen terror, serial killers, satanic, Dracula, Frankenstein, etc.

8) Musical

Musical/dance films are cinematic forms that emphasize full-scale scores or song and dance routines in a significant

way (usually with a musical or dance performance integrated as part of the film narrative), or they are films that are centered on combinations of music, dance, song or choreography. Major subgenres include the musical comedy or the concert film.

9) Science Fiction

Sci-fi films are often quasi-scientific, visionary and imaginative-complete with heroes, aliens, distant planets, impossible quests improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monster (things or creature from space), either created by mad scientists or by nuclear havoc. They are sometimes an offshoot of fantasy film, or they share some similarities with action/adventure films. Science fiction often expresses the potential of technology to destroy human kind and easily overlaps with horror films particularly when technology are alien life forms become malevolent, as in the “Atomic Age” of sci-fi films in the 1950s.

10) War

War (and anti-war) films acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the

primary plot or background for the action of the film. War films are often paired with other genres, such as action, adventure, drama, romance, comedy (black) suspense, and even epics and westerns, and they often take a denunciatory approach toward warfare. They may include POW tales, stories of military operations, and training.

11) Western

Western are the major defining genre of the America film industry colony to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses dusty towns and trails, cowboys, Indians, etc.). Over time westerns have been re-defined, re-invented and expanded, dismissed, re-discovered, and spoofed.³⁹

d. Movie as Instructional Media

Nowadays, the development of the digital world requires all aspects of life to be more innovative and creative, including in the aspect of education. The teacher is the first milestone that is expected to provide a new style in the world of education, not only learning strategies or methods, but also in the development of learning media. Movie is an audiovisual media that teachers can use to teach.

³⁹ Siti Munawaroh, "An Analysis Values Found in the Pirate Fairy Movie" (Skripsi, IAIN Tulungagung, 2016), 9-13.

Burns suggested in a study on film teaching that students may realize that studying film at school is part of their study of film. Second, the research assumes that students may understand the theme of the movie and understand the social value shown in it. These assumptions also include that movies may be an effective tool for learning social values, so young learners are interested in them.⁴⁰ This research fosters technology awareness and helps all schools, especially teachers and students. Social values can be applied and in a fun way through film.

Researchers in educational psychology believe that film provides a fast and direct teaching scene in which a pre-constructed dramatic specific scene points out important social values. The learner's emotions and behavioral adaptation strategies will also be affected, because presenting emotions in an easily recognizable way can easily express emotions. Students can immediately understand and know them and have the opportunity to "transform" the life history of the film into their own lives.⁴¹ In other words, learning the values contained in the movie can be digested, interpreted, and imitated by students in their real life.

An entertaining and motivating media can be provided by learning through movie. Authenticity, variety, reality and flexibility can be obtained in classroom using movie. There are a

⁴⁰ Muhammad Yousuf Sharjeel and Kiran Dadabhoy, "Use of Film for Teaching Values in English Classes at Elementary Level," *Elementary School Education* 23, No. 1(May 2013): 43.

⁴¹ Sharjeel, et al, "Use of Film," 43.

lot of advantages of using movie in the classroom. Some of them are, first of all, movies can keep students focus to learn. Mirvan announced that the use of movies in the classroom was a new and very comfortable experience for students. Students appreciated the activity specified in the classroom. Students were more motivated to see and hear the true life situation as follows the action of the textbook. They gave the impression that the movies also provided a relaxed atmosphere.

Second, movies can improve students' listening skill. In this case is better for English teachers to play English movies with English subtitles. Rokni and Azzam stated that movies with English subtitles had a significantly positive effect on the students' listening skill compared to the movies with no subtitles. Students can listen to English being used in a very natural way. Some actors and actress may speak too fast so that it is difficult for students to understand what they are talking about, but it will be a perfect way for students to listen to native speakers. Students can also listen to informal English and slang words and phrases that they often do not find in books or dictionaries.

Third, movie can improve student's speaking skill, especially their fluency. Students can watch English movies with their friends and speak about them afterwards. They can also find movie scripts online and imitate what the actors said in the movie.

Then they can replay the movie to check whether their pronunciation was correct or not. According to Kanean, teaching English by using English movie as media in the classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie. Students can listen how to link their words together.

Fourth, movies can improve student's pronunciation. We all know that English pronunciation is extremely difficult and when students read words, it is very difficult for students to say the words. Listening to native English speakers talk to each other can help students to hear how words are pronounced. Students can know where to put intonation on certain words and sentences.

Students can also distinguish and compare British and American style when the actors are talking in the movies. Through her research, Pratiwi reported that English movies really affected students to comprehend pronunciation. Before students watched English movies, the students had some difficulties in English stress patterns. After they watched English movies they were so good in English stress patterns. Besides, they had better understanding in producing unfamiliar sounds like /æ/ after watching English movies. Thus, student's pronunciation difficulties in mastering vowels, diphthongs, stress and intonation could be decreased by watching English movies.

Fifth, movie can increase student's vocabulary. English with English subtitles can help students to see how the words are written. By watching English movies, students listen to many new words and phrases, especially idioms and colloquial expressions. Students can keep a note book with them and writing down any new words or phrases they listen. They can look up the meaning later or ask their English teachers. Putra states that when students are watching English movies with English subtitles, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms.⁴²

According to Bates and Poole, film-based instructional technology has become an important part of teaching and learning within the classroom as well as working with fully online environments. Resources for educating and assisting faculty about the best practices for using technology has also become crucial. These resources need to go beyond how to work with specific software and educators need to understand the ways in which these new tools can make a significant difference in student learning. Learning through movies is seen as essentially a social process, requiring communication among learner, teacher and others. This social process cannot effectively be replaced by

⁴² Armilia Sari and Bastian Sugandi, "Teaching English through English Movie: Advantages and Disavandtages," *English Literacy Education* 2, No. 2(January 2015): 11-12.

technology, although technology may facilitate it.⁴³ From the explanation above, it can be concluded that the movie as instructional media is very useful in learning. The atmosphere in the classroom will look more pleasant and the teacher can more easily interpret the learning in the textbook through movie.

e. Techniques of Integrating Characters in Movie

In learning process, character educational values could be learned in various ways. Character educational values could be influenced by many environments, for instances family, school, friends, and many others. There are many ways to integrate character educational values into learning process. The integration of character educational values can be implemented through:⁴⁴

- 1) Accommodating the character values with the lesson
- 2) Instilling character values in every learning activity
- 3) Delivering the character values through teaching method used
- 4) Planting and practicing character education values through everyday life.

From those statements, as teacher, we have been provided some methods to implement character educational values in learning process. Teacher can develop the methods have given through the learning activity, such as using movie.

⁴³ Sharjee, et al, "Use of Film," 44.

⁴⁴ Albantani and Madkur, "Integrating Character Education"

Zuchdi and some friends explained another method of integrating characters. They said that there are two techniques for integrating characters. These techniques are direct and indirect. The definitions of direct and indirect are similar to those of explicit and implicit.⁴⁵

The first technique is explicit. The definition of explicit is, “to fully and clearly express something, leaving nothing implied.” Something is explicit when it is clearly stated and spelled out and there is no room for confusion, as in the writing of a contract or statute.⁴⁶ To be explicitly clear, explicit and implicit are different words and, in some contexts, they are truly true antonyms. Explicit denotes being very clear and complete without vagueness, implication, or ambiguity. When something is said to be explicit, there is no question as to what is being expressed or conveyed—nothing is implied or assumed.⁴⁷

The second technique is implicit. The definition of implicit is, “implied or understood though not plainly or directly expressed.” Something is, therefore, implicit when it is not directly stated but is either suggested in the wording or necessary to

⁴⁵ Rini Maslikhah, “Character Education Values in the Reading Text of English Textbook Entitled “Bahasa Inggris” For Grade XII Published by Intan Pariwara” (Skripsi, IAIN Jember, 2019), 41.

⁴⁶ “Implicit vs. Explicit: What's the Difference?,” Writing Explained, accessed April 09, 2021, <https://writingexplained.org/implicit-vs-explicit-difference>.

⁴⁷ “An Explication on the Use of ‘Explicit’ and ‘Implicit’,” Merriam Webster, accessed April 14, 2021, <https://www.merriam-webster.com/words-at-play/usage-of-explicit-vs-implicit>.

effectuate the purpose.⁴⁸ Implicit, on the other hand, denotes that something is understood although not clearly or directly expressed or conveyed—there is implication, assumption, or question.⁴⁹

The main difference between express and implied information lies in how to find meaning in information. In explicit technique, meanings can be found directly in the information. Meanwhile, in implicit technique, the meaning can only be found after listening the entire information.

f. Synopsis of Maleficent Movie 2014

Maleficent is one of Disney Movie based on Disney's Sleeping Beauty and La Belle au bois dormant written by Charles Perrault. The title of this movie is Maleficent. Robert Stromberg was the director of this movie. Maleficent was distributed by Walt Disney Studios Motion Pictures in Year 2014.

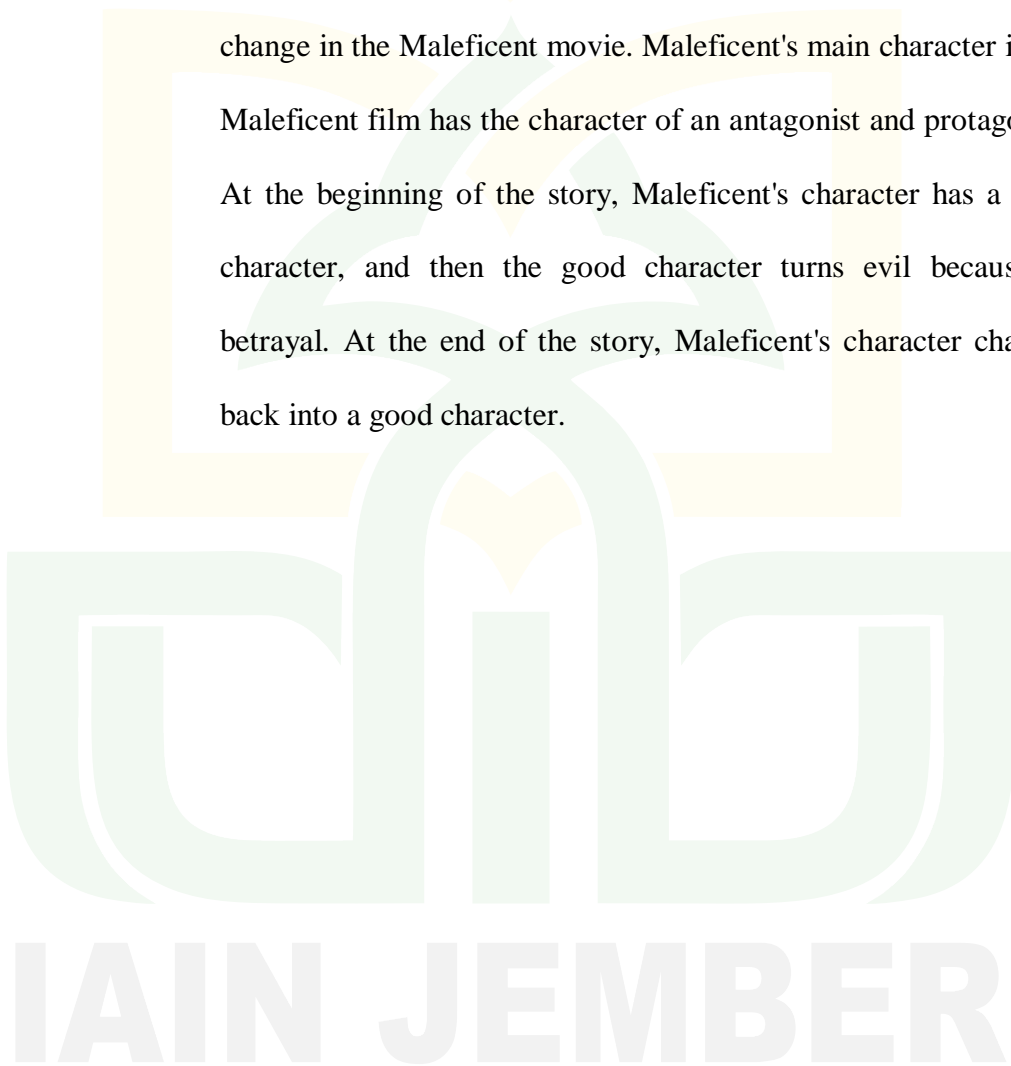
A beautiful, pure-hearted young woman, Maleficent has an idyllic life growing up in a peaceable forest kingdom, until one day when an invading army threatens the harmony of the land. Maleficent rises to be the land's fiercest protector, but she ultimately suffers a ruthless betrayal - an act that begins to turn her pure heart to stone. Bent on revenge, Maleficent faces a battle with the invading king's successor and, as a result, places a curse upon his newborn infant Aurora. As the child grows, Maleficent realizes

⁴⁸ Wirting Explained, "Implicit vs. Explicit"

⁴⁹ Merriam Webster, "An Explication"

that Aurora holds the key to peace in the kingdom - and perhaps to Maleficent's true happiness as well.

The character built in this movie is unique and interesting. In general, character in a movie only has one character, but this does not apply to the Maleficent character, who has a character change in the Maleficent movie. Maleficent's main character in the Maleficent film has the character of an antagonist and protagonist. At the beginning of the story, Maleficent's character has a good character, and then the good character turns evil because of betrayal. At the end of the story, Maleficent's character changes back into a good character.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Type of Research

In this research, researcher used qualitative approach. “Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data”.⁵⁰ So, the result of analysis was provided in the form of description.

According to Ary et al, “Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public recorded, textbooks, letters, films, tapes, diaries, themes, reports, or other documents”.⁵¹ Meanwhile, this research analyzed a movie.

The researcher analyzed the dialogue of Maleficent Movie 2014 investigating character educational value based on Linda Eyre.

B. Data and Source of Data

In this study, researcher used library material as a library data source and other books relevant to the thesis discussion as a support. According to Moleong, primary data in qualitative research have form as words and acts. Moreover of that was an addition data such as document

⁵⁰ Donal Ary, et. al. *Introduction to Research in Education, 8th Edition* (Belmont, USA: Wadsworth, 2010), 29.

⁵¹ Ary, et al., *Introduction to Research*, 29.

and others.⁵² In this case, the data from this research was Maleficent Movie 2104. The data was obtained by downloading the movie through the lk21 website. This data was needed to see the gestures, mimic, or the body movement of the characters to find out the hidden or implicit meaning that cannot be interpreted only based on the movie script. Another source of data was Maleficent (2014) movie script that was obtained by downloading from the website www.transcript.fandom.com.

The data of this research were in the form of utterances produced by the characters in Maleficent Movie 2014. Also, to complete the necessary, the researcher used certain books or journals, and also from the internet to gain some information related to this study. In conducting this research, the researcher took all the utterances that conveyed by the characters of Maleficent Movie 2014 from the beginning until the end of the movie as the data.

C. Technique of Data Collection

Collecting data was important for the researcher to get information dealing with the object of the research. The researcher used document analysis to collect the data. According to Ary, "Document analysis can be of written or text-based artifact (textbooks, novels, journals, etc.) or of non-written record (photographs, audiotapes, videotapes, images, etc.)."⁵³

This research applied a document analysis because the data was in form document or written text and movie or non-written record.

⁵² Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009) 31.

⁵³ Ary, et.al., *Introduction to Research*, 442.

There were some steps used by the researcher in collecting the data. The first step was collecting the data by downloading the movie and also the movie script. After that, the researcher watched repeatedly and carefully, then found any important details from all the characters' utterances while reading and observing the dialogue from the script at the same time. The next step was separating the characters' utterances that are relevant to the research into analysis table. The researcher investigated two main character educational values in Maleficent Movie and Maleficent script based on Linda Eyre's theory.

D. Technique of Data Analysis

Data analysis method deals with the procedures of analyzing the object of research. In this study, the researcher used content analysis based on theory of Ary et, al, to analyze the data. There were some steps that are used to analyze the data, those are:

- 1) Familiarizing and Organizing
 - a) Familiarizing

The researcher must be immersed in the data. So in this step, the researcher watched the movie repeatedly and carefully, then read and reread the dialogues that had chosen by the researcher to be analyzed. Some dialogues that had been chosen by the writer were the utterances of characters in Maleficent Movie 2014.

b) Organizing

In this research, the researcher read the dialogues in movie script in order to know how many dialogues that would be analyzed. The researcher chose all the characters' utterances of Maleficent Movie 2014. This step made the researcher easy to analyze.

2) Coding and Reducing

a) Coding

In this step, researcher read and reread all the data that had been organized. Then the researcher gave the code to every data that would be analyzed. An example of data coding in the research was as follow:

SC1/U1 = Scene (1)/Utterance (1)

b) Reducing

The researcher gave an underline with different color to the utterances that indicated character educational values. Afterward, the researcher took the data apart into a small piece and arranged regularly to make easy in analyzing the data. The researcher remarked the utterances that represented character educational values.

3) Interpreting and Representing

a) Interpreting

In this step, the researcher would interpret the data that indicated character educational values that were gotten from the movie script.

b) Representing

Here, researcher represented the finding that had been analyzed. The researcher represented the finding and the result of analysis by using descriptive explanation.

E. Validity of Data

The researcher used triangulation to test the validity of data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.⁵⁴ There are some types of triangulation, some of them are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, and many others.

In this study, the researcher used investigator triangulation. According to Ary, et al, investigator triangulation involves having multiple researchers collect data independently and compare the collected data.⁵⁵ . The type of this triangulation was often used by the researcher who conducted library research. Silverman states that

⁵⁴ Louis Cohen, et al, *Research Methods in Education*, (New York: Routledge, 2007), 141.

⁵⁵ Ary, et al. *Introduction to Research in Education*, 499.

investigator triangulation engages independently by more than one observer.⁵⁶

The investigators of this research were the researcher and two English lecturers. However, there were some steps done by researcher in validating the data. The first time, the researcher analyzed the data individually. Then, the researcher met and discussed with one of English lecturers as validator of this research. In another day, the researcher met and discussed with another English lecturer as the second validator. After that, the researcher read and reread all of the results of analysis data from validators. In the next step, the researcher checked and compared all of the results. The last step was taking the minimum divergences data among researcher and validators to validate data in this research.

⁵⁶ Cohen, et al. Research Methods. 142.

CHAPTER IV

THE RESULT OF ANALYSIS

A. Data Collection

In this research, the researcher referred to one of Disney Movies based on Disney's *Sleeping Beauty* and *La Belle au bois dormant* written by Charles Perrault. The title of this movie was *Maleficent*. Robert Stromberg was the director of this movie. *Maleficent* was distributed by Walt Disney Studios Motion Pictures in Year 2014. This movie had 447 dialogues and 56 scenes. The data was collected from the dialogues of the characters in *Maleficent* Movie and script.

B. Data Analysis

In this section, the researcher presented the data analysis of the type of character educational values found in the dialogues of the characters in the movie entitled *Maleficent* 2014. The data were analyzed based on the classification theory of character educational values by Linda Eyre. It included the analysis of the type of character educational values and how the writer integrated character educational values in the movie.

The first type of character educational value was value of being. This value was developed from values that had existed in human self since born, and then it could be manifested as the way how we treat others. Value of being was the most represented value in this movie. This value was represented thirty-two (32) times. In this analysis, the researcher used

some indicators to represent this value. The indicators were honesty, bravery, peace ability, self-discipline, self-confidence, and sincerity.

Honesty was found eight (8) times in this movie. This value could be known as actions provide information without adding or subtracting it because there's nothing to hide. It was also known as a value that was able to confess something according to facts and reality. It could be seen in the data below:

(Data: SC38/U346)

Aurora : Fairy Godmother!

Maleficent : I'm here.

Aurora : When were you going to tell me that I'm cursed? Is it true?

Maleficent : **It is.**

The data showed Aurora's curiosity about the truth of the curse she got. The dialogue was delivered by Aurora and Maleficent. After revealing the truth that Aurora still had a father and she had been given a curse by a demon, she went to see Maleficent to confirm about the curse. Arriving at the Moors, Aurora immediately asked Maleficent about the truth of the curse. Even though Maleficent was sad when she saw Aurora's grief, without a doubt Maleficent said that the curse did exist. Maleficent's utterance in this situation showed honesty because she dared to tell the truth even though it's hard for her. In addition, the utterance was represented clearly. It could be concluded the writer integrated this value by using explicit technique.

Another indicator of Value of Being was bravery. In this movie, the researcher found this indicators eight (8) times. Bravery could be

described as attitude that emerged from human being who dared to defend the truth even though it required an uphill struggle or brings danger. The utilizing of this value could be seen in the following data:

(Data: SC5/U56)

King Henry	: There they are! The mysterious Moors where no one dares to venture for fear of the magical creatures that lurk within! Well, I say: Crush them!
Maleficent	: Go no further!
King Henry	: A king does not take orders from a winged elf.
Maleficent	: You... are no king to me!

This data was dialogue between King Henry and Maleficent. In this case, as Maleficent sat in the Moors, in the distance she spotted King Henry and his army charging toward the Moors and she quickly flew off. King Henry and his army stopped by the borders of the Moors, and then he turned to his army and said that they must destroy the Moors. However, Maleficent flew in to confront them so they did not dare to step up to the Moors anymore. Hearing this, King Henry mocked Maleficent that a king would never obey orders from a creature like her. Finally, Maleficent showed her courage by saying "**You ... are no king to me!**" to King Henry. Maleficent's utterance showed a bravery to oppose King Henry because he intended to destroy the Moors. Maleficent showed her resistance clearly. It could be concluded that the writer used explicit technique to integrate this indicator into the movie.

(Data: SC28/U223)

Aurora : **I know you're there. Don't be afraid.**

[Maleficent chuckles]

Maleficent : I am not afraid.

Aurora : Then come out.

Maleficent : Then you'll be afraid.

Aurora : No, I won't.

Maleficent : Hm.

In this data, after driving away the soldiers, Maleficent put Aurora to sleep using her magic and brought her to the Moors for the first time. When Maleficent tried to hide behind a tree, Aurora accidentally awakened. Aurora looked at the creatures around her with a look of amazement and wonder until she felt the presence of Maleficent. Realizing her existence has been discovered, Maleficent finally flew off while Aurora turned towards the trees to see Maleficent. Although Aurora did not know whether the creature behind the trees was dangerous or not, but with her courage she approached the trees and persuaded Maleficent to come out of hiding by uttering "**I know you're there. Don't be afraid.**" Based on that statement, Aurora showed a bravery value. Further, the writer revealed this indicator clearly. In conclusion, the writer used explicit technique to integrate the value into the movie in this data.

The next indicator of Value of Being was peace ability. This value was used once in this movie. Peace ability could be defined as calm and patient attitude. This value also tried to accept people's opinions without arguing it at first and tried to avoid squabbling or fighting. The researcher only found once in this movie. The data of this indicator could be seen in the following:

(Data: SC1/U18)

Thistlewit : The border guards have found a human thief at the Pool of Jewels! [the other two look at her] I'm sorry.
 Thistlewit : She's always in a hurry with her big wings.
 Knotgrass : **Humans, here. I hope this isn't another war.**

In this data, Maleficent saw the three pixies those were Knotgrass, Flittle, and Thistlewit having a meeting. Because of her curiosity, finally Maleficent approached them. The three pixies were still arguing who had the right to tell Maleficent the information. When Flittle wanted to tell Maleficent, Thistlewit preceded her and told Maleficent that the border guard had found human while at the Pool of Jewels. With a shocked face, Maleficent left the three pixies to investigate that human. After Maleficent's departure, Knotgrass said "**Humans, here. I hope this isn't another war.**" Peace ability was shown in utterance because Knotgrass did not want another war between the people of Moors and humans. This character value was represented explicitly. Thus, the way to integrate this value was explicit technique.

Self-discipline was another type of Value of Being. It was used twice in this movie. Self-discipline could be described as an action that was regulated to be in accordance with a particular system. It could be seen in the data below:

(Data: SC37/U316)

Thistlewit : I'm so happy we're leaving tomorrow.
 Knotgrass : We are not leaving tomorrow.
 Thistlewit : Tomorrow is Aurora's sixteenth birthday.
 Knotgrass : **And Stefan told us to take her back the day after her birthday.**

This data stated that Aurora was able to return to the palace the day after her sixteenth birthday. The dialogue was delivered by the two pixies, those were Thistletwit and Knotgrass. At the cottage, the three fairies were trying to make Aurora a cake for her birthday. Thistletwit expressed the joy that they could return to the palace tomorrow because Aurora had reached 16 years of age. But Knotgrass denied that, she was remembering that King Stefan allowed them to return to the palace when a day passed after Aurora's sixteenth birthday. Knotgrass said, **"And Stefan told us to take her back the day after her birthday."** That utterance showed that Knotgrass obeyed the King Stefan's order. Obeying the regulation, command, or order could be known as self-discipline. The writer clearly stated this value. In brief, the writer integrated this value by using explicit technique.

Another indicator of Value of Being was self-confidence. In this movie, this value only used once. Self-confidence could be known as attitude that believing in themselves and consciously knowing their strengths and weakness. Further, in this movie, the data could be seen below:

(Data: SC35/U275)

Maleficent : There's something I need to tell you.

Aurora : What is it?

Maleficent : There is an evil in this world, and I cannot keep you from it.

Aurora : **I'm almost sixteen, Godmother. I can take care of myself.**

Maleficent : I understand. But that's not what I have to tell you...

The situation occurred from the data above was as follows, back in the Moors one morning, Maleficent sat and watched as Aurora lovingly stroked a creature. Maleficent summoned Aurora and ordered her to sit next to her. Maleficent wanted to tell her honestly that there was a demon in this world, which was her, and Maleficent could not keep her away from Aurora. However, Maleficent had not yet settled her words, Aurora firmly said when she was already an adult and could take care of herself. The value was shown in the following utterance, **"I'm almost sixteen, Godmother. I can take care of myself."** Aurora taught us that we need to be confident in doing a variety of things and believing in ourselves. It could be concluded that Aurora's utterance represented self-confidence. It was stated clearly. It could be concluded that the writer integrated this value by using explicit technique.

The last indicator of Value of Being was sincerity. This value was the most frequent value represented. It was used twelve (12) times in this movie. Sincerity was a mix of seriousness and honesty. When you were saying or doing something right without any pretend, you had shown sincerity. Sincerity also could be defined as a quality or state of being sincere. The data of this value could be seen below:

(Data: SC2/U21)

Young Maleficent : I'm not afraid. Besides, I've never seen a human up close. [to Stefan] Come out!

Young Stefan : No! They mean to kill me. And besides, they're hideous to look at.

Young Maleficent : That's extremely rude! [turning to one of the guards] Don't listen to him, Balthazar. **You're classically handsome.**

The situation occurred from the data above was as follows, Young Stefan refused when Young Maleficent told him to get out of his hiding place. It was because Young Stefan thought Balthazar was trying to kill him and he was also terrified to see Balthazar's appearance. Young Stefan consciously insulted Balthazar's appearance with a rant. Young Maleficent who heard it comforted Balthazar sincerely by saying **"You're classically handsome."** So, Balthazar would not be offended and sad by Young Stefan's insults. Maleficent's utterance contained sincerity value. Utterance is pronounced clearly. So, the value is integrated using explicit technique.

(Data: SC9/U87)

Diaval : What have you done to my beautiful self?

Maleficent : Would you rather I let them beat you to death?

Diaval : I'm not certain.

Maleficent : Stop complaining. I saved your life.

Diaval : **Forgive me.**

This dialogue was delivered by Diaval and Maleficent. The data contained Diaval's regrets and apologies to Maleficent. After being saved by Maleficent, Diaval complained over his transformation into a human being. Diaval initially disliked his human form. Maleficent told Diaval to stop complaining and reminded Diaval that he should be grateful because he was survived. At the end, Diaval realized his mistake and apologized to

Maleficent because she had saved his life. In this data, Diaval showed sincerity value. The writer represented this data directly. It could be known that the writer used explicit technique to integrate this value.

The second type of character educational value was Value of Giving. This value should be practiced in our daily lives, it was expected that we would get the blessing of our actions. This value was represented thirty-one (31) times. In this analysis, the researcher used some indicators to represent this value. The indicators were loyalty, respect, love and affection, kind and friendly, and fair and humanist.

Loyalty was represented twice in this movie. This indicator could be known as someone action that contained responsibility to their commitment. The utilizing of this value could be seen in the following data:

(Data: SC4/U51)	
Young Stefan	: Maleficent! Maleficent!
Young Maleficent	: After all these weeks, look who came back.
Young Stefan	: I thought it worth the risk. So, what do you do for fun?

This data was delivered by Young Stefan and Young Maleficent.

At night, Stefan went into the Moors to seek out Maleficent. Stefan stood by the borders of the Moors and called out to Maleficent. Suddenly, Maleficent flew in and landed beside him. She could not believe that Stefan would actually come back to see her because all these weeks had passed. She thought Stefan had forgotten his promise. She said “**After all these weeks, look who came back.**” Her utterance indirectly showed that

Stefan kept his promise to come back to Moors. Maleficent's utterance was contained loyalty. This value was represented unclearly. So, it could be concluded the writer used implicit technique to integrate this value.

The next type of Value of Giving was respect. This value could be interpreted as caring for someone's rights. In this movie, the researcher found respect nine (9) times. One of the data of this indicator could be seen in the following data:

(Data: SC3/U47)	
Young Maleficent	: Ow!
Young Stefan	: What's wrong?
Young Maleficent	: Your ring! Iron burns fairies.
Young Stefan	: I'm sorry.

The situation of the data above was, as a sign of goodbye, Stefan extended his hand to Young Maleficent and as she went to shake it she got a shock because of Stefan's ring. Stefan surprised then asked what happened to Maleficent. Maleficent told Stefan that iron burned fairies and the ring used by Stefan was made of iron. Therefore, Maleficent got a burning when shaking hands with Stefan. Worries and guilt hit Stefan, and then he said "**I'm sorry.**" The utterance not only contained apology but also respect because after saying the utterance Stefan immediately took off his ring and threw it away. So, it could not hurt Maleficent anymore. This attitude showed character educational values in the form of respect because Stefan was being considerate to other's feeling. This value was represented clearly. It could be concluded that the writer used explicit technique to integrate this value.

Maleficent : I will not ask your forgiveness because what I have done to you is unforgivable. I was so lost in hatred and revenge. Sweet Aurora, you stole what was left of my heart. And now I have lost you forever.

Maleficent : I swear. No harm will come to you as long as I live. And not a day shall pass that I don't miss your smile.

The researcher used explicit technique to integrate this value because the value was represented clearly.

(Data: SC36/U297)

Prince Phillip	: Well, it was nice meeting you and once again, my apologies for being such a clumsy fool.
Aurora	: You're forgiven.
Prince Phillip	: That's good. I'd best be off then.

The situation of the data above was, after becoming acquainted with Aurora, Prince Philips apologized once again for accidentally shocking Aurora and made she stumbled. With all her kindness, Aurora forgave Prince Philips by saying "**You're forgiven.**" Aurora did not even feel a grudge against Prince Philips. The value found in this data was kind and friendly. This value was represented clearly. It could be known that explicit technique was used to integrate this value by the researcher.

The last indicator of Value of Giving was fair and humanist. This value referred to an attitude that did not support the other side only, thought twice to take a decision, and had sympathy and tolerance towards others. In this movie, fair and humanist was represented twice. The data of this value could be seen below:

(Data: SC2/U22)

Young Maleficent	: That's extremely rude! [turning to one of the guards] Don't listen to him, Balthazar. You're classically handsome.
Young Maleficent	: It's not right to steal, but we don't kill people for it. Come out! Come out this instant!

In this data, Maleficent joined two large tree-like guards who were holding back the human thief, a young boy, Stefan, as he hid in a cave. Maleficent ordered Stefan to get out of the cave but Stefan refused. He thought that the two border guards were trying to kill him. The value of fair was laid in Maleficent's utterance which read "**It's not right to steal,**

but we don't kill people for it" Maleficent gave Stefan understanding that stealing was indeed wrong, but killing is not the only one punishment for that crime. The data was clearly represented. In conclusion, the researcher used explicit technique in this value.

(Data: SC2/U33)

[Balthazar says something in his own language to Maleficent]

Young Maleficent : Yes, right. [to Stefan] You have to give it back.

Young Stefan : Give what back?

Young Stefan : If I knew you would throw it away, I would have kept it.

Young Maleficent : **I didn't throw it away. I delivered it home, as I'm going to do for you.**

In this data, Balthazar, one of the border guards told Maleficent that Stefan had stolen the jewel and he had to return it immediately. Maleficent agreed with Balthazar's words, but Stefan acted as if he did not take anything. Unable to be fooled, finally Maleficent sighed and held out her hand, Stefan took out the jewel from his small bag and tossed it to Maleficent who threw it back into the water. Maleficent then escorted Stefan out of the Moors. Stefan was disappointed with Maleficent's actions, he thought that it could be better if the jewel was brought by him, but Maleficent said **"I didn't throw it away. I delivered it home, as I'm going to do for you."** That utterance showed educational character values in the form of fair and humanist, because everything was forcibly taken or stolen must be returned to its original place. The data was clearly represented. Thus, the researcher used explicit technique in this value.

After doing data analysis, the researcher provided the summary of finding. The summary of finding for all focuses could be detailed in the following table:

Table 4.1
The Finding of Data Analysis

N o	Research Focus	2 Main Values	Indicator	Frequency	Frequency of Techniques	
					Exp	Imp
1	What Character educational Values are represented in Maleficent Movie 2014?	Value of Being	Honesty	8	-	-
			Bravery	8	-	-
			Peace	1	-	-
			Self- Discipline	2	-	-
			Self- Confidence	1	-	-
			Sincerity	12	-	-
		Value of Giving	Loyalty	2	-	-
			Respect	9	-	-
			Love and Affection	9	-	-
			Kind and Friendly	9	-	-
			Fair and Humanist	2	-	-
Total				63	-	-
2	How does the writer integrate Character educational Values in Maleficent Movie 2014?	Value of Being	Honesty	-	6	2
			Bravery	-	8	-
			Peace	-	1	-
			Self- Discipline	-	2	-
			Self- Confidence	-	1	-
			Sincerity	-	11	1
		Value of Giving	Loyalty	-	1	1
			Respect	-	7	2
			Love and Affection	-	2	7
			Kind and Friendly	-	8	1
			Fair and Humanist	-	2	-
Total				-	49	14

Based on the data above, all of types of character educational values were represented in this movie. It showed that Value of Being was represented thirty-two (32) times, while Value of Giving was represented thirty-one (31) times. Hence, the total of character educational values was sixty-three (63) times. In addition, it found that explicit technique was the most frequent technique in this research. It was used forty-nine (49) times. However, in this research, implicit technique was used fourteen (14) times.

C. Discussion

This section presented the discussion of the finding. The researcher analyzed character educational values by the utterance of Maleficent's characters used theory of Linda Eyre about two main character educational values and how the writer integrated those values. Then the researcher analyzed the data as follows:

1. Character Educational Values are Represented in Movie

In this section, the researcher discussed two main characters educational values were represented in the movie. Those were:

a. Value of Being

The finding showed there were thirty-two (32) times values of being represented in the utterance of Maleficent Movie 2014. Those were honesty represented eight (8) times, bravery represented eight (8) times, peace ability represented once (1), self-confidence represented once (1), self-discipline represented twice (2), and sincerity represented twelve (12) times.

From the finding, the researcher found Value of Being which was sincerity, one of the data was:

(Data: SC2/U21)

Young Maleficent : I'm not afraid. Besides, I've never seen a human up close. [to Stefan] Come out!

Young Stefan : No! They mean to kill me. And besides, they're hideous to look at.

Young Maleficent : That's extremely rude! [turning to one of the guards] Don't listen to him, Balthazar. **You're classically handsome.**

Based on the data above, Maleficent sincerely comforted Balthazar over Young Stefan's insults. Sincerity is the combination of seriousness and honesty. If you do things sincerely, people will trust you. Sincerity is our deep desire to be indigenous based on our true nature, which is completely good. The characteristic of sincerity are saying and doing what is true without hiding anything.⁵⁷

In this research, the finding showed that sincerity was the most frequent value represented in this movie. It means Maleficent Movie emphasized this character educational value to be taught in school. The values taught must be reflected in the curriculum so that all students in the school can correctly understand the values and can translate them into real behaviors. Brooks and Goble explain that in carrying out the character in curriculum, it is recommended that: 1) the lessons about the values related to the school system as a whole; 2) taught as a separate-stand subject but

⁵⁷ Muawana, "Speech Act Used," 32.

integrated into the overall school curriculum; 3) the entire staff is aware of and supports the theme of the values taught.⁵⁸

b. Value of Giving

In this research, the finding showed there were thirty-one (31) times values of giving represented in the Maleficent movie. Those were loyalty represented twice (2), respect represented nine (9) times, love and affection represented (9) times, kind and friendly represented (9) times, and fair and humanist represented twice.

From the finding, the researcher found Value of Giving which was loyalty, one of the data was:

(Data: SC4/U51)

Young Stefan	: Maleficent! Maleficent!
Young Maleficent	: After all these weeks, look who came back.
Young Stefan	: I thought it worth the risk. So, what do you do for fun?

Based on the data above, Maleficent's utterance showed that Stefan kept his promise to meet Maleficent again in Moors. According to Linda, loyalty could be defined as the state or quality of being faithfulness to commitments or obligations. A faithful person is responsible, supportive, and reliable, ready to serve or help someone, and is trusted in keeping promises consistently.⁵⁹

⁵⁸ Mubarok, Membumikan, 112.

⁵⁹ Muawana, "Speech Act Used," 32.

Loyalty was found twice in this research. It means this value was not really emphasized in this movie. Foerster discusses the regularity of the interior in which each action is measured based on a hierarchy of values. Values become normative guidelines for every action.⁶⁰ Hence, the script-writer was supposed to represent this value more than twice, in order to make student get more understanding about this value.

2. How the Writer Integrates Character Educational Values

The researcher found two techniques used, they were:

1. Explicit Technique

Based on the finding, explicit technique was used forty (40) times in the movie script. One of the data was:

(Data: SC5/U54)

King Henry : There they are! The mysterious Moors where no one dares to venture for fear of the magical creatures that lurk within! Well, I say: Crush them!

Maleficent : **Go no further!**

King Henry : A king does not take orders from a winged elf.

Maleficent : You... are no king to me!

In that statement, the character that made up by the writer, which was Maleficent ordered King Henry and his battalion not to go any further to the Moors. That statement was said directly and clearly. It was appropriate with Zuhdi's theory that stated explicit is to fully and clearly express something, leaving nothing implied.

⁶⁰ Mubarok, Membumikan, 105.

Something is explicit when it is cleared stated and spelled out and there is no room for confusion.⁶¹

In addition, the researcher used this technique forty-nine (49) times. It could be known that, this technique was most frequent to be used. This technique was appropriate to be used in learning process. Students find it easier to grasp things that are clear in their initial intentions and not at things that are still abstract. Thus, this technique was more required by student to be used in their learning. It suited with the theory that explicit denotes being very clear and complete without vagueness, implication, or ambiguity.⁶²

2. Implicit Technique

Based on the finding, implicit technique was used fourteen (14) times. It means that implicit was used rarely in this movie script. One of the data was:

(Data: SC53/U406)

Thistlewit	: Do you want to kiss her?
Prince Phillip	: Very much.
Thistlewit	: Go on, then.
Prince Phillip	: I wouldn't feel right about it. I barely know her, we've only met once.

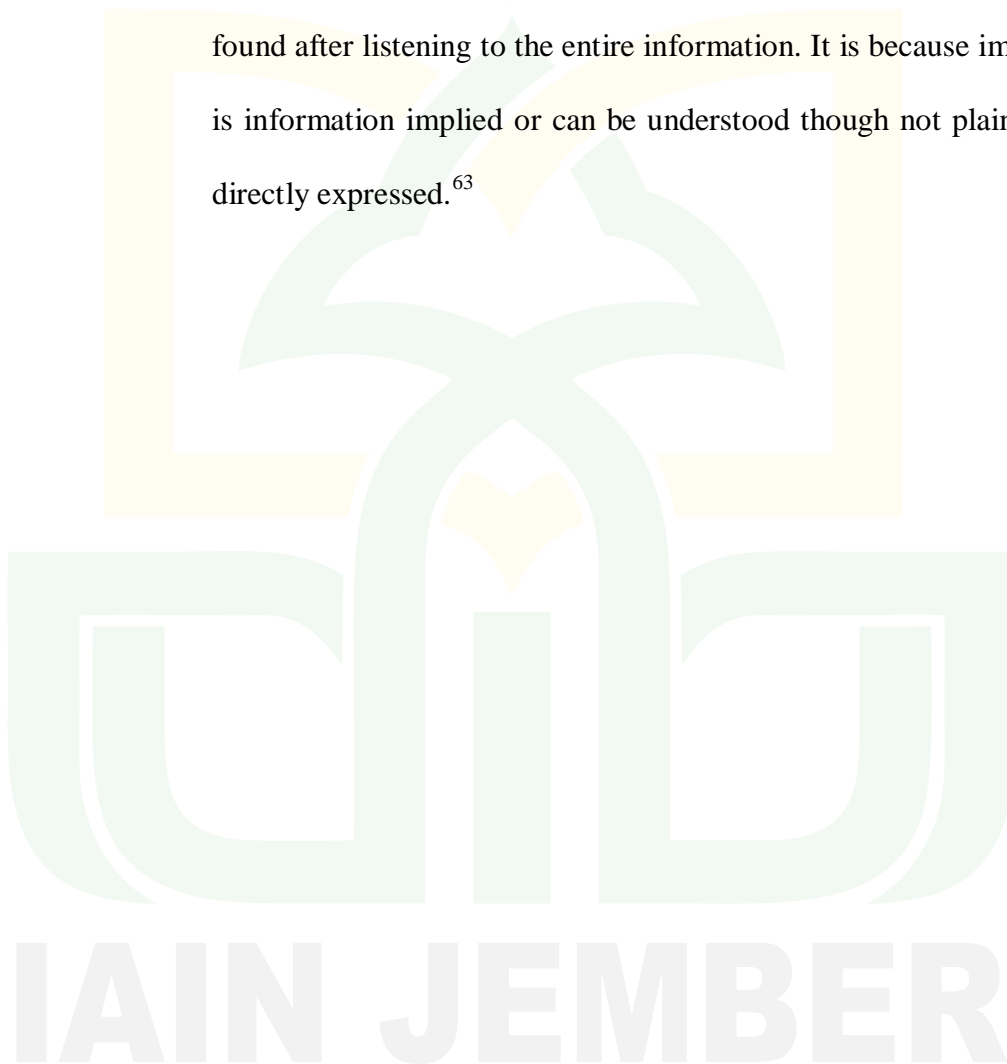
The value of respect was showed explicitly in this statement. The three fairies forced Prince Philips to kiss Aurora in order to break the curse. But Prince Philips thought it was rude and

⁶¹ Wirting Explained, "Implicit vs. Explicit"

⁶² Merriam Webster, "An Explication"

he wanted to respect Aurora, so he refused by saying that they only met once and it was not appropriate for him to kiss Aurora because they did not know each other yet.

Based on the finding, implicit technique was rare technique used in this movie. In implicit technique, the meaning can only be found after listening to the entire information. It is because implicit is information implied or can be understood though not plainly or directly expressed.⁶³



⁶³ Merriam Webster, “An Explication”

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the finding of data analysis and discussion, there were two conclusions that could be drawn as follow:

1) Character Educational Values are Represented in Maleficent Movie 2014

Related to the first objective of this research, there were 2 main character educational values in Maleficent Movie. The value of being was found thirty-two (32) times in this movie. The indicators were honesty represented eight (8) times, bravery represented eight (8) times, peace ability represented once (1), self-discipline represented twice (2), self-confidence represented once (1), and sincerity represented twelve (12) times. Meanwhile, the value of giving was found thirty-one (31) times in this movie. The indicators were loyalty represented twice (2), respect represented nine (9) times, love and affection represented nine (9) times, kind and friendly represented nine (9) times, and fair and humanist represented twice (2).

2) How the Writer Integrates Character Educational Values in Maleficent Movie 2014

In this movie, the researcher found that the writer integrated character education values by using two techniques, those were explicit and implicit techniques. Explicit technique means that, the

character education values are cleared stated and spelled out and there is no room for confusion. While, implicit technique means that, the writers integrate character education values implied or understood though not plainly or indirectly expressed. Explicit technique was the most dominant technique used in this movie. This technique was appropriate to be used in learning process. Students find it easier to grasp things that are clear in their initial intentions and not at things that are still abstract.

B. Suggestions

Based on the conclusion above the researcher provides some suggestion for the teachers, other researchers who are interested to do related research and for the script-writer.

- 1) For the teachers, the researcher hopes the result of this thesis could be a consideration to choose relevance movie, which emphasizes on a character educational value which is appropriate with a goal of education.
- 2) For other researchers, the researcher suggests them to analyze further about character educational values and use better techniques to analyze it.
- 3) For the script-writer, the researcher found peace ability and self-confidence value were just represented once in this movie. So, it would be better if the script-writer represented more about peace ability and

self-confidence value in order to make the students easier to understand and apply this value.



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AUTHENTICITY STATEMENT OF WRITING


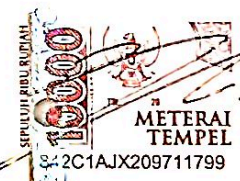
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Hereby declares that the content of the thesis entitled “**An Analysis of Character Educational Values in Maleficent Movie 2014**” is the result of my research/work, except in part referred by the source.

Jember, 28th May 2021

Stated by



Siti Umaiyah Al Masuroh
NIM.T20176007

Appendix I: Research Matrix

RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
An Analysis of Character Educational Values in Maleficent Movie 2014	Character Education Values	Value of Being	1. Honesty 2. Bravery 3. Peace 4. Self-discipline 5. Self-confidence 6. Sincerity	1. Maleficent Movie 2014 2. Maleficent Movie Script	1) Research Approach - Qualitative Approach 2) Type of Research - Content Analysis 3) Technique of Data Collection - Document Analysis 4) Data Analysis - Content Analysis based on Donald Ary, et.al: 1. Familiarizing and Organizing 2. Coding and Reducing 3. Interpreting and Representing 5) Validity of Data - Investigator Triangulation	1. What Character Educational Values are represented in Maleficent Movie 2014? 2. How does the writer character educational values into Maleficent Movie 2014?
		Value of Giving	1. Loyalty 2. Respect 3. Loving and Affection 4. Kind and Friendly 5. Fair and Humanist			
	Integrating Movie	Explicit Technique	1. Clearly express 2. Stated			
		Implicit Technique	1. Implied 2. Not directly expressed			

Appendix II: Bibliography of Researcher

Researcher's Bibliography



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NIP : 198108142014112003

Jabatan : Dosen IAIN JEMBER

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Siti Umaiyyah Al Masuroh dalam penelitian yang berjudul "*An Analysis of Character Educational Value in Maleficent Movie 2014*"

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 18 Mei 2021

Yang membuat pernyataan



Nina Hayuningtyas, M.Pd.
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SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama : Siti Khodijah, S.S., M.Pd.

NIP : 198609192019032016

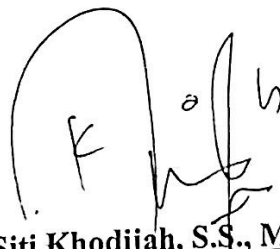
Jabatan : Dosen IAIN JEMBER

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Siti Umaiyyah Al Masuroh dalam penelitian yang berjudul "*An Analysis of Character Educational Value in Maleficent Movie 2014*"

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 24 Mei 2021

Yang membuat pernyataan

A handwritten signature in black ink, appearing to be 'Siti Khodijah', written over a horizontal line.

Siti Khodijah, S.S., M.Pd.
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Appendix IV: Research Journal

RESEARCH JOURNAL

COLLECTED THE DATA FROM NOTE-TAKING STRATEGY

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	October 4 th 2020	<ul style="list-style-type: none"> ➤ Deciding types of character educational values in the Maleficent Movie and Script that would be analyzed <ul style="list-style-type: none"> • 2 types of character educational value based on Linda's theory
2	Diving the data	October 4 th 2020	<ul style="list-style-type: none"> ➤ Choosing the dialogues or utterances that would be analyzed in the main course <ul style="list-style-type: none"> • The Maleficent characters' utterances
3	Counting the data	October 28 th 2020	<ul style="list-style-type: none"> ➤ Counting the chosen data. How much the data in the textbook that would be analyzed <ul style="list-style-type: none"> • There were 447 utterances in 56 scenes
4	Coding the data	November 15 th 2020	<ul style="list-style-type: none"> ➤ Giving the code to every data that had chose
5	Analyzing the data	December 7 th 2020	<ul style="list-style-type: none"> ➤ Analyzing the data in every chapter
6	Representing the data	February 20 th 2021	<ul style="list-style-type: none"> ➤ Representing the finding of analysis in the sheet of analysis ➤ Describing the sheet analysis
7	Validation of data	May 18 th 2021	<ul style="list-style-type: none"> ➤ Checking and validating the data <ul style="list-style-type: none"> • Two people of English lecture
8	Conclusion	May 20 th 2021	<ul style="list-style-type: none"> ➤ Concluding the data, based on the results of analysis data

Appendix V: Code of Data

CODE OF DATA

The code of data (Scene and Utterance in Maleficent Movie 2014)

Note: Exp = Explicit Technique Imp = Implicit Technique	Code: SC1/U1 = Scene (1) / Utterance (1)
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Appendix VI: Sheet of Analysis

SHEET OF ANALYSIS
(Maleficent Script)

No.	Code	Two Main Values	Indicators	Techniques		Utterances	Description
				Exp	Imp		
1	SC1/ U2	Value of Giving	Kind and Friendly	√		Young Maleficent : <i>Good morning, Mr. Chanterelle. I love your cap.</i> [Mr. Chanterelle removes his cap and bows his head to greet her, then Maleficent comes across the three creatures of which one of them goes to throw a rock at her]	<ul style="list-style-type: none"> • Young Maleficent greeted Mr. Chanterelle when she passed him • Friendly was represented clearly
2	SC1/ U2	Value of Being	Sincerity	√		Young Maleficent : <i>Good morning, Mr. Chanterelle. I love your cap.</i> [Mr. Chanterelle removes his cap and bows his head to greet her, then Maleficent comes across the three creatures of which one of them goes to throw a rock at her]	<ul style="list-style-type: none"> • Young Maleficent sincerely praised Mr. Chanterelle's hat • Sincerity was represented explicitly
3	SC1/ U4	Value of Giving	Kind and Friendly	√		Young Maleficent : <i>Ha, you missed me! [she then flies past another creature]</i> <i>Good morning.</i> Creature : <i>Good morning.</i>	<ul style="list-style-type: none"> • Young Maleficent greeted one of creatures in Moors • Friendly was represented clearly
4	SC1/ U6	Value of Being	Kind and Friendly		√	[coming across more creatures as she flies across the river] Young Maleficent : <i>Love your work, girls.</i>	<ul style="list-style-type: none"> • Young Maleficent greeted the creatures in Moors • Friendly was represented unclearly

5	SC1/ U12	Value of Being	Self- discipline	√	<p>Flittle : Why'd you get to tell her? I want to tell her!</p> <p>Thistlewit : I want to tell her!</p> <p>Knotgrass : There are rules, Flittle. I tell this time, you tell next time. The border guards...</p> <p>Flittle : <i>No, you told last time. So I should tell this time and Thistlewit next time.</i></p> <p>Young Maleficent : Tell me what?</p> <p>Knotgrass : Fine!</p>	<ul style="list-style-type: none"> • Flittle told Knotgrass that she had told the information last time, so this time was Flittle turn according to the rules • Self-discipline was represented clearly
6	SC1/ U18	Value of Being	Peace Ability	√	<p>Thistlewit : The border guards have found a human thief at the Pool of Jewels! [the other two look at her] I'm sorry.</p> <p>[Maleficent looking shocked quickly flies off to investigate knocking back the three pixies]</p> <p>Thistlewit : She's always in a hurry with her big wings.</p> <p>Knotgrass : Humans, here. <i>I hope this isn't another war.</i></p>	<ul style="list-style-type: none"> • Knotgrass worried that would be another war if human came to Moors, so she hoped there would be no war anymore • Peace Ability was represented clearly
7	SC2/ U19	Value of Being	Bravery	√	<p>[Maleficent joins two large tree-like guards who are holding back the human thief, a young boy, Stefan, as he hides in a cave]</p> <p>Young Maleficent : <i>I'm not afraid. Besides, I've never seen a human up close.</i> [to Stefan] <i>Come out!</i></p> <p>Young Stefan : No! They mean to kill me. And besides, they're hideous to look at.</p>	<ul style="list-style-type: none"> • Even Young Maleficent had never met human, she told Young Stefan to come out from his hiding place. • Bravery was represented clearly

8	SC2/ U20	Value of Being	Honesty	√	<p>Young Maleficent : I'm not afraid. Besides, I've never seen a human up close. [to Stefan] Come out!</p> <p>Young Stefan : No! They mean to kill me. <i>And besides, they're hideous to look at.</i></p> <p>Young Maleficent : That's extremely rude! [turning to one of the guards] Don't listen to him, Balthazar. You're classically handsome.</p>	<ul style="list-style-type: none"> • Young Stefan was afraid of the Balthazar's presence so he honestly said Balthazar was hideous to look at • Honesty was represented clearly
9	SC2/ U21	Value of Being	Honesty	√	<p>Young Maleficent : I'm not afraid. Besides, I've never seen a human up close. [to Stefan] Come out!</p> <p>Young Stefan : No! They mean to kill me. And besides, they're hideous to look at.</p> <p>Young Maleficent : <i>That's extremely rude!</i> [turning to one of the guards] Don't listen to him, Balthazar. You're classically handsome.</p>	<ul style="list-style-type: none"> • Young Maleficent responded to Young Stefan's rude statement. • Honesty was represented clearly
10	SC2/ U21	Value of Being	Sincerity	√	<p>Young Maleficent : I'm not afraid. Besides, I've never seen a human up close. [to Stefan] Come out!</p> <p>Young Stefan : No! They mean to kill me. And besides, they're hideous to look at.</p> <p>Young Maleficent : That's extremely rude! [turning to one of the guards] Don't listen to him, Balthazar. <i>You're classically handsome.</i></p>	<ul style="list-style-type: none"> • Young Maleficent sincerely comforted Balthazar for Young Stefan's harsh words • Sincerity was represented clearly

11	SC2/ U22	Value of Giving	Fair and Humanist	√	<p>Young Maleficent : I'm not afraid. Besides, I've never seen a human up close. [to Stefan] Come out!</p> <p>Young Stefan : No! They mean to kill me. And besides, they're hideous to look at.</p> <p>Young Maleficent : That's extremely rude! [turning to one of the guards] Don't listen to him, Balthazar. You're classically handsome.</p> <p>[Balthazar bows his head in appreciation; to Stefan]</p> <p>Young Maleficent : <i>It's not right to steal, but we don't kill people for it.</i> Come out! Come out this instant!</p> <p>[Stefan walks out from his hiding place]</p>	<ul style="list-style-type: none"> • Young Maleficent told Young Stefan that stealing is despicable but Maleficent did not immediately kill him because of that • Fair and humanist was represented clearly
12	SC2/ U33	Value of Giving	Fair and Humanist	√	<p>[Balthazar says something in his own language to Maleficent]</p> <p>Young Maleficent : Yes, right. [to Stefan] You have to give it back.</p> <p>Young Stefan : Give what back?</p> <p>[not fooled, Maleficent sighs and holds out her hand, Stefan takes out the jewel from his small bag and tosses it to Maleficent who throws it back into the water, she then escorts Stefan out of the Moors]</p> <p>Young Stefan : If I knew you would throw it away, I would have kept it.</p> <p>Young Maleficent : <i>I didn't throw it away. I delivered it home, as I'm going to do for you.</i></p>	<ul style="list-style-type: none"> • Young Maleficent told Young Stefan that anything that was forcibly taken or stolen must be returned to its place of origin • Fair was represented clearly

13	SC3/ U41	Value of Being	Honesty	√	<p>Young Stefan : We'll see each other again. [Stefan starts to walk off]</p> <p>Young Maleficent : <i>You really shouldn't come back here, you know. It's not safe.</i></p> <p>Young Stefan : And If I made that choice? If I came back, would you be here?</p> <p>Young Maleficent : Perhaps.</p>	<ul style="list-style-type: none"> • Young Maleficent worried for Young Stefan's safety if he returns to the Moors. So, Young Maleficent advised Young Stefan not to come back • Honesty was represented unclearly
14	SC3/ U47	Value of Giving	Respect	√	<p>[Stefan extends his hand to her and as she goes to shake it she gets a shock from his ring]</p> <p>Young Maleficent : Ow!</p> <p>Young Stefan : What's wrong?</p> <p>Young Maleficent : Your ring! Iron burns fairies.</p> <p>Young Stefan : <i>I'm sorry.</i></p> <p>[Stefan takes off his ring and throws it away]</p>	<ul style="list-style-type: none"> • After finding out that the fairies couldn't touch the iron, Young Stefan took off his ring and threw it away so that Young Maleficent wouldn't get hurt anymore • Respect was represented clearly
15	SC3/ U48	Value of Giving	Love and Affection	√	<p>[Stefan extends his hand to her and as she goes to shake it she gets a shock from his ring]</p> <p>Young Maleficent : Ow!</p> <p>Young Stefan : What's wrong?</p> <p>Young Maleficent : Your ring! Iron burns fairies.</p> <p>Young Stefan : I'm sorry.</p> <p>[Stefan takes off his ring and throws it away]</p> <p>Young Stefan : <i>I like your wings.</i></p> <p>[Maleficent smiles to herself as Stefan turns and walks off]</p>	<ul style="list-style-type: none"> • Young Stefan praised Maleficent's beautiful wings because he wanted to get along and started to like Maleficent • Sincerity was represented unclearly

16	SC4/ U50	Value of Giving	Loyalty	√	<p>Young Stefan : Maleficent! Maleficent! [suddenly Maleficent flies in and lands beside him]</p> <p>Young Maleficent : <i>After all these weeks, look who came back.</i></p> <p>Young Stefan : I thought it worth the risk. So, what do you do for fun?</p>	<ul style="list-style-type: none"> • Young Maleficent's utterance was addressed to Young Stefan who revisited the Moors to fulfill his promise to meet Maleficent even though it took weeks • Loyalty was represented implicitly
17	SC4/ U51	Value of Being	Bravery	√	<p>Young Stefan : Maleficent! Maleficent! [suddenly Maleficent flies in and lands beside him]</p> <p>Young Maleficent : After all these weeks, look who came back.</p> <p>Young Stefan : <i>I thought it worth the risk.</i> So, what do you do for fun?</p>	<ul style="list-style-type: none"> • Even though Young Stefan knew the dangers he was going to face, he still dared himself to go to the Moors to meet Maleficent again • Bravery was represented clearly
18	SC5/ U56	Value of Being	Bravery	√	<p>King Henry : There they are! The mysterious Moors where no one dares to venture for fear of the magical creatures that lurk within! Well, I say: Crush them! [the soldiers cheer and just then Maleficent flies in to confront them]</p> <p>Maleficent : Go no further!</p> <p>King Henry : A king does not take orders from a winged elf. [his soldiers laughs]</p> <p>Maleficent : <i>You... are no king to me!</i></p>	<ul style="list-style-type: none"> • Maleficent loudly affirmed her resistance to King Henry by stating that she wouldn't obey his orders because Maleficent didn't consider King Henry to be king. • Bravery was represented clearly

19	SC5/ U66	Value of Being	Bravery	√	<p>[Maleficent leads her army of the forest guardians against Henry's army, she swoops down and takes down the soldiers then comes across Henry]</p> <p>Maleficent : You!</p> <p>[she knocks down Henry off his horse]</p> <p>Soldier : To the king!</p> <p>[as the soldier charge towards Maleficent, with few flaps of her wings, she throws them off their feet, she goes over to Henry who is lying on the ground]</p> <p>Maleficent : <i>You will not have the Moors! Not now, nor ever!</i> You...</p> <p>[suddenly Henry pushes her away, and as his armor is made of iron, it burns her, she then watches as Henry's army retreats back to their kingdom]</p>	<ul style="list-style-type: none"> • Maleficent firmly told King Henry that he would never be able to conquer the Moors • Bravery was represented clearly
20	SC6/ U68	Value of Giving	Respect	√	<p>King Henry : When I ascended to the throne I promised the people one day we would take the Moors and its treasures. Each of you swore allegiance to me and to that cause...</p> <p>[Henry starts coughing, Stefan goes over to him and places a pillow behind his head]</p> <p>Stefan : <i>Your Majesty.</i></p> <p>King Henry : Defeated in battle. Is this to be my legacy? I see you're waiting for me to die. It won't be long, but what then? I will choose a successor to take the throne, to care for my daughter. Who among you is worthy? Kill the winged creature! Avenge me! And upon my death you will take the crown.</p>	<ul style="list-style-type: none"> • Stefan addressed the king with honors • Respect was represented clearly

21	SC8/ U78	Value of Giving	Respect	√	King Henry : She is vanquished? Oh, you have done well, my son. You have done what others feared to do. <i>You will be rewarded.</i> Stefan : I shall do my best to be a worthy successor, Your Majesty.	<ul style="list-style-type: none"> As he promised, King Henry would give his throne and married Stefan to his daughter because Stefan had succeeded in conquering Maleficent Respect was represented clearly
22	SC8/ U79	Value of Giving	Respect	√	King Henry : She is vanquished? Oh, you have done well, my son. You have done what others feared to do. You will be rewarded. Stefan : <i>I shall do my best to be a worthy successor, Your Majesty.</i>	<ul style="list-style-type: none"> Stefan respectfully accepted the gift King Henry had promised Fair was represented unclearly
23	SC9/ U86	Value of Being	Honesty	√	Diaval : What have you done to my beautiful self? Maleficent : Would you rather I let them beat you to death? Diaval : I'm not certain. Maleficent : Stop complaining. <i>I saved your life.</i> Diaval : Forgive me.	<ul style="list-style-type: none"> Maleficent asked Diaval to stop complaining because she had saved his life Honesty was represented unclearly
24	SC9/ U87	Value of Being	Sincerity	√	Diaval : What have you done to my beautiful self? Maleficent : Would you rather I let them beat you to death? Diaval : I'm not certain. Maleficent : Stop complaining. I saved your life. Diaval : <i>Forgive me.</i>	<ul style="list-style-type: none"> Diaval apologized to Maleficent because he realized that Maleficent had saved lives so he shouldn't continue to complain to Maleficent Sincerity was represented clearly

25	SC9/ U89	Value of Giving	Loyalty	√		<p>Maleficent : Stop complaining. I saved your life.</p> <p>Diaval : Forgive me.</p> <p>Maleficent : What do I call you?</p> <p>Diaval : Diaval. <i>And in return for saving my life, I am your servant. Whatever you need.</i></p> <p>Maleficent : Wings. I need you to be my wings.</p>	<ul style="list-style-type: none"> • In return for Maleficent for saving his life, Diaval volunteered himself to be whatever Maleficent wanted for his entire life • Loyalty was represented clearly
26	SC15/ U105	Value of Giving	Love and Affection	√		<p>Flittle : Oh, look, there's the baby!</p> <p>Thistlewit : <i>I love babies!</i></p> <p>Knotgrass : Can you just concentrate, please?</p> <p>Flittle : Oh!</p>	<ul style="list-style-type: none"> • When Thistlewit saw baby Aurora, she was very excited because she loved babies so much • Love and Affection was represented clearly
27	SC15/ 109	Value of Giving	Respect	√		<p>Knotgrass : <i>Greetings, Your Majesty.</i> I am Knotgrass of the Moorland Fair Folk.</p> <p>Flittle : I'm Flittle, Your Kingship.</p> <p>Thistlewit : And I'm Thistlewit, Your Royalnesses.</p>	<ul style="list-style-type: none"> • Knotgrass greeted the king with honors • Respect was represented clearly
28	SC15/ 110	Value of Giving	Respect	√		<p>Knotgrass : Greetings, Your Majesty. I am Knotgrass of the Moorland Fair Folk.</p> <p>Flittle : <i>I'm Flittle, Your Kingship.</i></p> <p>Thistlewit : And I'm Thistlewit, Your Royalnesses.</p>	<ul style="list-style-type: none"> • Flittle introduced herself to the king with honors • Respect was represented clearly
29	SC15/ 111	Value of Giving	Respect	√		<p>Knotgrass : Greetings, Your Majesty. I am Knotgrass of the Moorland Fair Folk.</p> <p>Flittle : I'm Flittle, Your Kingship.</p> <p>Thistlewit : <i>And I'm Thistlewit, Your Royalnesses.</i></p>	<ul style="list-style-type: none"> • Thistlewit introduced herself to the king with honors • Respect was represented clearly

30	SC15/116	Value of Being	Sincerity	√	<p>Knotgrass : <i>Sweet Aurora, I wish for you the gift of beauty.</i></p> <p>Flittle : My wish is that you'll never be blue, only happy, all the days of your life.</p> <p>Thistletwit : Sweet baby, my wish for you is that you find...</p>	<ul style="list-style-type: none"> Sincerely, Knotgrass gave a gift of magic wishes to Baby Aurora Sincerity was represented clearly
31	SC15/117	Value of Being	Sincerity	√	<p>Knotgrass : Sweet Aurora, I wish for you the gift of beauty.</p> <p>Flittle : <i>My wish is that you'll never be blue, only happy, all the days of your life.</i></p> <p>Thistletwit : Sweet baby, my wish for you is that you find...</p>	<ul style="list-style-type: none"> Sincerely, Flittle gave a gift of magic wishes to Baby Aurora Sincerity was represented clearly
32	SC15/130	Value of Being	Bravery	√	<p>Maleficent : Why, no. And to show I bear no ill will, I too, shall bestow a gift on the child.</p> <p>Stefan : No! We don't want your gift! [Maleficent approaches Aurora's crib]</p> <p>Knotgrass : <i>Stay away from the princess!</i></p> <p>Thistletwit : Yes, stay away!</p>	<ul style="list-style-type: none"> Knotgrass confronted Maleficent firmly, because she is afraid that Maleficent will do bad things to Baby Aurora Bravery was represented clearly
33	SC15/131	Value of Being	Bravery	√	<p>Maleficent : Why, no. And to show I bear no ill will, I too, shall bestow a gift on the child.</p> <p>Stefan : No! We don't want your gift! [Maleficent approaches Aurora's crib]</p> <p>Knotgrass : Stay away from the princess!</p> <p>Thistletwit : <i>Yes, stay away!</i></p>	<ul style="list-style-type: none"> Thistletwit also confronted Maleficent firmly, because she is afraid that Maleficent will do bad things to Baby Aurora Bravery was represented clearly

34	SC18/ U168	Value of Being	Honesty	√	<p>Thistlewit : I think she might be hungry. Knotgrass : Then feed her! Flittle : Oh. Thistlewit : Hungry baby. [Flittle places some carrots across baby Aurora's basket] Flittle : There you are. There you go. [Diaval shakes his head, and as the baby continues to cry Maleficent covers her ears in frustration] Maleficent : <i>It's going to starve with those three looking after it.</i></p>	<ul style="list-style-type: none"> Maleficent said that Aurora will go starve because the three fairies had no experience sitting for a baby Honesty was represented clearly
35	SC24/ U199	Value of Giving	Kind and Friendly	√	<p>Aurora (5 yrs.) : Hello. Maleficent : Go away. [Aurora smiles at Maleficent and takes a step towards her] Maleficent : Go. Go away. [Aurora puts her around Maleficent and holds onto her] Maleficent : I don't like children. Aurora (5 yrs.) : Up, up.</p>	<ul style="list-style-type: none"> Aurora, who was 5 years old at that time, innocently greeted Maleficent as a sign that she was interested in Maleficent Friendly was represented clearly
36	SC24/ U202	Value of Being	Honesty	√	<p>Aurora (5 yrs.) : Hello. Maleficent : Go away. [Aurora smiles at Maleficent and takes a step towards her] Maleficent : Go. Go away. [Aurora puts her around Maleficent and holds onto her] Maleficent : <i>I don't like children.</i> Aurora (5 yrs.) : Up, up.</p>	<ul style="list-style-type: none"> Maleficent refused to be approached by Aurora because she didn't like children Honesty was represented clearly
37	SC25/ U205	Value of Being	Sincerity	√	<p>[we see now an 8 year old Aurora playing with Diaval in his bird form] Aurora (8 yrs.) : <i>Pretty bird.</i></p>	<ul style="list-style-type: none"> Aurora praised Diaval as pretty bird Sincerity was represented clearly

38	SC26/ U206	Value of Giving	Kind and Friendly	√	<p>[we see Aurora, now nearly 16 years old, walking in the woods at night when she comes across a baby deer] Aurora : <i>Hello.</i> [the deer approaches her as she offers him food from her hand] Aurora : <i>That's it. There you go.</i> [Maleficent watches her form a the distance]</p>	<ul style="list-style-type: none"> • Aurora, who is 16 years old, greeted the baby deer she just met in the forest • Friendly was represented clearly
39	SC26/ 207	Value of Giving	Kind and Friendly	√	<p>[we see Aurora, now nearly 16 years old, walking in the woods at night when she comes across a baby deer] Aurora : <i>Hello.</i> [the deer approaches her as she offers him food from her hand] Aurora : <i>That's it. There you go.</i> [Maleficent watches her form a the distance]</p>	<ul style="list-style-type: none"> • With her kindness, Aurora offered and fed baby deer with her own hands • Kind was represented clearly
40	SC28/ U223	Value of Being	Bravery	√	<p>Aurora : <i>I know you're there. Don't be afraid.</i> [Maleficent chuckles] Maleficent : <i>I am not afraid.</i> Aurora : <i>Then come out.</i> Maleficent : <i>Then you'll be afraid.</i> Aurora : <i>No, I won't.</i> Maleficent : <i>Hm.</i></p>	<ul style="list-style-type: none"> • Without fear, Aurora told Maleficent to come out of hiding • Bravery was represented clearly
41	SC28/ U224	Value of Being	Bravery	√	<p>Aurora : <i>I know you're there. Don't be afraid.</i> [Maleficent chuckles] Maleficent : <i>I am not afraid.</i> Aurora : <i>Then come out.</i> Maleficent : <i>Then you'll be afraid.</i> Aurora : <i>No, I won't.</i> Maleficent : <i>Hm.</i></p>	<ul style="list-style-type: none"> • Maleficent responded to Aurora that he was not afraid of Aurora at all • Bravery was represented clearly

42	SC28/ U226	Value of Being	Honesty	√	<p>Aurora : I know you're there. Don't be afraid. [Maleficent chuckles]</p> <p>Maleficent : I am not afraid.</p> <p>Aurora : Then come out.</p> <p>Maleficent : <i>Then you'll be afraid.</i></p> <p>Aurora : No, I won't.</p> <p>Maleficent : Hm.</p>	<ul style="list-style-type: none"> • Maleficent didn't want to come out of hiding because she thought Aurora would be afraid of her presence • Honesty was represented unclearly
43	SC28/ U233	Value of Giving	Love and Affection	√	<p>Aurora : I know who you are.</p> <p>Maleficent : Do you?</p> <p>Aurora : You're my Fairy Godmother. [Aurora smiles]</p> <p>Maleficent : What?</p> <p>Aurora : <i>Fairy Godmother. You've been watching over me my whole life. I've always known you were close by.</i></p>	<ul style="list-style-type: none"> • Aurora told Maleficent that she had always been aware of Maleficent who was always watching and standing by her side • Love and Affection was represented unclearly
44	SC28/ U235	Value of Giving	Love and Affection	√	<p>Aurora : I know who you are.</p> <p>Maleficent : Do you?</p> <p>Aurora : You're my Fairy Godmother. [Aurora smiles]</p> <p>Maleficent : What?</p> <p>Aurora : Fairy Godmother. You've been watching over me my whole life. I've always known you were close by.</p> <p>Maleficent : How?</p> <p>[Maleficent starts walking towards Aurora]</p> <p>Aurora : <i>Your shadow, it's been following me ever since I was small. Wherever I went, your shadow was always with me.</i></p>	<ul style="list-style-type: none"> • Aurora felt safe because Maleficent would always be there by her side • Love and Affection was represented unclearly

45	SC28/ U238	Value of Giving	Kind and Friendly	√	<p>Aurora : I remember you. Pretty bird. [Aurora laughs] Maleficent : This is Diaval. [Diaval bows his head and Maleficent turns him into his human form] Diaval : <i>Hello, Aurora.</i> [Aurora bows her head in acknowledgment] Diaval : I have known you since you were a little one.</p>	<ul style="list-style-type: none"> • Diaval bowed his head and greeted Aurora when Maleficent introduced him • Friendly was represented clearly
46	SC30/ U248	Value of Being	Sincerity	√	<p>[Maleficent sits with Aurora by the lake in the Moors as she watches the creatures fly around in awe] Aurora : <i>They're so beautiful.</i></p>	<ul style="list-style-type: none"> • In Moors, Aurora observed the creatures flied around in awe and sincerely praised the beauty • Sincerity was represented clearly
47	SC31/ U249	Value of Giving	Love and Affection	√	<p>Maleficent : <i>I revoke the curse. Let it be no more. I revoke the curse. Let it be no more.</i> [she starts using her magic to take away the curse] Maleficent : I revoke my curse! Let it be no more! I revoke my curse! Let it be no more! Let it be no more! [as Maleficent tries her best in the end she fails to revoke the curse and hears a voice whispering] Voice : This curse will last till the end of time. No power on Earth can change it.</p>	<ul style="list-style-type: none"> • Maleficent wanted to revoke her curse on Aurora because she begun to love Aurora • Love and affection was represented clearly

48	SC31/ U250	Value of Giving	Love and Affection	✓	<p>Maleficent : I revoke the curse. Let it be no more. I revoke the curse. Let it be no more. [she starts using her magic to take away the curse]</p> <p>Maleficent : <i>I revoke my curse! Let it be no more! I revoke my curse! Let it be no more! Let it be no more!</i> [as Maleficent tries her best in the end she fails to revoke the curse and hears a voice whispering]</p> <p>Voice : This curse will last till the end of time. No power on Earth can change it.</p>	<ul style="list-style-type: none"> • Maleficent wanted to revoke her curse on Aurora because she begun to love Aurora • Love and affection was represented clearly
49	SC35/ U275	Value of Being	Self- confidence	✓	<p>Maleficent : There's something I need to tell you. Aurora : What is it? Maleficent : There is an evil in this world, and I cannot keep you from it. Aurora : <i>I'm almost sixteen, Godmother. I can take care of myself.</i> Maleficent : I understand. But that's not what I have to tell you... Aurora : I have a plan. When I'm older, I'm going to live here in the Moors with you. Then we can look after each other. Maleficent : You don't have to wait until you're older, you could live here now.</p>	<ul style="list-style-type: none"> • Aurora told Maleficent that she was all grown up now so she could take care of herself • Self-confidence was represented clearly
50	SC35/ U277	Value of Being	Sincerity	✓	<p>Maleficent : There's something I need to tell you. Aurora : What is it? Maleficent : There is an evil in this world, and I cannot keep you from it. Aurora : I'm almost sixteen, Godmother. I can take care of myself. Maleficent : I understand. But that's not what I have to tell you... Aurora : I have a plan. <i>When I'm older, I'm going to</i></p>	<ul style="list-style-type: none"> • Aurora didn't want Maleficent to worry so she planned to live with Maleficent when she's getting older and they could take care of each other • Sincerity was represented unclearly

						<p><i>live here in the Moors with you. Then we can look after each other.</i></p> <p>Maleficent : You don't have to wait until you're older, you could live here now.</p>	
51	SC36/ U284	Value of Giving	Kind and Friendly	√		<p>Prince Phillip : <i>Hello.</i></p> <p>[Aurora, looking shy and afraid, doesn't reply]</p> <p>Prince Phillip : I'm sorry to bother you, but I'm on my way to King Stefan's castle and I've become hopelessly lost. Can you help me?</p> <p>[as he takes a step towards Aurora, she takes a step back in fear and stumbles down]</p> <p>Aurora : Oh!</p>	<ul style="list-style-type: none"> • Prince Phillip who's riding in the woods, noticed Aurora then he greeted her • Friendly was represented clearly
52	SC36/ U285	Value of Giving	Respect	√		<p>Prince Phillip : Hello.</p> <p>[Aurora, looking shy and afraid, doesn't reply]</p> <p>Prince Phillip : <i>I'm sorry to bother you</i>, but I'm on my way to King Stefan's castle and I've become hopelessly lost. Can you help me?</p> <p>[as he takes a step towards Aurora, she takes a step back in fear and stumbles down]</p> <p>Aurora : Oh!</p>	<ul style="list-style-type: none"> • Prince Phillip apologized to Aurora first before asking for directions because he was afraid that he would disturb Aurora • Respect was represented implicitly
53	SC36/ U287	Value of Being	Sincerity	√		<p>[as he takes a step towards Aurora, she takes a step back in fear and stumbles down]</p> <p>Aurora : Oh!</p> <p>Prince Phillip : <i>Oh, I'm sorry. That was my fault, I rushed in too...</i></p> <p>[he takes her hand to help her stand, he suddenly becomes silent as he becomes mesmerized by her beauty, Aurora takes back her hand]</p> <p>Prince Phillip : Forgive me.</p>	<ul style="list-style-type: none"> • Prince Phillip apologized to Aurora first before asking for directions because he was afraid if he was disturbing Aurora • Sincerity was represented clearly

54	SC36/ U288	Value of Being	Sincerity	√	<p>[as he takes a step towards Aurora, she takes a step back in fear and stumbles down]</p> <p>Aurora : Oh!</p> <p>Prince Phillip : Oh, I'm sorry. That was my fault, I rushed in too...</p> <p>[he takes her hand to help her stand, he suddenly becomes silent as he becomes mesmerized by her beauty, Aurora takes back her hand]</p> <p>Prince Phillip : <i>Forgive me.</i></p>	<ul style="list-style-type: none"> • Prince Phillip apologized to Aurora because he almost made Aurora fall when he took a step closer so Aurora took step back in fear to avoid him • Sincerity was represented clearly
55	SC36/ U296	Value of Being	Sincerity	√	<p>Prince Phillip : <i>Well, it was nice meeting you. And once again, my apologies for being such a clumsy fool.</i></p> <p>Aurora : You're forgiven.</p> <p>Prince Phillip : That's good. I'd best be off then.</p>	<ul style="list-style-type: none"> • Prince Phillip apologized to Aurora for being stunned by Aurora's beauty so he held Aurora's hand too long when he helped Aurora who almost fell • Sincerity was represented clearly
56	SC36/ U297	Value of Giving	Kind and Friendly	√	<p>Prince Phillip : Well, it was nice meeting you. And once again, my apologies for being such a clumsy fool.</p> <p>Aurora : <i>You're forgiven.</i></p> <p>Prince Phillip : That's good. I'd best be off then.</p>	<ul style="list-style-type: none"> • Aurora immediately accepted Prince Phillip's apology when he apologized for being such a clumsy fool • Kind was represented clearly
57	SC37/ U316	Value of Being	Self- discipline	√	<p>Thistletwit : I'm so happy we're leaving tomorrow.</p> <p>Knotgrass : <i>We are not leaving tomorrow.</i></p> <p>Thistletwit : Tomorrow is Aurora's sixteenth birthday.</p> <p>Knotgrass : <i>And Stefan told us to take her back the day after her birthday.</i></p>	<ul style="list-style-type: none"> • Knotgrass firmly reminds Thistletwit that they can go back to the palace after one day of Aurora's birthday celebrations as King Stefan ordered

							<ul style="list-style-type: none"> Self-discipline was represented clearly
58	SC38/ U346	Value of Being	Honesty	√		<p>Aurora : Fairy Godmother! [Maleficent walks towards Aurora] Maleficent : I'm here. Aurora : When were you going to tell me that I'm cursed? Is it true? Maleficent : <i>It is.</i></p>	<ul style="list-style-type: none"> Maleficent immediately gave an honest answer and didn't give any reason when Aurora asked about the truth of her curse Honesty was represented clearly
59	SC53/ 402	Value of Being	Sincerity	√		<p>Prince Phillip : Aurora. Thistletwit : He knows her. Prince Phillip : Why is she sleeping? Knotgrass : She's trapped in an enchantment. Flittle : Isn't she beautiful? Prince Phillip : <i>The most beautiful girl I've ever seen.</i></p>	<ul style="list-style-type: none"> Prince Phillip sincerely praised Aurora's beauty Sincerity was represented clearly
60	SC53/ U404	Value of Giving	Love and Affection	√		<p>Thistletwit : Do you want to kiss her? Prince Phillip : <i>Very much.</i> Thistletwit : Go on, then. [at the same time Maleficent and Diaval enter the room, hide behind a screen to watch] Prince Phillip : I wouldn't feel right about it. I barely know her, we've only met once.</p>	<ul style="list-style-type: none"> Prince Phillip clearly showed his love and interest to Aurora Love and affection was represented clearly

61	SC53/ U406	Value of Giving	Respect	√	<p>Thistletwit : Do you want to kiss her?</p> <p>Prince Phillip : Very much.</p> <p>Thistletwit : Go on, then.</p> <p>[at the same time Maleficent and Diaval enter the room, hide behind a screen to watch]</p> <p>Prince Phillip : <i>I wouldn't feel right about it. I barely know her, we've only met once.</i></p>	<ul style="list-style-type: none"> • Prince Phillip subtly refused the three fairies' request to kiss Aurora, because he respected Aurora and also they still didn't really know each other • Respect was represented implicitly
62	SC53/ U416	Value of Giving	Love and Affection	√	<p>Maleficent : <i>I will not ask your forgiveness because what I have done to you is unforgivable. I was so lost in hatred and revenge. Sweet Aurora, you stole what was left of my heart. And now I have lost you forever.</i></p> <p>[tears start rolling down her face as begins to cry]</p> <p>Maleficent : I swear, no harm will come to you as long as I live. And not a day shall pass that I don't miss your smile.</p> <p>[Maleficent kisses Aurora's forehead and as she turns to leave Aurora's eyes open]</p>	<ul style="list-style-type: none"> • Maleficent apologized for the curse she gave to Aurora, she regrets being blinded by hatred and revenge, even though now she realized that she really loved Aurora • Love and affection was represented implicitly
63	SC53/ U417	Value of Giving	Love and Affection	√	<p>Maleficent : I will not ask your forgiveness because what I have done to you is unforgivable. I was so lost in hatred and revenge. Sweet Aurora, you stole what was left of my heart. And now I have lost you forever.</p> <p>[tears start rolling down her face as begins to cry]</p> <p>Maleficent : <i>I swear, no harm will come to you as long as I live. And not a day shall pass that I don't miss your smile.</i></p> <p>[Maleficent kisses Aurora's forehead and as she turns to leave Aurora's eyes open]</p>	<ul style="list-style-type: none"> • Maleficent expressed her affection for Aurora that she would always take care of Aurora as long as she is alive and of course she would always miss Aurora's smile • Love and affection was represented implicitly

Appendix VII: Profile of Maleficent Movie 2014



Maleficent Movie 2014 poster.jpg

DIRECTED BY	: Robert Stromberg
PRODUCED BY	: Joe Roth
WRITTEN BY	: Linda Woolverton (Screenplay)
STARRING	: Angelina Jolie Sharlto Copley Elle Fanning Sam Riley Imelda Staunton Juno Temple Lesley Manville
MUSIC BY	: James Newton Howard
CINEMATOGRAPHY BY	: Dean Semler
EDITOR(S)	: Chris Lebenzon Richard Pearson
STUDIO(S)	: Walt Disney Pictures Roth Films
DISTRIBUTOR	: Walt Disney Studios Motion Pictures
RELEASED	: May 28, 2014 (El Capitan Theatre) May 30, 2014
RUNNING TIME	: 97 minutes
LANGUAGE	: English
BUDGET	: \$180 million
GROSS REVENUE	: \$758,539,785
FOLLOWED BY	: Maleficent: Mistress of Evil

**PENGEMBANGAN *BOOKLET* DIGITAL SUBMATERI MAMALIA
BERDASARKAN HASIL IDENTIFIKASI KELELAWAR
PEMAKAN BUAH DI LINGKUNGAN KAMPUS
UIN KHAS JEMBER UNTUK SISWA KELAS X IPA
SMAN RAMBIPUJI JEMBER**

SKRIPSI

diajukan kepada Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan
memperoleh gelar Sarjana Sarjana Pendidikan (S.Pd)
Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi Tadris Biologi



Oleh :
ALI YAFI
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IAIN JEMBER

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
NOVEMBER 2021**