

**THE ANALYSIS OF CHARACTER EDUCATIONAL VALUES  
THROUGH NARRATIVE STRUCTURE: A LITERARY STUDY  
ON THE SCHOOL FOR GOOD AND EVIL MOVIE**

**THESIS**



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FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2025**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in  
partial fulfillment of the requirements for Bachelor of Education Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Program of English Education



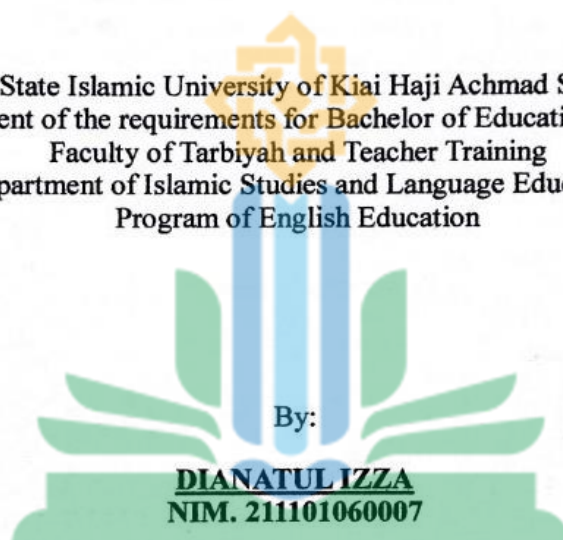
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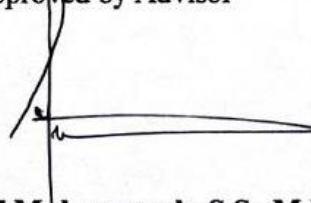
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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

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# THE ANALYSIS OF CHARACTER EDUCATIONAL VALUES THROUGH NARRATIVE STRUCTURE: A LITERARY STUDY ON THE SCHOOL FOR GOOD AND EVIL MOVIE

## THESIS

It has been examined and approved by the board of examiners  
in a partial fulfillment of the requirements  
for Bachelor of Education Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Program of English Education

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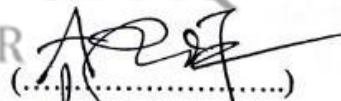


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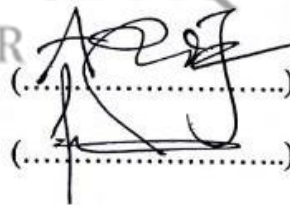
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## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“In deed, Allah would never change a people’s state of favour until they change their own state of faith.” (Qs. Ar-Ra’d [13]: 11).<sup>1</sup>



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<sup>1</sup> Mustafa Khattab, *The Clear Quran* (Sajda App, 2005).

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Ummi and Abuya that always pray for me in every single second, care for me and support me in every step that I have taken. Their love and guidance made me pass this great life.
2. My elder brother and sister, Mahrus Zainul Umam and Masfufatus Sholihah, who support me and understand the struggles I went through.
3. The gorgeous singer, Taylor Swift that always accompanies me in every condition, especially when I did the thesis.
4. All of my adorable friends that who have influenced my college life, support me, care about me, help me when I need help, and who accompany me in my difficult times.
5. Last but not least, I am the one who has survived this far. Dear myself, you're doing great, thank you for not giving up.

I am so grateful for all individuals I have mentioned and not mentioned above. Your presence in my life is very important. Thank you for your support and encouragement, it means a lot to me.

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J E M B E R

## ACKNOWLEDGEMENT

All praise is for Allah – Lord of all worlds, who has given the researcher persistence and encouragement to finish this thesis. *Shalawat* and *salam* may be always poured out on the Prophet Muhammad SAW.

This thesis is submitted for fulfillment of the requirements for the undergraduate degree in English Education Department at State Islamic University of Kiai Achmad Siddiq Jember. Hence, the researcher would like to express greatest gratitude to the following honorable individuals:

1. Prof. Dr. H. Hepni, S.Ag, M.M., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given the researcher the great opportunity to be part of this university.
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5. Dr. Mega Fariziah Nur Humairoh, M.Pd. as my Academic Supervisor who has helped providing academic guidance and direction to me during college.
6. Dr. Inayatul Mukarromah, S.S., M.Pd. as my advisor who guided the researcher during the thesis writing and helped me to finish this thesis.

Jember, June 5<sup>th</sup>, 2025

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## ABSTRACT

Dianatul Izza, 2025: *The Analysis of Character Educational Values through Narrative Structure: A Literary Study on The School for Good and Evil Movie*

**Keywords:** *Character Educational Values, Literary Messages, The School for Good and Evil Movie*

Movies are a great medium for education. It played a significant role in shaping the moral viewpoints of today's youth. Movie did more than just entertaining, but they offered valuable lessons on morality, culture, and human behavior. Thus, this research explored the character educational values and literary messages conveyed in The School for Good and Evil movie.

The research was conducted to answer two research questions: 1) What character educational values are represented in The School for Good and Evil movie? 2) What literary messages are conveyed through narrative structure in The School for Good and Evil movie? In line with the research questions, the objectives were: 1) To describe the character educational values that are represented in The School for Good and Evil movie. 2) To describe the literary messages are conveyed through narrative structure in The School for Good and Evil movie.

This research employed a descriptive qualitative method with content analysis. The data source was The School for Good and Evil movie. To collect the data, the researcher applied document analysis, following the framework of Ary et al. In analyzing the data, the researcher utilized the theory of Miles et al., which involves three key steps: data condensation, data display, and drawing as well as verifying conclusions. To ensure the validity of the findings, investigator triangulation was implemented.

The researcher found that all character educational values were conveyed. They appeared twenty eight times in total. Furthermore, literary messages were found through characters' experiences in every stage of narrative structure. In addition, this research confirmed that literary media such as movies can effectively integrate character educational values and narrative appreciation, reinforcing their relevant in literature-based language learning.



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# CHAPTER I

## INTRODUCTION

### A. Research Background

Human is not able to be separated from education. Education is a purposeful process that shapes and develops both a person's growth and the environment around. It serves as a fundamental thing for personal and societal development that playing an essential role in enhancing the quality of individuals and thereby contributing significantly to a nation's overall progress. Through education, people are able to learn, understand, and apply new knowledge and skills, which helps them grow and improve their lives, and if a country fosters such a generation, something that will happen is progress. Yusuf stated that taken from Prooport Lodge, life is education and education is life which means that talking about humans always are linked to education and vice versa.<sup>2</sup> This perspective highlighted the inseparable relationship between human growth and learning, where every experience contributed to both personal development and the ongoing process of education.

In the 1945 Constitution, it guarantees every citizen has the right to education.<sup>3</sup> As a result, the government had implemented various policies to increase access to education and ensure that all Indonesians, regardless of their

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<sup>2</sup> Munir Yusuf, "Manusia Sebagai Makhluk Pedagogik," *Didaktika: Jurnal Kependidikan* 8, no. 1 (February 2019): 10, <https://jurnaldidaktika.org>9.

<sup>3</sup> Republik Indonesia, "Undang-Undang Dasar Negara Republik Indonesia 1945" (1945), [https://www.mkri.id/public/content/infoumum/regulation/pdf/UUD45 ASLI.pdf](https://www.mkri.id/public/content/infoumum/regulation/pdf/UUD45%20ASLI.pdf).

background or location, had the opportunity to learn. This is in line with Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system.<sup>4</sup> Based on the regulations above, education in Indonesia was highly valued and prioritized because it was one of the keys to develop both individuals and the nation as a whole. Hence, the government put education as a key focus for national development.

According to Act of Republic Indonesia No. 20 Year 2003, article 3 of chapter 2, the role of national education is to develop abilities, shape character, and build a dignified civilization to educate the nation.<sup>5</sup> Education is designed to develop students' potential to become individuals who are faithful and devoted to God almighty, possess noble character, are healthy, competent, creative, independent, and become democratic and responsible citizens.<sup>6</sup> This perspective emphasized the whole nature of education in Indonesia, which not only focused on intellectual development but also on moral, social, and spiritual growth. It was about educating students to become well-rounded individuals contributing positively to society while staying true to their values.

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<sup>4</sup> Republik Indonesia, “Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional,” Pub. L. No. 20, 1 (2003), <https://peraturan.bpk.go.id/details/43920/uu-no-20-tahun-2003>.

<sup>5</sup> Republik Indonesia.

<sup>6</sup> Fani Ramadhanti Fuji Astuti, Ninda Nabila Aropah, and Sigit Vebrianto Susilo, “Pendidikan Moral Sebagai Landasan Nilai Karakter Berprilaku,” *Journal of Innovation in Primary Education* 1, no. 1 (June 2022): 10–21.



Primarily, character education has been taught since long time ago, including the era of Prophet Muhammad PBUH. Allah says in the Qur'an in the Surah Al-Ahzab verse 21:

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

It means: “Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day, and remembers Allah often.”<sup>7</sup>

The verse highlights that the Prophet Muhammad serves as a role model for humanity. He not only teaches the importance of noble character but also demonstrates it through his daily actions. As humans, embodying noble character reflects the strength of our faith.

Character educational values are introduced through various forms of media, including stories and movies, to help individuals reflect on moral awareness and personal growth. Movies in particular are a powerful medium for education. They play an increasingly significant role in shaping the moral viewpoints of today's youth.<sup>8</sup> Movies do more than just entertain; they offer valuable lessons on morality, culture, and human behavior. Through compelling stories, relatable characters, and striking visuals, movie is able to shape perspectives, inspire change, and instill important values.

<sup>7</sup> Khattab, The Clear Quran.

<sup>8</sup> Zahra Miftahuljanah and Listya Ayu Saraswati, “Framing Morals: A Study of Moral Values in Netflix Teen Movie Finding Ohana (2021),” KnE Social Sciences, March 15, 2024, 145, <https://doi.org/10.18502/kss.v9i9.15666>.

The School for Good and Evil is a great example of a movie that touches on character education. The School for Good and Evil is a fantasy adventure movie based on the best-selling book series by Soman Chainani that captures a story of two best friends, Agatha and Sophie, who are taken to a magical school where children are trained to become either good or evil. However, the sorting process at the school does not align with their expectations. It challenges their self-perceptions and forcing them to question the true nature of good and evil. As they survive to their new life, both characters learn about friendship, self-discovery, and the true meaning of character. The researcher was interested to analyze the character educational values contained and the literary messages conveyed through narrative structure in The School for Good and Evil movie.

Esianita et al on their article that these values included honesty, tolerance, discipline, hard work, creativity, curiosity, national spirit, patriotism, good communication, being a peacemaker, environmental care, responsibility, loyalty, respect, and love and affection. And the most dominant values identified in the movie were responsibility and being a peacemaker, which highlighted the importance of these traits in both personal development and societal harmony.<sup>9</sup>

Meanwhile Kumala Sari et al. on their article that these values included honesty, tolerance, discipline, creativity, curiosity, love for the homeland, appreciation of achievement, communicativeness, love of peace, social care, and

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9 Pola Esianita and Wiwin Widyawati, "ELTALL (English Language Teaching, Applied Linguistics and Literature) Character Educational Values on 'Aquaman' Movie," Jurnal IAIN Ponorogo 1, no. 1 (2020), <https://jurnal.iainponorogo.ac.id/index.php/eltall>.

responsibility. However, the movie did not convey seven-character education values, which were religiousness, independence, democracy, hard work, national spirit, love of reading, and environmental care.<sup>10</sup>

Besides that, Mentari et al on their article that the character educational values in the movie had essential character education values, they were crucial for the development of children, such as honesty, bravery, peace, and respect. This article also demonstrated that the movie was able to serve as an effective tool for teaching positive traits and moral values to young learners, highlighting the multifaceted role of movies in education, which was able to enhance language skills and support social learning when combined with interactive activities.<sup>11</sup>

Based on the previous studies, most research focused on the character educational values. However, these studies did not explore the literary context. They did not examine how literary elements contributed to the delivery of these values. Since the researcher wanted to combine between character educational values of the movie and literary messages through narrative structure in a literature than carried it into education for the language students.

The researcher used the empirical fact by reading news written by Ramadhan through *Tangsel Daily* website. It is about education in Indonesia

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<sup>10</sup> Rensi Kumala Sari et al., "Character Educational Values in Encanto Animation Movie," *Exposure Journal* 363, no. 2 (November 2022): 363–78, <https://doi.org/https://doi.org/10.26618/exposure.v11i2.8623>.

<sup>11</sup> Jehan Ayu Mentari, Masagus Firdaus, and Hanni Yukamana, "Character Educational Values in The Movie 'Turning Red' and Its Implication Toward Character Education of Young Learners," *Journal on Education* 06, no. 02 (2024): 15191–200, <https://doi.org/https://doi.org/10.31004/joe.v6i2.5374>.

currently facing a significant issue with poor behavior among students. It is common to see students against their teachers or peers, which often leads to fights and physical violence.<sup>12</sup> Besides that, *Liputan6.com* reported that a high school student in Dusun Selatan, Barito Selatan, Central Kalimantan, got upset and challenged their teacher to a fight just because they were told to fix their uniform.<sup>13</sup> That cases are only two of the many cases that have been exposed to public about how crisis the education values in students' soul. Without proper character education, the younger generation risks growing up without a strong moral foundation. This is able to lead to behaviors that not only harm themselves but also negatively impact their communities. We are able to see that young generations need to strengthen character education for shaping young generations' personality.

This reason, the researcher assumed that it was necessary to repeat this research by filling in the gaps that were not in previous research. The researcher discussed the character educational values and literary messages through movie, especially *The School for Good and Evil* movie. In the depiction and representation of character educational values within the movie, it portrayed various character educational values, such as wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude and humility. These values were embedded

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<sup>12</sup> Rafly Ramadhan, "Mana Yang Lebih Penting? Pendidikan Berbasis Karakter Atau Pendidikan Berbasis Akademik?" (Tangerang Selatan, April 16, 2021), <https://tangseldaily.com/2021/04/16/mana-yang-lebih-penting-pendidikan-berbasis-karakter-atau-pendidikan-berbasis-akademik/>.

<sup>13</sup> Gerald, "Viral Siswa Di Kalimantan Tengah Ajak Guru Duel Sampai Lepas Baju Gara-Gara Disuruh Rapikan Seragam," October 28, 2023, <https://www.liputan6.com/lifestyle/read/5435317/viral-siswa-di-kalimantan-tengah-ajak-guru-duel-sampai-lepas-baju-gara-gara-disuruh-rapikan-seragam>.

in the storyline and conveyed through specific plot points and character interactions.

## **B. Research Questions**

Grounded in the background above, the researcher examined the character educational values through narrative structure in The School for Good and Evil movie. So that the following research questions were formulated:

1. What character educational values are represented in The School for Good and Evil movie?
2. What literary messages are conveyed through narrative structure in The School for Good and Evil movie?

## **C. Research Objectives**

Grounded in the research questions above, the objectives of this research were:

1. To describe the character educational values that are represented in The School for Good and Evil movie.
2. To describe the literary messages are conveyed through narrative structure in The School for Good and Evil movie.

## **D. Research Significances**

The significances of this research were classified as theoretical and practical knowledge; those were explained as follows:

## 1. Theoretical Significance

This research contributes theoretically by applying the character educational values theory from Lickona, literary message theory from Fiveable, and Freytag (2004) to analyze the literary messages portrayed in The School for Good and Evil movie. This research aims to enrich literary analysis and educational discourse related to language and literature learning.

## 2. Practical Significances

### a. Researcher

Through this research, researcher is able to gain deeper insight and understanding of the character educational values portrayed in The School for Good and Evil movie, as well as uncover the literary messages conveyed through its narrative structure.

### b. English Teachers

This research is meant to help English teachers. The results are expected to give ideas to teachers so they are able to pay more attention in building students' character educational values. It shows that movies are able to be a fun media to teach students about character educational values.

### c. Further Researchers

This research may as a reference for a foundation for those interested in exploring character educational values through literature or movies to explore new ideas and conduct similar studies from different perspectives and approaches.

## E. Definition of Key Terms

### 1. Character Educational Values

The character educational values refer to the moral principles and ethical qualities that are essential for personal development and social well-being.<sup>14</sup> These values were taught to help individuals build strong, positive character traits such as wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude and humility. The School for Good and Evil movie gave positive effect for students in shaping students' behavior, decision-making, and interactions with others in a way that promoted good citizenship, moral integrity, and social harmony.

### 2. Narrative Structure

Narrative structure is the order in which a story's events are presented.<sup>15</sup>

Narrative structure in this research was basically how a story was organized, showing the flow of events from start to finish. It included several parts, like

<sup>14</sup> Thomas Lickona, *Character Matters*, ed. Uyu Wahyudin and Dasim Budimansyah, trans. Juma Abdu Wamaungu and Jean Antunes Rudolf Zien (Jakarta: Bumi Aksara, 2019), iPusnas.

<sup>15</sup> Martin Cavannagh, "Narrative Structure: Writing Tips," *Reedsy*, January 2024.

exposition, rising action, climax, falling action, and resolution. Exposition is where the researcher got introduced to the characters, setting, and situation. Rising action in this research is when the conflict or problem started building up, leading to the climax. After that, there is falling action, where things started to calm down. Finally, resolution in this research wrapped up the story and gave closure. The narrative structure of *The School for Good and Evil* movie helped students to learn moral values through its story and encouraged students to reflect on their values and develop critical thinking skills.

### 3. Literary Study

Literary study is an academic field focused on the analysis, interpretation, and evaluation of literary texts, including works of fiction, poetry, drama, and non-fiction. Dodou stated that literary study refers to the examination and analysis of literature, encompassing various forms such as prose, poetry, and drama.<sup>16</sup> Literary study to this concept referred to analyze how the narrative structure of the movie delivered character educational values. Since narrative structure is part of literary study, it focused on how the elements helped shaping moral lessons in the story. Using the movie made easier for students to relate to the lessons, helping them to develop critical thinking, moral awareness, and a deeper understanding of values.

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<sup>16</sup> Katherina Dodou, "What Are Literary Studies For?," *Educare*, no. 3 (October 5, 2020): 110–58, <https://doi.org/10.24834/educare.2020.3.5>.



#### 4. The School for Good and Evil Movie

The School for Good and Evil is a fantasy adventure movie based on the book series by Soman Chainani that released on October 18, 2022. It explained the story of two best friends, Agatha and Sophie, who are taken to a magical school where young students are trained to become either good or evil. The movie helped students understand character educational values by showing that true goodness comes from actions, not appearance. By questioning strict labels of Good and Evil, the movie helped students reflect on their own values and how they defined right and wrong. This movie was used to this research to explore the character educational values and literary messages conveyed through its storyline and characters for the main characters, while the supporting characters only explored the character educational values in general.

#### F. Structure of the Thesis

In general, this research was organized into three main sections. They were the preliminary section, the main section, and the final section, which are detailed as follows.

The first section was the preliminary part, which consisted of the research title, approval sheet, board of examiners' endorsement, motto, dedication, acknowledgement, abstract, table of contents, and list of tables.

The second part was main part that contained:

1. **Chapter I** presented about beginning of the thesis.
2. **Chapter II** reviewed related previous research of this study and theoretical framework.
3. **Chapter III** discussed about research method employed of this study.
4. **Chapter VI** presented the findings and discussion based on data analysis, focusing on the character educational values and literary messages on The School for Good and Evil movie.
5. **Chapter V** provided the conclusions drawn from the study along with relevant suggestions.

The third part was final section, which included the references, a statement of writing authenticity, and appendices. The appendices contained the research matrix, the researcher's biography, declaration sheet, research journal, analysis sheets, and a profile of the movie.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

This study was not the first to explore movies as a medium for learning character educational values. The researcher found several previous studies related to this topic. Some of those studies include:

1. Astuti, Waluyo and Rohmadi from University of Sebelas Maret carried out research in form of article entitled “Character Education Values in Animation Movie of Nussa and Rarra”.<sup>17</sup> The study aimed to analyze the character education values found in the animated movie Nussa and Rarra. This study used a qualitative method with content analysis as the main approach. Astuti et al. analyzed dialogue fragments from the movie and grouped them based on how they represented the five-character education values. The study highlighted the potential of using animated movies to support character education.
2. Asdar, Angreani, Lutfin and Hamsiah carried out research in form of article entitled “Character Education Value in the Short Story”.<sup>18</sup> It focused on identifying character education values in Emil Amir's short story *Ambe Masih*

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<sup>17</sup> Riskiana Widi Astuti, Herman J Waluyo, and Muhammad Rohmadi, “Character Education Values in Animation Movie of Nussa and Rarra,” *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences* 2, no. 4 (November 6, 2020): 215–19, <https://doi.org/10.33258/birci.v2i4.610>.

<sup>18</sup> Asdar Asdar et al., “Character Education Value In Short Story ‘Ambe Masih Sakit’ Written By Emil Amir,” *Al-Ishlah: Jurnal Pendidikan* 13, no. 3 (December 2021): 2168–79, <https://doi.org/10.35445/alishlah.v13i3.861>.

*Sakit*, published in Kompas in March 2012. The research employed a qualitative descriptive method, analyzing dialogue from the story to uncover moral values embedded within the text. Asdar et al. examined a short story titled *Ambe Masih Sakit*. The study results showed that the character education values include honesty, tolerance, discipline, hard work, independence, democracy, curiosity, friendly/communicative, social care, responsibility, and religion.

3. Then, Hirdayu from IAIN Parepare wrote a thesis entitled "Analysis of Character Educational Values in the English Textbook for Seventh-Grade Students of SMPN 10 Parepare".<sup>19</sup> It aimed to identify character educational values in the English textbook *When English Rings a Bell* based on The Ministry of Education and Culture's framework. This research applied content analysis with table checklists and documentation as data collection techniques. It highlighted that the textbook integrated various character educational values, emphasizing the importance of incorporating these values into teaching materials. The study also suggested that future textbooks should enhance their focus on character education to provide a more balanced representation of values.
4. Sulayani, Sitohang, Simbolon and Tarigan from Prima Indonesia University conducted a study entitled "Moral Value and Character Education Found in

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<sup>19</sup> Nurul Hirdayu, "Analysis Character Educational Values on English Textbook Students Grade Seventh of SMPN Parepare" (IAIN Parepare, 2021).

Movie Miracle in Cell No. 7”.<sup>20</sup> The study involved 10th-grade students from SMK TR Sinar Husni, who watched the movie and then filled out a questionnaire via Google Forms to evaluate their understanding of the movie’s moral lessons. The data collected were analyzed using both quantitative and qualitative methods, based on the framework proposed by Bollen et al. regarding moral values and character education. The researchers found that the movie presented various moral values, including sacrifice, mutual help, love and affection, keeping promises, justice, devotion, honesty, perseverance, fairness, independence, responsibility, friendship, and curiosity. therefore, they concluded that the movie is highly recommended as it promotes good moral values for the audience, especially for students to apply in daily life.

5. While Salafina from State Islamic University of Sultan Syarif Kasim Riau Pekanbaru wrote a thesis entitle “An Analysis of Character Education Values in English Textbook for Second Grade of Senior High School Published by Kemendikbud in 2017”.<sup>21</sup> She focused on analyzing the integration of character education values in an English textbook for second-grade senior high school students published by Kemendikbud in 2017. The researcher used a descriptive analysis method especially content analysis. The researcher found that out of 18 character education values, 16 appeared in 8 conversation texts and 14

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<sup>20</sup> Nikie Sulayani et al., “Moral Value and Character Education Found in Movie Miracle in Cell No 7,” *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 1 (December 10, 2021): 162–69, <https://doi.org/10.31004/edukatif.v4i1.1753>.

<sup>21</sup> Rifa Salafina, “An Analysis of Character Education Values in English Textbook for Second Grade of Senior High School Published by Kemendikbud in 2017” (State Islamic University of Sultan Syarif Kasim Riau, 2023), [http://repository.uin-suska.ac.id/74914/2/THESIS RIFA SALAFINA.pdf](http://repository.uin-suska.ac.id/74914/2/THESIS%20RIFA%20SALAFINA.pdf).

reading texts. These included values like religious, honesty, tolerance, hard work, creativity, democracy, curiosity, nationalism, patriotism, achievement, friendliness, peace, reading interest, environmental care, social care, and responsibility.

6. Sholekah from IKIP PGRI Bojonegoro, wrote a thesis entitled "An Analysis of Character Educational Values in Pawn Movie".<sup>22</sup> It analyzed character educational values in the Pawn movie using a qualitative descriptive approach. Data were collected from movie transcripts and analyzed based on Lambert and Lambert's interpretation of Sandelowski, emphasizing that qualitative descriptive study allowed the researcher to explore social and moral aspects directly from the data. The study found that the movie showed character education values like honesty, tolerance, hard work, responsibility, social care, and other moral lessons through its dialogues and scenes.

**Table 2. 1**  
**Similarities and Differences of Previous Research and This Research**

No.	Title of Research	Similarities	Differences
1.	Character Education Values in Animation Movie of Nussa and Rarra by Riskiana Widi Astuti, Herman J Waluyo and Muhammad Rohmadi	<ul style="list-style-type: none"> <li>- Both researches used qualitative with content analysis.</li> <li>- Both analyzed character educational values.</li> </ul>	<ul style="list-style-type: none"> <li>- The movie selected was different. Astuti et al. used Animation Movie of Nussa and Rarra as the research object. While this research used The School for Good and Evil as the movie to be researched.</li> </ul>

<sup>22</sup> Rinsyana Sholekah, "An Analysis Of Character Educational Values In The Pawn 2020 Movie" (IKIP PGRI Bojonegoro, 2024).

			<ul style="list-style-type: none"> <li>- Astuti et al only discussed about character education values. While this research was a literary study in which the researcher explored character educational values in relation to literature, with a specific focus on how these values were conveyed through the narrative structure.</li> </ul>
2.	Character Education Value in the Short Story by Asdar, A. Vivit Angreani, Nursamsilis Lutfin and Hamsiah	<ul style="list-style-type: none"> <li>- Both studies focused on analyzing character educational values were presented in a movie.</li> <li>- They employed a qualitative research method.</li> </ul>	<ul style="list-style-type: none"> <li>- Asdar et al. analyzed a short story entitled Ambe Masih Sakit, while this research analyzed a movie entitled The School for Good and Evil.</li> <li>- Asdar et al. only discussed about character educational values. While this research was a literary study in which the researcher explored and examined character educational values in relation to literature, with a specific focus on how these values were conveyed through the narrative structure.</li> </ul>
3.	Analysis of Character Educational Values in the English Textbook for Seventh-Grade Students of	<ul style="list-style-type: none"> <li>- Both examined character educational values</li> </ul>	<ul style="list-style-type: none"> <li>- Nurul Hirdayu analyzed character educational values in textbooks, while this study analyzed character</li> </ul>

	SMPN 10 Parepare by Nurul Hirdayu		educational values in movie.
4.	Moral Value and Character Education Found in Movie Miracle in Cell No. 7 by Nikie Sulayani, Listra Sitohang, Linsay Oktati Simbolon and Merry Susanty Br Tarigan	<ul style="list-style-type: none"> <li>- Both discussed about character education in a movie.</li> </ul>	<ul style="list-style-type: none"> <li>- Astuti et al only discussed about character education values. While this research was a literary study in which the researcher explored character educational values and related to literature, with a specific focus on how these values were conveyed through the narrative structure.</li> <li>- Sulayani et al. used qualitative and quantitative methods. While this research used qualitative method with content analysis.</li> <li>- Sulayani et al. focused on the effectiveness of movies as educational tools for conveying moral and character values to students. While this research focused on character educational values represented and the literary messages conveyed through narrative structure.</li> <li>- Suryani et al. only discussed about character educational values. While this research</li> </ul>



	<p>5. An Analysis of Character Education Values in English Textbook for Second Grade of Senior High School Published by Kemendikbud in 2017 by Rifa Salafina</p>	<ul style="list-style-type: none"> <li>- Both studies focused on analyzing character educational values.</li> <li>- Both applied qualitative methods with content analysis to conduct their research.</li> </ul>	<p>was a literary study in which the researcher explored and examined character educational values in relation to literature, with a specific focus on how these values were conveyed through the narrative structure.</p> <ul style="list-style-type: none"> <li>- Rifa analyzed an English textbook published by Kemendikbud, while this research analyzed a movie entitled The School for Good and Evil.</li> <li>- The previous study explored how character educational values were embedded in the textbook and the potential impact on students' character development. While this research focuses on character educational values represented and the literary messages conveyed through narrative structure.</li> <li>- Rifa discussed about character educational values. While this research was a literary study in which the researcher explored and examined character educational values in</li> </ul>
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6.	An Analysis of Character Educational Values in Pawn Movie by Rinsyana Sholekah	<ul style="list-style-type: none"> <li>- Both focused on character educational values in movies.</li> <li>- Both used qualitative research.</li> </ul>	<p>relation to literature, with a specific focus on how these values were conveyed through the narrative structure.</p> <ul style="list-style-type: none"> <li>- Rinsyana collected the data from movie transcripts as the primary data. While this study collected the primary data from the movie.</li> <li>- Rinsyana analyzed based on Lambert and Lambert's. While this study was based on Thomas Lickona.</li> <li>- Rinsyana discussed about character education values. While this research was a literary study in which the researcher explored character educational values and related to literature, with a specific focus on how these values were conveyed through the narrative structure.</li> </ul>
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Based on the previous studies reviewed, most research has focused primarily on identifying character educational values from various medias such as movie, short story and textbook. However, these studies did not explicitly explore how these movies are conveyed through narrative elements. The present study

addressed this gap by integrating Freytag's narrative structure theory to literary messages.

By combining content analysis with a detailed look at the narrative structure, this research provided a deeper understanding of how The School for Good and Evil communicated its character educational values. This focus set it apart from previous research, which often did not examine how literary elements contributed to the delivery of these values. It also showed the potential of movies as a medium for conveying meaningful lessons and promoting positive character traits, offering inspiration for future research in similar areas.

## **B. Theoretical Framework**

To conduct this research, several relevant theories were essential. These theoretical frameworks provided guidance for the researcher in addressing the research questions. Detailed explanations were presented below:

1. Character educational values
  - a. The definition of character educational values

Character educational values are the basic moral and ethical principles that schools work to instill in students.<sup>23</sup> These values included traits like wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude and humility. They served as a guide for how individuals behave, make decisions, and interact with others.

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<sup>23</sup> Afriantoni, *Principles of Young Generation Moral Education* (Yogyakarta: Deepublish Publisher, 2015).

In practice, character educational values go beyond just academic learning which aim to develop well-rounded individuals who are not only knowledgeable but also equipped with strong moral character.<sup>24</sup> This meant that education was seen as a way to build a person's overall quality for helping them grow spiritually, emotionally, intellectually, socially, and physically. Through classroom lessons, discussions, extracurricular activities, and community programs, students learnt to apply these values in everyday life.

b. The importance of character educational values

In his book "Character Matters," Thomas Lickona emphasized the significance of character education values in developing people who are not only highly intelligent but also have high moral standards and integrity.<sup>25</sup> Character educational values helped students in acquiring virtues that were necessary for establishing firm connections and trust in their communities, such as wisdom, justice, fortitude, self-control, love, a positive attitude, hard work, integrity, gratitude, and humility. These values also boosted academic achievement by encouraging discipline, perseverance, and cooperation qualities that helped students stay organized, complete tasks on time, and work well in groups.

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<sup>24</sup> Republik Indonesia, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

<sup>25</sup> Lickona, *Character Matters*.

Beyond academics, character educational values prepare students for life by teaching them how to make ethical decisions, act responsibly, and handle challenges with resilience, ensuring they become trustworthy professionals.<sup>26</sup> A well-rounded education that combined academic learning with moral and social development helped students connect what they learnt in the classroom with important life lessons, preparing them to contribute positively to society.

#### c. Types of character educational values

Thomas Lickona identified ten essential virtues that are fundamental to character educational values. They are wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility.<sup>27</sup>

##### a) Wisdom

Wisdom is the ability to make sound judgments and decisions, balancing different virtues in practice.<sup>28</sup> It enabled people to make rational and good decisions for themselves and others. It taught individuals to consider when to act, how to act, and how to set priorities.

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<sup>26</sup> Lickona.

<sup>27</sup> Lickona.

<sup>28</sup> Lickona.

b) Justice

Justice refers to treating others with fairness and respecting their rights which involves acting with integrity, ensuring equity, and being accountable in all interactions.<sup>29</sup> Justice meant giving people what they were due, whether it was respect, opportunities, or acknowledgment, while also standing against prejudice and unfairness.

c) Fortitude

Fortitude means having the courage and strength to face challenges, difficulties, and fears. It is about staying determined and persevering in the pursuit of what is right, even when it is tough or uncomfortable.<sup>30</sup> Fortitude helped individuals remain steadfast in their principles and overcame obstacles with resilience and bravery.

d) Self-control

Self-control is the ability to manage emotions, desires, and impulses in a way that aligns with one's values and long-term goals.<sup>31</sup> It meant resisting immediate temptations, staying calm under pressure, and making thoughtful decisions rather than acting on

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<sup>29</sup> Lickona.

<sup>30</sup> Lickona.

<sup>31</sup> Lickona.

impulse. It helped to maintain discipline and ensured that actions reflected integrity and responsibility.

e) Love

Love is about showing care, compassion, and kindness toward others.<sup>32</sup> It meant valuing relationships, putting the well-being of others at heart, and acting selflessly to support and uplift those. Love fostered connection, empathy, and understanding, making it a foundation for building strong, meaningful bonds and creating a harmonious environment.

f) Positive attitude

Having a positive attitude means looking at life with optimism, even when things do not go as planned.<sup>33</sup> It was about staying hopeful and focusing on the good, rather than getting caught up in negativity. People with a positive attitude faced challenges with resilience, bounced back from setbacks, and inspired others to do the same. It was about choosing to see opportunities, not obstacles.

g) Hard work

Hard work is about putting in consistent effort and dedication toward achieving the goals, no matter how the challenge is.<sup>34</sup> It was

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<sup>32</sup> Lickona.

<sup>33</sup> Lickona.

<sup>34</sup> Lickona.

about being persistent, staying focused, and pushing through difficulties to reach success. It was not just about the outcome, but also about the discipline and commitment were shown along the way. Hard work included initiative, perseverance, goal setting, and ingenuity.

#### h) Integrity

Integrity is about being honest, trustworthy, and doing the right thing, even when no one is watching.<sup>35</sup> It meant staying true to the values and principles, keeping the promises, and acting in a way that reflected the morals. People with integrity were reliable and consistent in their actions, earning the respect and trust of others.

#### i) Gratitude

Gratitude is the quality of recognizing and appreciating the good things in life, whether they are big or small.<sup>36</sup> It involved acknowledging the kindness of others, valuing the opportunities presented, and finding joy in everyday moments. Practicing gratitude fostered a positive mindset and promoted a sense of contentment and well-being.

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<sup>35</sup> Lickona.

<sup>36</sup> Lickona.



## j) Humility

Humility is the ability to recognize and accept one's limitations and imperfections.<sup>37</sup> It involved being open to learning, valuing the strengths of others, and not seeking attention or praise for oneself. Humility was about being grounded, modest, and respectful, while understanding that no one was superior to others. It allowed for personal growth and fostered stronger, more meaningful relationships.

## 2. Language learning and language teaching

### a. Language learning

Language learning is the process by which people develop the skills needed to communicate proficiently in a different language. Language learning refers to how individuals acquire the ability to understand, speak, read, and write in a language, either naturally, through formal education, such as second or foreign language learning.<sup>38</sup> This process was able to happen in many ways, including through watching movies. It was able to occur in various contexts, including first language acquisition in children and second language learning in adults.

### b. Language teaching

Language teaching involves the methods and practices used to facilitate the learning of a new language. It is the practice of helping others

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<sup>37</sup> Lickona.

<sup>38</sup> Patsy M. Lightbown and Nina Spada, *How Languages Are Learned*, 3rd ed. (Oxford: Oxford University Press, 2006).

learn a language using various methods like games, conversations, and exercises, while creating a supportive environment that matches students' needs and levels.<sup>39</sup> Effective language teaching aimed to improve learners' skills in speaking, listening, reading, and writing. Beyond these core skills, it emphasized the importance of intercultural communication, language awareness, and a deeper understanding of the target language's culture.

### 3. Literary study

The word "literature" comes from the Latin *litteratura*, meaning both written and spoken texts. This idea has grown to include movies. Movies tell stories using images, sound, and dialogue. Literature has been defined in various ways over time. According to DiYanni, it includes works that tell stories, express emotions, dramatize situations, or share ideas.<sup>40</sup> It emphasized how imaginative and creative works reflected societal values, historical events, and universal truths. Literature not only entertained but also offered deep insights into the human condition through the imaginative storytelling.

Movie was able to be analyzed as literary works because it shares core narrative elements with literature, such as plot, character, setting, theme, and symbolism. The process of adaptation from literature to movie was not just about transferring content but about creating new interpretations and dialogues between different forms of storytelling. Pasopati et al. explain that adaptation

<sup>39</sup> Jack C Richards and S Rodgers Theodore, *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986 (Cambridge: Cambridge University Press, 1986).

<sup>40</sup> Robert DiYanni, *Fiction: An Introduction*, 1st ed. (Boston: McGraw Hill, 2000).

brings broader concepts and varied interpretations, allowing both creators and audiences to engage in active meaning-making.<sup>41</sup> This meant that analyzing a movie involved examining how it constructed its narrative, developed characters, and explored themes, just as one would with a novel or short story.

#### 4. Movie

##### a. Definition of movie

Movie is a form of visual storytelling that combines moving images, sound, and dialogue to create a narrative. According to Bordwell and Thompson, a movie is a series of moving images that are combined to tell a story, express an idea, or evoke emotions.<sup>42</sup> It was a medium designed not only for entertainment but also for delivering messages, addressing social issues, sharing diverse perspectives, and fostering empathy.

#### 5. Narrative structure

##### a. The definition of narrative structure

Narrative structure is the framework that shapes how a story is organized and presented, guiding the progression of events and the development of characters within a coherent timeline.<sup>43</sup> Narrative structure organized the story into key parts, such as beginning, middle, and ending.

<sup>41</sup> Rommel Utungga Pasopati et al., "Intricateness of Adaptation of Literature to Film in Today's Crisscrossed World," *Journal Corner of Education, Linguistics, and Literature* 3, no. 4 (2024): 390–400, <https://doi.org/10.54012/jcell.v3i4.282>.

<sup>42</sup> David Bordwell and Kristin Thompson, *Film Art: An Introduction*, 10th ed. (New York: McGraw-Hill, 2013), [https://books.google.co.id/books?id=d\\_ABMwEACAAJ](https://books.google.co.id/books?id=d_ABMwEACAAJ).

<sup>43</sup> Gustav Freytag, *Technique of The Drama: An Exposition of Dramatic Composition and Art* (Chicago: Sequoyah Books, 2004), <https://books.google.co.id/books?id=-eJGQAAACAAJ%0A>.

With a well-crafted narrative structure, the author was able to effectively convey the sequence of events and significance, ensuring the audiences understood both the plot and its deeper meaning.

b. Components of narrative structure

There are some kinds of narrative structure components, one of them is Freytag's Pyramid. Freytag's Pyramid is a classical framework for analyzing narrative structure. It outlines the stages that a story typically follows, offering a systematic approach to understanding its components, here is the breakdown:<sup>44</sup>

a) Exposition

Exposition is the starting point where the story introduces us to the main characters, the setting, and the overall situation.<sup>45</sup> It gave the audiences all the basic info needed to understand what was going on and thought of it as the "getting to know you" phase. For example, in a fantasy drama, audiences were able to see the main characters adjusting to a new school, meeting friends (and rivals), and figuring out where they fit in.

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<sup>44</sup> Freytag.

<sup>45</sup> Freytag.

### b) Rising action

Rising action is where things begin to warm up. The story includes more events and problems that lead to the main conflict.<sup>46</sup> Each step built pressure and kept the audiences hooked, the protagonist faced challenges, like dealing with a bully, falling flat a test, or falling for somebody they should not. It was the stage where the audiences were on the edge of the seats, establishing for or against certain results.

### c) Climax

Climax is the big moment where everything the story has been building up to explodes.<sup>47</sup> It was the turning point, often where the main character faced their biggest challenge or made a game-changing decision.

### d) Falling action

After all the drama of the climax, the story starts to calm down.<sup>48</sup> The audiences saw the results of the big moment and how it affected everyone involved. This part was like a cool-down lap after a race, where the pieces started to fall into place. For instance, the main character began to reflect on their choices.

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<sup>46</sup> Freytag.

<sup>47</sup> Freytag.

<sup>48</sup> Freytag.

#### e) Resolution

The resolution concludes the story, offering closure and reflecting on its overall meaning.<sup>49</sup> This stage established the narrative's themes and ensured that the audiences left with a clear understanding of the story's purpose. The resolution often reinforced the values or lessons presented throughout the narrative, whether through triumph, reflection, or loss. In some stories, this might mean showcasing how the protagonist's journey had transformed their perspective or life circumstances.

#### 6. Literary message

Literary message refers to the central ideas, themes, or lessons that a piece of literature conveyed to the audiences.<sup>50</sup> It went beyond the surface of the plot and characters, reflecting the author's deeper intentions or worldviews. Through narrative techniques, character development, and symbolism, the author was able to embed messages that encourage audiences to think critically or emotionally engage with the text.

In analyzing literary messages within works including movies, scholars apply various approaches to uncover underlying themes and values embedded by the creator. One of them is comparative discourse analysis which is used to examine how literary messages transition from written texts to film

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<sup>49</sup> Freytag.

<sup>50</sup> Fiveable, "Messages – AP English Literature," Fiveable, 2024, <https://library.fiveable.me/key-terms/ap-lit/messages>.

adaptations, highlighting shifts in themes or narrative focus due to changes in medium and audience expectations.<sup>51</sup> This analytical method not only reveal the central messages of a work but also explore how different artistic forms convey complex ideas to engage audiences both intellectually and emotionally.

## 7. Literature learning and literature teaching

### a. Literature learning

Literature learning refers to the process by which students engage with and study written works, typically from various genres such as fiction, poetry, and drama. The goal of literature learning is to help students understand, analyze, and appreciate the themes, structures, and artistic elements present in literary works.<sup>52</sup> This involved developing critical thinking skills, enhancing interpretive abilities, and fostering empathy through exposure to different cultures, historical periods, and perspectives. In literature learning, students explore the deeper meanings behind texts, identifying themes such as love, conflict, identity, and social justice.

### b. Literature teaching

Literature teaching refers to the methods and strategies used by educators to guide students in the exploration of literary works. It aims to help students understand the content and appreciate literature as a tool for

<sup>51</sup> Alla Meyerovich, "Films Analysis in the Perspective of Literary Sources: Developing the Procedure of Movies Analysis," *International Journal of Languages, Literature and Linguistics* 8, no. 4 (2022): 269–73, <https://doi.org/10.18178/ijlll.2022.8.4.361>.

<sup>52</sup> A. Lannin et al., "Multimodal Text Sets to Use Literature and Engage All Learners in the Science Classroom," *Science Scope* 44, no. 2 (2020): 20–28, <https://doi.org/https://doi.org/10.1080/08872376.2020.12291370>.

personal growth, cultural understanding, and critical reflection.<sup>53</sup> In literature teaching, teachers introduced students to a wide range of literary things, often carefully selecting works that align with the students' developmental level and the educational objectives. They encourage students to think critically about the themes and messages conveyed.



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<sup>53</sup> Moneer Ismail, "Stylistics of Teaching and Learning Process of Language through Literature: A Symbiotic Relationship and Spontaneous Production of Creative Pedagogy," *Bulletin of Advanced English Studies* 4, no. 1 (2020): 1–6, <https://doi.org/10.31559/baes2020.4.1.1>.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Type of Research

The researcher used a descriptive qualitative method to this research which focused to the overall picture to get the understanding deeply.<sup>54</sup> Therefore, the findings of this research were presented descriptively, emphasizing the meaning and context behind the data. It aimed to provide an overview without finding explanations, testing hypotheses, or making predictions.

The researcher used content analysis as the primary method to interpret and explore the elements within the movie. Tharenou et al that cited from Sommer and Sommer stated that content analysis is a method for systematically describing the form and content of written or spoken material.<sup>55</sup> The researcher used content analysis because this research analyzed a movie concerning the specific scenes to identify the character educational values and literary messages in The School for Good and Evil movie.

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<sup>54</sup> Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Belmont: Wadsworth Publisher, 2010).

<sup>55</sup> Phyllis Tharenou, Ross Donohue, and Brian Cooper, *Content Analysis. In Management Research Methods* (Cambridge: Cambridge University Press, 2007), <https://doi.org/https://doi.org/10.1017/CBO9780511810527>.

## B. Data and Source of Data

In this study, the researcher used library materials as the main source and added other relevant books to support the discussion. According to Moleong, primary data in qualitative research has the form of words and acts, such as document and others.<sup>56</sup> The data of this research was The School for Good and Evil movie. The data source was obtained by downloading the movie through *Bstation* application. This data was needed to observe the characters' dialogues, gestures, or expressions. Another source of data was The School for Good and Evil movie script that was obtained by downloading from the website <https://scrapsfromtheloft.com>. For this research, the researcher looked at the utterances by the main characters in The School for Good and Evil from beginning to the end.

## C. Technique of Data Collection

Collecting data was essential for the researcher to find information about the object of research. For collecting data, the researcher used the theory from Ary et al that related to the topic discussed. It included speeches and television programs.<sup>57</sup> Document analysis was used to this research because the data was in form of non-written text, especially from a movie. There were several steps used by researcher in collecting data.

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<sup>56</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2007), <https://books.google.co.id/books?id=YXsknQEACAAJ>.

<sup>57</sup> Ary et al., *Introduction to Research in Education*.

1. The first step was collecting the data by downloading the movie and the movie script.
2. Then, the researcher watched the movie multiple times with careful attention to find any important details from the characters' dialogue while simultaneously reading and analyzing the script.
3. The next step was that the researcher identified the important parts that were the focus of the research and then categorized the points.
4. After that, the researcher produced research results by separating and categorizing the characters' relevant utterances to the research.
5. For the last step, the researcher decided the character educational values and the literary messages conveyed through narrative structure in *The School for Good and Evil*.

#### **D. Data Analysis**

This research employed content analysis to examine the character educational values and literary messages conveyed through the movie. To systematically analyze the data, the researcher adopted the analytical framework from Miles and Huberman as seen at appendix 5.<sup>58</sup>

##### **1. Data Condensation**

The first steps were selecting, focusing, simplifying or transforming the relevant data obtained from the results of the research through observation and

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<sup>58</sup> Matthew B. Miles, Michael Huberman, and Johny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (California: Sage Publication, 2014).

documentation. It consisted of watching the movie as the observation and the movie scenes and movie script as the documentation.

## 2. Data Display

The second step of analyzing was data display. The researcher displayed the data in form of descriptive paragraphs that included narrative explanations and key ideas, supported by visual elements such as table, and other materials to the research. It aimed to ease the researcher in understanding systematically about what the data revealed.

## 3. Drawing and Verifying Conclusions

The final step in analyzing data was drawing and verifying conclusions. In this stage, the researcher concluded the result of the research clearly and systematically. In qualitative research, conclusion often did not be immediately clear, so further analysis was needed to ensure accuracy.

## E. Validity of Data

The researchers used triangulation to test the validity of data. The researcher used the theory from Ary et al. There are some types of triangulations; data triangulation, methods triangulation, investigator triangulation, and theory triangulation.<sup>59</sup> The researcher used investigator triangulation to become the validity of data. The investigators of the research were the researcher and two English education lecturers that have expertise in literature work. First, the

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<sup>59</sup> Ary et al., *Introduction to Research in Education*.

researcher analyzed the data individually. After that, the researcher met and consulted to the validators for this research. After that, the researcher read all of the results of data analysis that came from validators. Next, the researcher cross-checked and compared all the findings. Finally, to validate the data, the researcher focused to reduce bias, ensure inter-rater agreement and strengthen data credibility.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Result of Analysis

The researcher analyzed the data by examining the utterances of the main characters in The School for Good and Evil movie, focusing on character educational values and exploring literary messages through narrative structure. The analysis was conducted using Thomas Lickona's theory of character educational values.

To provide a comprehensive analysis, the researcher organized the findings according to the movie's narrative structure. This structure not only allowed for a clearer identification of character educational values but also revealed the literary messages conveyed in each stage of the story. The results were:

##### 1. Character Educational Values

To gain a more detailed understanding of the character educational values reflected in The School for Good and Evil movie, the researcher analyzed the utterances of the main characters based on ten character educational values derived from Thomas Lickona's theory. In this part of findings, the researcher explained maximum two scenes in every character educational value. Hence, they were easier to be interpreted. In this case, the researcher gave the detail explanation on the appendix 5 at page 90.

## 1) Wisdom

The first character educational value was wisdom. In the movie, wisdom was found five times. This value could be known as the ability to make good decision considering when to act, how to act and set priorities.

The data could be seen in the data below:

Agatha: "You need to prove to him that you're Good, in front of everybody, in a way no one can deny."  
 Sophie: "Fine, what do I have to do?"

**Figure 4. 1 Scene of wisdom**

The dialogue showed Agatha's wise decision to ask Sophie proved that she was Good. This dialogue was delivered by Agatha when Sophie struggled to prove that she belonged in the School for Good. Agatha had already observed that Sophie was beginning to lose herself and act based on revenge and hurt. Instead of blaming Sophie or abandoning her, Agatha made the wise decision to stay by her side and advise her on how to prove her goodness. She emphasized that being "Good" was not about appearances or following shallow standards, but about genuine kindness, courage, and sacrifice.

Besides that, Sophie made good decision as well, as she decided to listen to the Agatha's advice. Although she was blinded by her ambition and desire to fit in at first, she eventually realized that Agatha's words were sincere and full of truth. Sophie chose to reflect on her actions and accepted

Agatha's help, which showed that she was capable of learning and making better choices.

In the scene, Agatha and Sophie demonstrated wisdom as Agatha did not act emotionally or selfishly. She analyzed the situation and gave Sophie the best possible guidance. Her decision to help Sophie regain her sense of identity reflected her ability to make thoughtful and morally grounded choices, which aligned with the core meaning of wisdom. In addition, Sophie's willingness to admit her mistake and shift her mindset marked she made character development. Agatha and Sophie's attitudes were not to rush into making decisions, knew how to act and aware of the truly important in life.

Tedros : "Sophie! Toss my sword, now!"  
 Agatha : "Sophie, do something!"  
 [Then, Agatha grabbed the sword and gave it to Tedros]

**Figure 4. 2 Scene of wisdom**

In the scene, wisdom was represented through Agatha's good decision that considered knowing how to act and when to act. She made a quick and thoughtful decision when Tedros was in danger. While Sophie refused to help Tedros by tossing him his sword. Sophie's refusal was based on her selfish logic that the prince had to be the hero. This hesitation, however, could have cost Tedros his life.

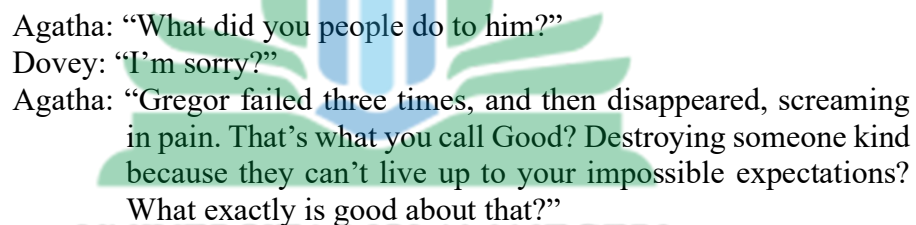
Agatha, on the other hand, understood that in moments of crisis, doing the right thing was more important than following ideals or sticking



to prideful beliefs. She immediately picked up the sword and gave it to Tedros without hesitation, prioritizing life over principle. Her action reflected wisdom. She used good judgment, stayed calm under pressure, and acted with empathy and responsibility. Agatha's choice not only saved Tedros but also revealed her inner strength, showing that true wisdom lies in knowing when to act selflessly for the greater good.

## 2) Justice

The next value was justice. Justice here was about treating others with fairness and respecting their rights. In the movie, the researcher only found one scene represented justice. It could be seen below:



Agatha: "What did you people do to him?"  
 Dovey: "I'm sorry?"  
 Agatha: "Gregor failed three times, and then disappeared, screaming in pain. That's what you call Good? Destroying someone kind because they can't live up to your impossible expectations? What exactly is good about that?"

Figure 4. 3 Scene of justice

Within the presented dialogue, it showed Agatha questioned Professor Dovey about Gregor's fate after he failed three times. Agatha showed her strong sense of justice. She questioned the system at the School for Good, which disappeared Gregor harshly for failing repeatedly. Rather than being silent, Agatha stood up and demanded an explanation, showing that she was not afraid to speak up about what she believed was unfair treatment.

By challenging the rules and questioning what she found strange and unfair to Professor Dovey, Agatha demonstrated moral courage and a willingness to speak up for those who was not able to speak up for themselves. Her willingness to stand up against a system that she felt was unjust, even in front of a powerful teacher. It showed how justice as a value encourages individuals to advocate for what is right, even when it was risky.

It was clearly shown through Agatha's confrontation to Professor Dovey, when she discovered what happened to Gregor in the Blue Forest. She believed that every student deserved humane treatment, regardless of their performance or school placement. This moment was essential because it exposed a flaw in the supposed "Good" system, raising the question of whether all rules applied truly fairness. Agatha became a voice for Gregor and those who had been silenced or overlooked, reinforcing the importance of critical thinking, compassion, and bravery in the pursuit of justice. As depicted in the movie, it was not about blindly following rules.

### 3) Fortitude

The third value was fortitude. Fortitude in this context was about having courage and strength to face something uncomfortable. The scene of fortitude was found twice. It could be seen below:

Eric's Friend	: "Hey, ugly."
Agatha	: "Aren't you gonna answer him?"
Eric's Friend	: "Not her, you. Eric says you put a hex on him. He says you looked at him weird. And now he's feeling all itchy."
Agatha	: "I'm sorry, that sounds more like a hygiene issue."
Sophie	: "Seriously. Lice, anyone?"
Eric	: "Hey, shut up."
Eric's Friend	: "You two think you're better than us, but really, you're just a prig and a pig."

**Figure 4. 4 Scene of fortitude**

In the dialogue above, Agatha and Sophie faced ridicule and mockery from the citizens of Gavaldon who were both their classmates when they were in school. When Eric's friend mocked Agatha by calling her "ugly" and accused her of cursing Eric just because he felt itchy, Agatha didn't lash out or break down. Instead, she responded with a sarcastic but measured reply like, "I'm sorry, that sounds more like a hygiene issue." This response showed that Agatha had the strength to rise above the insult without being dragged into a pointless argument. Her ability to stay calm and witty in a difficult social situation illustrated emotional control and bravery, key aspects of fortitude.

Sophie, who often cared deeply about appearances and social status, also displayed fortitude by backing Agatha up. She added her own snappy response "Seriously. Lice, anyone?" while humorous, was also a show of loyalty and confidence. Instead of distancing herself or remaining silent to avoid being targeted too, she stood beside Agatha. This showed that Sophie, despite her flaws, was capable of facing ridicule alongside her friend. Their

ability to remain composed and face the insult together reflected their mutual resilience and inner strength. The scene clearly demonstrated fortitude through Agatha and Sophie's courage, patience, resilience, and self-confidence.

Man : "Everyone says you're a witch. You know what we used to do to witches in Gavalton? We burned them."  
 Agatha: "You have a really nice day, buddy."

**Figure 4. 5 Scene of fortitude**

In this intense moment, Agatha demonstrated fortitude through her calm and composed reaction in the face of direct intimidation and danger. In Gavalton, a man confronted her, while pointing a knife at her face. Instead of reacting with fear, aggression, or panic, Agatha stood her ground and responded with calm and sarcastic remark, "you have a really nice day, buddy." This act reflected emotional strength, courage, and mental resilience which included as elements of fortitude. She did not allow fear to control her, even when physically threatened. Her self-control and bravery in that hostile situation showed that she had the inner strength to stay true to herself without stooping to violence or fear. Agatha's response displayed not just courage, but also maturity, showing how fortitude empowered someone to remain steady and grounded under pressure.

#### 4) Self-control

The next value was self-control. Self-control in this context was about managing emotions and staying calm under pressure. In the movie, fortitude was found once. It could be seen below:

Beatrix : “The Good do not room with Evil. Rena...”  
 Reena : “Hmm?”  
 Beatrix : “Tell the fairies to come get my bags. I’m moving.”  
 Agatha : “Mm, but I’ll miss you so.”  
 Beatrix : “Try not ruin anything.”  
 Reena : “Sweet dreams, Never.”  
 [Door Locks]  
 Agatha : “Hey! No, no, no! No, you don’t understand! I need to find my friend!”

**Figure 4. 6 Scene of self-control**

In the scene, when Beatrix and Reena insulted her and treated her badly, Agatha did not yell or fight back at another time. Instead of getting mad or trying to hurt them with words, she stayed calm and focused on what really mattered. She found her best friend, Sophie in the School for Evil. Even though they locked the door and made her feel trapped, she did not panic or lose control. She just said, “No, no, no! No, you don’t understand! I need to find my friend,” then she directly tried to get another way to meet Sophie. This showed she was thinking clearly and trying to explain, not letting her feelings take over.

Agatha could have gotten very mad and said something mean back, instead she tried to find a way out to find Sophie. She controlled her emotions and stayed respectful. That was what self-control was about not letting anger, sadness, or frustration made someone did something regretted. Instead, Agatha stayed calm because she knew that arguing with them would not help. What was most important to her was Sophie, and she did not want anything to get in the way of helping her.

## 5) Love

Love in this context was about showing care, compassion, and kindness toward others. In the movie, love was found eight times. It could be seen below:

Dovey	: “Agatha, your turn.”
Agatha	: “Any wish?”
Dovey	: “Whatever your heart most desires.”
Agatha	: “I wish for home. For all of us.”
[Agatha put her finger in the water, then a girl appeared from the lake]	
A Girl	: “A hundred years since I failed, a hundred years of granting wishes. You were the first to wish to free me, to wish me home. Thank you.”

**Figure 4. 7 Scene of love**

In this scene, Agatha’s wish portrayed love in its purest and most selfless form. When she was given the opportunity to wish for anything her heart desired, she did not think only for herself. Instead, she wished for “home,” not just for her, but “for all of us.” This choice reflected a deep love not only for her friends, but also for those around her. Her desire was not driven by personal gain or ambition, but by a heartfelt longing to bring peace, belonging, and freedom to everyone. This act of love was genuine and compassionate.

Moreover, Agatha’s love had a healing power. Her wish freed a girl who had been punished for a hundred years, someone who had failed and been forgotten by time. This unexpected outcome revealed how love, when expressed selflessly. Agatha’s actions showed that love was not just an emotion, but a powerful force that could reach and uplift others. Her ability

to look beyond herself and wish for the good of everyone demonstrated a mature and deeply empathetic heart, making her character a true embodiment of love.

<p>Rafal : “Now, if you’ll please step away from my bride.”</p> <p>Agatha : “You will never have her, you monster, not as long as I’m alive.”</p> <p>Rafal : “Well, as you wish.”</p> <p>[Rafal pointed the Storian pen to Agatha]</p> <p>Sophie : “No! Not Aggie!”</p> <p>[Sophie stepped forward to block Agatha]</p>
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**Figure 4. 8 Scene of love**

In this scene, Sophie clearly demonstrated the character value of Love by sacrificing herself to save Agatha. Even after all the tension and misunderstandings between them, Sophie chose to protect her best friend when her life was in danger. When Rafal threatened Agatha with the Storian, Sophie immediately stepped in front of her, yelling “No! Not Aggie!” and blocked the attack. This moment showed that Sophie’s love for Agatha was genuine and unconditional. Despite being tempted by power and struggling with her own darkness, Sophie still valued Agatha’s life more than her own. Her selfless action reflected how real love was shown through sacrifice and putting others first, even when it came with great risk.

## 6) Positive attitude

Another character educational value was positive attitude. Positive attitude here was described as looking at life with optimism, even when things did not go as planned. In the movie, the researcher found positive attitude once. It could be seen below:

[Sophie is writing a letter for the school]  
 Sophie : “Dear School for Good and Evil, as a future princess, I wish very much to attend your esteemed institution. Allow me to list my attributes that I believe make me a uniquely qualified candidate. From a very young age, I’ve always known it’s been my destiny to change the world. Please be real.”  
 Narrator: “Willing to try anything to escape her current life, Sophie entrusted all her hopes for the future to the powers of Wishing Tree.”

**Figure 4. 9 Scene of positive attitude**

In the scene, it showed a clearly positive attitude through Sophie’s mindset and action. Even though her life in Gavaldon was pretty boring and not in line with her dreams, she did not let it get her down. Instead of complaining or giving up, she kept hoping and believing in something better. Sophie made a move—writing a heartfelt letter to The School for Good and Evil. This action was not just wishful thinking, it also reflected her hope, confidence, and determination to change her life for the better. She believed that by leaving Gavaldon, her life was being more meaningful and her life was not be stuck, like going to The School for Good and Evil, then becoming a princess.



Her positive attitude came through in the way she described herself by mentioning herself as a future princess and saying it was her destiny to change the world. These words revealed a mindset that was focused on potential and purpose, not fear and doubt. It also showed that she believed her life had value and that she had something meaningful to offer. Even though people around her did not always believe in her and support her dream, Sophie did not let it stop her. She trusted in something bigger—magic, fate, and the idea that she could create her own future.

#### 7) Hard work

The next value was hard work. Hard work in this context was about putting in consistent effort to save Sophie from the danger of Rafal. In the movie, positive attitude was found twice. It could be seen below:

Sophie	: “She wants to leave. I don’t.”
Agatha	: “Sophie, I have to get you out of here.”
School Master:	“Ladies, I can assure you, you are both perfectly safe here. We pride ourselves on protecting our Readers.”
Agatha	: “Really? Then what about the spinning tower of blood I just saw was obsessing over Sophie. She is in danger.”

**Figure 4. 10 Scene of hard work**

The scene was the beginning of Agatha's efforts to save Sophie. Agatha did hard work through her determination to protect Sophie. Despite Sophie’s refusal to leave and the School Master’s attempt to assure them they were safe, Agatha insisted on confronting the truth. She had just seen a frightening vision and spinning tower of blood targeted on Sophie. Instead of ignoring it, she took immediate action. Her courage to speak up

and challenge the School Master showed her persistence and dedication. She continued to care for Sophie, tried to convince her to leave the school, and stood against authority to do what she believed was right. Her willingness to go through difficulties and take risks to protect her friend reflected hard work which was about putting in consistent effort despite challenges.

Sophie	: “You know, I think I’m really getting the hang of this.”
Agatha	: “Sophie, stop. Whatever’s happened, I can help you. I’m your friend.”
Sophie	: “No, Agatha. You’re my nemesis. Which means our story can’t end until one of us is destroyed.
Agatha	: “Sophie..”

**Figure 4. 11 Scene of hard work**

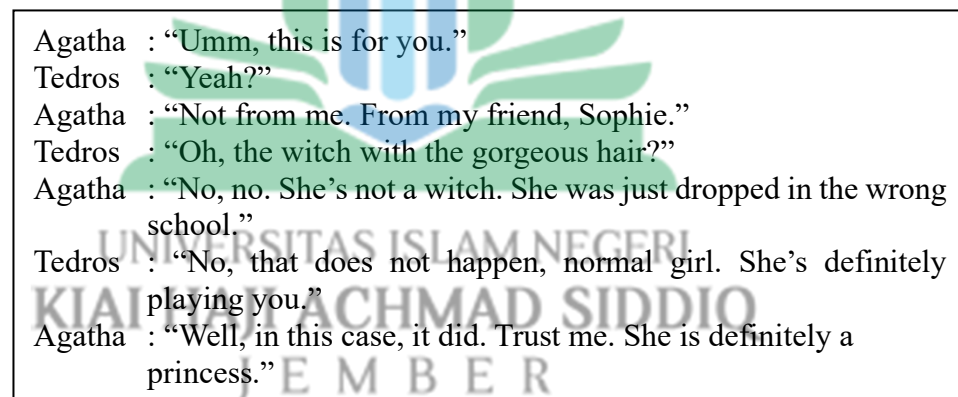
The scene above was reflected hard work as well. Agatha went through to achieve to save Sophie from falling deeper into darkness. She kept encouraging Sophie, warned her about the danger of Rafal, and even risked her own life to protect her best friend. This scene showed Agatha’s emotional strength and how she never gave up on Sophie, no matter how far she drifted. Instead of giving up on what Sophie has done. Agatha showed her consistent support, loyalty, and bravery throughout the movie. Agatha faced various challenges to save Sophie, proving that fighting and working hard for a person she loved was a form of true love and courage. Agatha's courage was not only seen in her actions, but also in her willingness to forgive, trust, and persist.

When Sophie was becoming more obsessed with status and power, Agatha continued to fight for her. She attended lessons, explored risky

places, and took many risks not for her own benefit, but always for Sophie. Agatha's kind of hard work was the quiet type that involved emotional strength, deep loyalty, and sacrifice. There were many moments where Agatha could have walked away, such as when Sophie ignored her, insulted her, and even turned against her. But Agatha did not give up, she believed in Sophie's goodness, even when no one else did.

#### 8) Integrity

Another value was integrity. Integrity was defined as being trustworthy and doing the right thing, even no one watching. In the movie, integrity was found once. It could be seen below:



Agatha : "Umm, this is for you."  
 Tedros : "Yeah?"  
 Agatha : "Not from me. From my friend, Sophie."  
 Tedros : "Oh, the witch with the gorgeous hair?"  
 Agatha : "No, no. She's not a witch. She was just dropped in the wrong school."  
 Tedros : "No, that does not happen, normal girl. She's definitely playing you."  
 Agatha : "Well, in this case, it did. Trust me. She is definitely a princess."

**Figure 4. 12 Scene of integrity**

In that scene, Agatha demonstrated integrity by staying loyal to Sophie and standing up for the truth, even when it would have been easier to stay quiet or agree with the most of people. She had no reason to defend Sophie in front of Tedros except for her belief in Sophie's goodness. She did not lie, exaggerate, or try to make Sophie look better just to convince

him. Instead, she calmly told the truth that Sophie was dropped in the wrong school, and despite how things looked, she was truly good inside.

This also showed how Agatha did not let peer pressure or fear of rejection affect her values. She acted with honesty, courage, and consistency which were signs of strong integrity. In short, Agatha's choice to deliver Sophie's message truthfully and defend her character, even when Tedros mocked her, proved that Agatha not only had a strong moral but also the bravery to stick to it. She did not say what others wanted to hear; she said what was right.

#### 9) Gratitude

The next character educational value was gratitude. This value could be defined as recognizing and appreciating the good things in life and acknowledging the kindness of others. In the movie, gratitude was found four times. The data could be seen below:

Agatha	: "Hey, look. Remember? I found it in my attic last week"
Tedros	: "Oh!"
Agatha	: "See? You already did do something that matters. The day you became my friend."

**Figure 4. 13 Scene of gratitude**

This scene reflected the value of gratitude through Agatha's heartfelt reminder to Sophie of their friendship's importance. When Sophie expressed frustration and a desire to leave Gavalton. She felt like she had never done anything meaningful. Then, Agatha responded by showing her

a crown in the past, which Agatha had recently found in her attic. This crown symbolized a precious memory, especially the moment their friendship began.

Agatha reminded Sophie that the day she became her friend was already something that mattered deeply. This showed Agatha's sincere appreciation for Sophie's presence in her life. Rather than letting Sophie believe she was insignificant, Agatha expressed gratitude by highlighting the emotional impact Sophie had made. Through this act, Agatha not only showed her thankfulness but also helped Sophie see that she had already created value through love, kindness, and companionship.

Agatha : "Tedros, have you seen Sophie?"  
 Tedros : "Look, for once, can we talk about something else? Like what happened in the forest?"  
 Agatha : "Yes, later. Once I've found her."  
 Tedros : "She yells at you, she disrespects you, she blames you for everything wrong in her life, yet all you do is help her. Come on, why do you even think she deserves saving?"  
 Agatha : "Look, back in Gavaldon, all my life, they've called me a witch. They told me to my face how ugly I am and how someday they'll get around to burning me and my mom. And the whole village just laughs, except for Sophie. She's the only one who has stood up for me from the time we were kids. She's like my sister."

**Figure 4. 14 Scene of gratitude**

In the dialogue, Tedros questioned why Agatha kept continuing to help Sophie despite all the things Sophie had done wrong, Agatha responded not with anger, but with appreciation. She recalled how, back in their village of Gavaldon, Sophie was the only person who ever stood up for her when the entire village mocked and bullied Agatha. Even though

Sophie had made mistakes, Agatha did not forget the kindness of Sophie that had shown in the past. Instead, she held on to that memory with a grateful heart. She was feeling so lucky to have Sophie in her life.

Agatha's sense of gratitude was deep. It was not based on recent behavior, but on meaningful support that had been given during her hardest times. That was why she felt loyal and responsible for Sophie, seeing her as a sister, not just a friend. Then her willingness to keep supporting Sophie, even when others did not understand, showed how gratitude was able to inspire patience, forgiveness, and loyalty. It was a beautiful example of how being thankful for someone's past kindness was able to shape how she treated them, even in tough situations.

#### 10) Humility

The last character educational value here was humility. In the movie, gratitude was found once. It could be seen below:

Gregor	: "I'm not cut out to be a prince. It's not who I am. Do you know what I'd rather do? Run my own grocery store."
Agatha	: "Wait, really?"
Gregor	: "Yeah, I love food, but I wouldn't sell meat cause I can't stand the sight of blood. That's actually why I got a fail today. I got nicked in a duel."
Agatha	: "I'm sorry they failed you for one tiny cut?"
Gregor	: "Not quite. I saw the blood, and I passed out in my heavy armor. I was on top of a hill, and so I started rolling down, knocking over everyone in my path. Definitely grocery-store material, right?"
Agatha	: "I think you should do whatever makes you happiest, Gregor."

**Figure 4. 15 Scene of humility**

In the scene, the humility appeared not just in Agatha's words, but in her attitude as well. Gregor was clearly embarrassed about failing and admitting that he did not want the grand, heroic life expected of him. Instead, he wanted something simple and honest, he dreamed of owning a grocery store. Many people might have laughed, mocked, or even ignored such a statement, especially in a world where being a prince was seen as the best achievement to reach.

In contrast, Agatha did not do any of that. Instead, she listened attentively, it showed her empathy, and responded with a gentle affirmation. That was what humility looked like, not putting the ego above someone else's, not acting superior because of someone's different dreams, and not assuming the values are more important than theirs. She simply said, "I think you should do whatever makes you happiest." It showed she was grounded, respectful, and understanding. Her response created a safe space for Gregor to be himself without shame. In short, this kind of Agatha's act allowed others to feel seen, heard, and accepted, just as they are.

## 2. Literary Message

In analyzing *The School for Good and Evil*, it was about following and uncovering how the story was built and meanings conveyed through the lens of theory from Fiveable and Freytag for the narrative structure. To understand how the movie communicated the messages, it was essential to look at the narrative structure. Here was the breakdown:

### 1) Exposition

In the movie, the exposition was clearly presented in the first 4–35 minutes of the movie. In this stage, the researcher found two literary messages. The data could be seen below:

Narrator : “Once upon a time, there lived a girl named Sophie. A brave creature of exquisite beauty and uncommon grace who was destined to change the world.”

Narrator : “Meanwhile, on the side of Gavaldon, just outside of town, in a humble cottage on top of Graves Hill, there lived a girl named Agatha. Agatha had no idea if her mother was actually a witch since her potions never worked. But it was in Agatha that her mother placed her highest hopes, knowing that her daughter had the makings of a real witch. A sentiment shared by Agatha’s peers.”

**Figure 4. 16 Scene showing the introduction of Sophie and Agatha**

This narration was delivered at the beginning of the movie as Sophie was shown sleeping, suggesting that this was part of her dream or personal fantasy. While the words were spoken by the narrator, it reflected Sophie’s personal belief that being good was closely tied to outer appearance and elegance, a belief influenced by the fairytale books she read. She imagined herself as a classic fairy tale heroine which was beautiful, special, and destined for greatness.

On the other hand, the movie also introduced Agatha who lived on the margins of society, both literally and figuratively. Agatha, was portrayed as the one who was ostracized by the villagers due to her gothic appearance and reclusive lifestyle. It was clear that these are just social assumptions based on stereotypes and fear rather than fact. The movie



subtly questioned these surface-level judgments by showing Agatha's true personalities as caring and loyal, including in her friendship with Sophie.

The exposition introduced literary message of the movie that judgments about Good and Evil were often based on biased perceptions rather than truth. Sophie, who looked and behaved like a fairytale heroine, was struggling with her own doubts and driven by her desire to escape from normal life. Agatha, on the other hand, despite being labeled as dark and odd girl, demonstrated genuine compassion and emotional intelligence. This stage began to deconstruct the view of morality commonly found in fairytales. By presenting both girls with different personalities, the movie invited audiences to question conventional definitions of Good and Evil.

Dovey	: "I am Professor Dovey, here to help however I can."
Agatha	: "Finally, my friend, Sophie wanted to be here."
Dovey	: "The Never? No."
Agatha	: "The what?"
Dovey	: "Your friend is a Never. You are an Ever. Ever, because we believe in living happily ever after. Never, because they don't."
Agatha	: "Yup, okay, I got it. But clearly, there's been a mistake. I mean, look at me!"
Dovey	: "My dear, one doesn't measure one's goodness just by how one looks. No, it's about what one does."

**Figure 4. 17 Agatha met Professor Dovey**

Moreover, the dialogue occurred when Agatha arrived at the School for Good and spoke with Professor Dovey. It introduced both the school's system and the main theme – how society often misjudges goodness based on appearance. Agatha's confusion about being placed in

the “Good” school revealed how much she had internalized this idea. Professor Dovey’s response challenged that belief, showing that goodness should be based on actions, not looks.

This scene delivered literary messages that true goodness came from behavior and choices, not physical appearance. It also questioned common fairy tale stereotypes, where “good” characters were usually beautiful and “evil” ones looked dark or unusual. The story encouraged viewers to look beyond labels and surface-level traits when judging others.

## 2) Rising Action

The rising action was in the timing of 35-102 minutes of the movie. During the rising action of the story, Sophie and Agatha attempted to prove that Sophie was truly Good by helping her find true love. Sophie believed that Tedros, a prince from the School for Good, was her true love. Because dating between Ever and Never was not allowed, both were placed in the Trial by Tale to test their bond, a survival challenge intended to determine their moral integrity and bravery. However, during the trial, Sophie refused to assist Tedros, believing that a man should save her instead. Out of fear for Sophie’s safety, Agatha intervened and saved Tedros. This act of interference caused Tedros to doubt Sophie’s goodness, since Sophie failed to show empathy or courage.

Tedros	: “What are you doing here? You, you cheated! You brought Agatha.”
Sophie	: “No.”
Agatha	: “No, I came on my own, I swear.”
Tedros	: “You knew she wouldn’t help me.”
Agatha	: “That’s not true.”
Sophie	: “That’s not fair. Everyone knows the prince saves the princess, not the other way around. I can’t change the world if I’m dead.”
Tedros	: “And I thought you were Good.”
[Tedros dropped the red handkerchief on the ground]	

**Figure 4. 18 Scene of the Trial by Tale**

This dialogue occurred after the fight with the Reaper in the Trial by Tale. Tedros realized that Sophie had not helped him during the battle, while Agatha had stepped in instead. Feeling betrayed and disappointed, he confronted Sophie, accusing her of using Agatha and not acting like someone truly from the School for Good. Sophie defended herself by expressing her belief in the traditional idea that a prince was supposed to save a princess, not the other way around. Tedros, disillusioned, dropped his red handkerchief, symbolizing the end of his trust in Sophie.

The literary message conveyed through this scene showed that love was not about achieving personal goals or appearances, but about sincerity, sacrifice, and mutual understanding. The scene reflected the consequences of defining love based on ambition or shallow expectations. It emphasized the importance of understanding oneself before seeking love or recognition from others. Love rooted in selfishness could lead to heartbreak, while true affection came from honesty and compassion.

### 3) Climax

In the movie, the climax was in the timing of 102-129 minutes. The researcher found literary message in this stage. The stage was started when Sophie was completely influenced by Rafal and she already had the blood magic that Rafal gave her. He manipulated her emotions by speaking badly about Agatha and convincing her that he could give her everything she had ever dreamed of, like beauty, power, and love. Blinded by ambition and hurt, Sophie accepted Rafal's offer and received blood magic. Empowered by this dark force, she incited a war between the School for Good and the School for Evil. In the event of the Annual Never Ball, Sophie declared war against the School for Good, the following dialogue took place:

Sophie	: "Everybody says hello to our guests. Here's some party favors, boys."
Tedros	: "Draw!"
Agatha	: "Tedros, it's a trick!"
Tedros	: "Kill the witch! Fire!"
Sophie	: "Well now, if Evil attacks and Good defends, then it would appear that Good has become Evil and Evil has become Good. Oh, so good."
Agatha	: "No! Please, Sophie. You have to stop this!"
Sophie	: "It's too late. They attacked, now we defend!"

**Figure 4. 19 Scene of Sophie was fully influenced by Rafal**

With her new power, Sophie initiated chaos between the two schools, breaking the balance between Good and Evil. She then ascended the tower to confront the School Master, only to discover that it was Rafal himself. Believing that their union would make her stronger, Sophie kissed Rafal. However, instead of love bringing peace, the kiss only empowered

Rafal and led to the destruction of both schools, which began to fall apart as a result.

The literary message reflected in this stage emphasized the dangers of unchecked ambition and misplaced trust. The narrative showed that when individuals allowed their desires to overpower their judgment, they could be easily led down a destructive path. Real strength did not lie in power or control, but in honesty, loyalty, and staying true to good values. The story also reminded the audience that seeking happiness through manipulation or darkness only led to ruin, while true fulfillment came from doing what is right.

#### 4) Falling Action

In the movie, the falling action was in the timing of 130-133 minutes. The researcher found literary message in this stage. The stage was begun to descend from the emotional climax and headed toward resolution. It showed when Sophie realized that she was wrong. The following dialogue took place:

Sophie	: “This is not what I wanted!”
Rafal	: “Oh, it’s too late for that now, Sophie. You’re all alone now, that’s why you’re mine.”
Agatha	: “Get away from her!”
Rafal	: “You know, I expected more from a Reader. Surely you know what happens to those who thwart love.”
Agatha	: “Love? This isn’t love. Do you know why Good always wins? Because we fight for each other, and we care for each other. That is what Good’s love is. Evil only fights for itself. And that is the furthest thing from love on Earth.”

**Figure 4. 20 Scene of Sophie regretted doing wrong**

In the falling action stage, Sophie experienced a turning point in her conscience. After witnessing the consequences of her actions, she began to realize that she had been wrong. Filled with regret, she no longer wished to harm anyone, especially Agatha, whom she deeply cared about. Her fear of losing Agatha became stronger than her ambition. When Rafal attempted to kill Agatha, Sophie stepped in and sacrificed herself to save her. This act of selflessness restored the balance between the School for Good and the School for Evil. With Sophie's help, Agatha was able to defeat Rafal and end his reign of destruction.

The literary message conveyed in this stage centered on redemption and the power of love and friendship. It showed that true goodness could emerge even after making serious mistakes. Sophie's sacrifice illustrated that real love and friendship often required personal loss and courage. The narrative emphasized that acknowledging one's wrongdoings and taking action to fix them was a powerful form of goodness. Additionally, forgiveness, selflessness, and bravery demonstrated that healing was possible when people chose to act with compassion and integrity.

##### 5) Resolution

The resolution of the movie was in the timing of 133-137 minutes. In this stage, the researcher found literary message. The resolution occurred when the both schools became together. The narrator stated, "The

world of fairy tales had not perished, but it had been changed forever," indicating that the events of the story had reshaped the foundations of the two opposing schools. It could be seen below:

Lady Lesso	: "Good and Evil together? One school? Now what?"
Dovey	: "Unity, perhaps. Maybe friendship, even."
[They hugged each other]	
Lady Lesso	: "Well, no rush. No rush."
Dovey	: "Slow and steady wins the race."

**Figure 4. 21 Scene where Good and Evil were united**

This stage reflected a symbolic closure. After Rafal was defeated and the balance between the two sides was restored, the schools no longer stood in opposition. The embrace between Dovey and Lesso, two figures who previously stood on opposite sides, became an image of peace. The phrase "Unity, perhaps. Maybe friendship, even," meant the hope for a new era that values cooperation over conflict. Good and Evil were finally united, coexisting in peace and harmony. The unity signified a new beginning where both sides embraced cooperation and mutual respect. Following the restoration of balance, Agatha and Sophie returned to Gavaldon, marking the end of their journey and the resolution of their personal and moral struggles.

The literary message expressed in this final stage highlighted the possibility of peace through understanding and acceptance. The story showed that unity did not mean being the same, but rather learning to work together despite differences. By choosing love, friendship, and forgiveness over pride and hatred, the characters demonstrated that healing and

harmony were possible. Ultimately, the resolution conveyed that true strength lay in compassion, and that lasting peace could only be achieved through mutual respect and empathy. The story closed with optimism, reminding audiences that even in the world of fairy tales, change was possible when guided by compassion and open-mindedness.

## B. Discussion

This section presented the discussion of the finding. The researcher analyzed character educational values by the utterances of Agatha and Sophie as main characters of *The School for Good and Evil*. Then, the researcher analyzed the data as follows:

### 1. Character Educational Values

In this section, the researcher discussed the character educational values, basic moral and ethical principles instilled in students which aim to develop well-rounded individuals.<sup>60</sup> In the movie, the researcher used the theory of Thomas Lickona which the discerned values are wisdom represented five times, justice represented once, fortitude represented twice, self-control represented once, love represented eight times, positive attitude represented once, hard work represented four times, integrity represented once, gratitude represented four times, and humility represented once.<sup>61</sup> In the discussion, the

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<sup>60</sup> Afriantoni, *Principles of Young Generation Moral Education*; Republik Indonesia, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

<sup>61</sup> Lickona, *Character Matters*.



researcher here only discussed one per each value to make it more efficient.

Those were:

a. Wisdom

Tedros : “Sophie! Toss my sword, now!”  
 Agatha : “Sophie, do something!”  
 [Then, Agatha grabbed the sword and gave it to Tedros]

**Figure 4. 22 Scene of wisdom**

The result of research showed Agatha’s action of grabbing the sword and giving it to Tedros demonstrated her wisdom in a critical situation. When Sophie hesitated to help due to her own beliefs about roles and destiny, Agatha quickly determined the danger of the situation and made a decision that could save Tedros’s life. This finding supported the theory of Thomas Lickona that Agatha really how to act and when to act in an urgent situation.<sup>62</sup> Tedros' fate might have been tragic at the hands of the Reapers, if Agatha had not acted.

b. Justice

Agatha: “What did you people do to him?”  
 Dovey: “I’m sorry?”  
 Agatha: “Gregor failed three times, and then disappeared, screaming in pain. That’s what you call Good? Destroying someone kind because they can’t live up to your impossible expectations? What exactly is good about that?”

**Figure 4. 23 Scene of justice**

The result of finding showed that Agatha’s confrontation, “Destroying someone kind because they can’t live up to your impossible

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<sup>62</sup> Lickona.

expectations” represented her feeling about justice. She felt unfair if the system of the school destroyed Gregor just because he failed three times. Agatha’s utterance was in accordance with Thomas Lickona that justice also stood against prejudice and unfairness.<sup>63</sup>

c. Fortitude

Eric’s Friend	: “Hey, ugly.”
Agatha	: “Aren’t you gonna answer him?”
Eric’s Friend	: “Not her, you. Eric says you put a hex on him. He says you looked at him weird. And now he’s feeling all itchy.”
Agatha	: “I’m sorry, that sounds more like a hygiene issue.”
Sophie	: “Seriously. Lice, anyone?”
Eric	: “Hey, shut up.”
Eric’s Friend	: “You two think you’re better than us, but really, you’re just a prig and a pig.”

Figure 4. 24 Scene of fortitude

Agatha and Sophie’s calm represented fortitude to public humiliation and bullying. When Eric and his friend mocked Agatha by calling her “ugly” and accusing her of casting a hex, Agatha stood her ground and replied sharply, “I’m sorry, that sounds more like a hygiene issue,” followed by Sophie’s sarcastic support, “Seriously. Lice, anyone?” Their ability to have courage and strength to face challenges was in line with the theory of Thomas Lickona about fortitude that Agatha and Sophie had the courage and strength to face fears that came from their friends.<sup>64</sup>

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<sup>63</sup> Lickona.

<sup>64</sup> Lickona.

## d. Self-control

Beatrix : “The Good do not room with Evil. Rena...”  
 Reena : “Hmm?”  
 Beatrix : “Tell the fairies to come get my bags. I’m moving.”  
 Agatha : “Mm, but I’ll miss you so.”  
 Beatrix : “Try not ruin anything.”  
 Reena : “Sweet dreams, Never.”  
 [Door Locks]  
 Agatha : “Hey! No, no, no! No, you don’t understand! I need to find my friend!”

Figure 4. 25 Scene of self-control

The result of finding showed that Agatha’s responses demonstrated self-control when she was mistreated by her roommates. Instead of being angry, Agatha responded with calm sarcasm, even they called her Never, moved rooms to avoid her, and locked the door. Agatha controlled her emotions and did not let frustration or anger take over her behavior. Agatha’s action was in accordance with Thomas Lickona that she had the ability to control and manage emotions.<sup>65</sup>

## e. Love

Dovey : “Agatha, your turn.”  
 Agatha : “Any wish?”  
 Dovey : “Whatever your heart most desires.”  
 Agatha : “I wish for home. For all of us.”  
 [Agatha put her finger in the water]  
 A Girl : “A hundred years since I failed, a hundred years of granting wishes. You were the first to wish to free me, to wish me home. Thank you.”

Figure 4. 26 Scene of love

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<sup>65</sup> Lickona.

Based on the data above, it was clear that Agatha's wish portrayed love in its purest and most selfless form. When she was given the opportunity to wish for anything her heart desired, she did not think only for herself. Instead, she wished for "home," not just for her, but "for all of us." Whereas she could ask wish for only her own desire like her friends, but she did not do that. So, the data was in line with the statement of Thomas Lickona that Agatha's utterance put well-being of others at heart and acting selflessly was included love.<sup>66</sup>

f. Positive attitude

[Sophie is writing a letter for the school]  
 Sophie : "Dear School for Good and Evil, as a future princess, I wish very much to attend your esteemed institution. Allow me to list my attributes that I believe make me a uniquely qualified candidate. From a very young age, I've always known it's been my destiny to change the world. Please be real."  
 Narrator: "Willing to try anything to escape her current life, Sophie entrusted all her hopes for the future to the powers of Wishing Tree."

Figure 4. 27 Scene of positive attitude

The result of finding, positive attitude was reflected through Sophie's mindset and action. Even though her life in Gavalton was not in line with her dreams, she did not give up. But she believed that she was a candidate that was able to change the world. Sophie made a letter addressed to The School for Good and Evil. Her action was reflected hope, confidence, and determination to change her life for the better. Her

<sup>66</sup> Lickona.

optimism was in accordance with the theory of Thomas Lickona.<sup>67</sup> She looked her life with optimism, even it did not as she planned before.

g. Hard work

Sophie	: “You know, I think I’m really getting the hang of this.”
Agatha	: “Sophie, stop. Whatever’s happened, I can help you. I’m your friend.”
Sophie	: “No, Agatha. You’re my nemesis. Which means our story can’t end until one of us is destroyed.
Agatha	: “Sophie..”

**Figure 4. 28 Scene of hard work**

The data above showed the hard work of Agatha to help Sophie realized that she was in a wrong way. It was showed through her persistent efforts to help Sophie, even when Sophie had completely changed and turned against her. Despite Sophie calling her a “nemesis”, Agatha still tried to reach out and remind Sophie of their friendship. She said, “whatever’s happened, I can help you. I’m your friend,” proving her dedication to not giving up on someone she deeply cares about. Hence, Agatha’s action was in accordance with Thomas Lickona that hard work was about consistent effort to achieve the goal.<sup>68</sup> The goal in this case was to make Sophie realize she was doing wrong.

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<sup>67</sup> Lickona.

<sup>68</sup> Lickona.

## h. Integrity

Agatha : “Umm, this is for you.”  
 Tedros : “Yeah?”  
 Agatha : “Not from me. From my friend, Sophie.”  
 Tedros : “Oh, the witch with the gorgeous hair?”  
 Agatha : “No, no. She’s not a witch. She was just dropped in the wrong school.”  
 Tedros : “No, that does not happen, normal girl. She’s definitely playing you.”  
 Agatha : “Well, in this case, it did. Trust me. She is definitely a princess.”

Figure 4. 29 Scene of integrity

The result of the finding showed that Agatha’s responses represented integrity. She showed her integrity by telling the truth and standing up for her friend Sophie. Even Tedros called Sophie as a “witch,” Agatha did not stay quiet, but she disagreed with him and said that Sophie was just put in the wrong school. She was consistent on her belief that Sophie was good. So, it was in line with the statement of Thomas Lickona about integrity that Agatha was honest and staying consistent.<sup>69</sup>

## i. Gratitude

Agatha : “Tedros, have you seen Sophie?”  
 Tedros : “Look, for once, can we talk about something else? Like what happened in the forest?”  
 Agatha : “Yes, later. Once I’ve found her.”  
 Tedros : “She yells at you, she blames you for everything wrong in her life, yet all you do is help her. Come on, why do you even think she deserves saving?”  
 Agatha : “Look, back in Gavaldon, all my life, they’ve called me a witch. They told me to my face how ugly I am and how someday they’ll get around to burning me and my mom. And the whole village just laughs, except for Sophie. She’s like my sister.”

Figure 4. 30 Scene of gratitude

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<sup>69</sup> Lickona.

Based on the finding, Agatha expressed her gratitude toward Sophie. Even though Sophie had treated her badly, Agatha still wanted to find and help her. She really felt lucky to have Sophie, so she did not want to lose Sophie. When Tedros asked why she would still care, Agatha recalled their past in Gavaldon about how everyone called her a witch and made fun of her, but Sophie was the only one who defended her and treated her kindly. It was in accordance with the theory of Thomas Lickona about gratitude that Agatha truly appreciated something good in her life, the existence of Sophie, even in the past.<sup>70</sup>

j. Humility

Gregor : “I’m not cut out to be a prince. It’s not who I am. Do you know what I’d rather do? Run my own grocery store.”  
 Agatha : “Wait, really?”  
 Gregor : “Yeah, I love food, but I wouldn’t sell meat cause I can’t stand the sight of blood. That’s actually why I got a fail today. I got nicked in a duel.”  
 Agatha : “I’m sorry they failed you for one tiny cut?”  
 Gregor : “Not quite. I saw the blood, and I passed out in my heavy armor. I was on top of a hill, and so I started rolling down, knocking over everyone in my path. Definitely grocery-store material, right?”  
 Agatha : “I think you should do whatever makes you happiest, Gregor.”

Figure 4. 31 Scene of humility

In the scene, the humility represented in Agatha’s utterance and attitude. Gregor said that he failed and admitted that he did not want the grand, heroic life. Instead, he wanted something simple and honest like owning a grocery store. Many people might have laughed, mocked, or

<sup>70</sup> Lickona.

even ignored such a statement, especially in a world where being a prince was seen as the best achievement to reach. But Agatha listened and responded with a gentle affirmation. That was what humility looked like – not feeling superior because of someone's different dreams, and not assuming the values are more important than others, so it was in line with the theory of Thomas Lickona about humility.<sup>71</sup>

Based on all the data, the finding showed that wisdom was the most frequent value delivered in the movie. It meant that The School for Good and Evil movie emphasized this character educational values to be taught in schools. The values have to be applied in the curriculum of schools so that students can comprehensively understand the values and also apply them to their everyday life. It was in line with Depdiknas that the character educational values were aimed to create not only knowledgeable, but also strong character educational values generations.<sup>72</sup>

In the context of language learning and teaching, character educational values were able to be an important part of the learning process. This idea was in line with what Lightbown said about language learning as a way to gain skills.<sup>73</sup> It also matched what Richards stated, that teaching a language was about helping learners grow through various methods while creating a

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<sup>71</sup> Lickona.

<sup>72</sup> Republik Indonesia, Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

<sup>73</sup> Lightbown and Spada, *How Languages Are Learned*.



supportive environment that fitted students' needs.<sup>74</sup> So, in the classroom context, teachers could create methods that were more engaging and adapting to students' needs. This showed that using movie in English classes could be useful. Teachers could integrate the movie through discussion, retelling stories, writing motivational letters, and analyzing characters' struggles. So, it was not only to improve language skills, but also to introduce meaningful moral lessons in a way that feels natural and relatable for students.

## 2. Literary Messages

In this section, the researcher discussed about literary messages of The School for Good and Evil movie. As a literary work, the movie expressed emotions, and dramatized events as the statement of DiYanni and Bordwell and Thompson which in this part of this study focused on literary messages.<sup>75</sup> This research used narrative structure from Freytag to analyze the literary messages embedded in each stage of the movie.<sup>76</sup> By breaking down the plot into exposition, rising action, climax, falling action, and resolution, the researcher was able to observe how the literary messages developed progressively throughout the story. Here was the breakdown:

<sup>74</sup> Richards and Theodore, *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986.

<sup>75</sup> DiYanni, *Fiction: An Introduction*; Bordwell and Thompson, *Film Art: An Introduction*.

<sup>76</sup> Freytag, *Technique of The Drama: An Exposition of Dramatic Composition and Art*.

a. Exposition

The exposition of the movie occurred during the introduction of Sophie and Agatha as main characters, and the school for Good and Evil. It showed the contradictive girls in personalities and look that became best friends. Sophie, who dreamed of becoming a princess, while Agatha was more skeptical. The movie delivered literary message that true goodness was not always found in appearances or ambition.

It reflected how society often judged people based on how they looked or what they wanted, but the story challenged this by showing Agatha's loyalty and empathy as a part of goodness. So, this aligned with Fiveable that the exposition stage effectively reflected the author's intention to convey deeper moral themes from the very beginning stage.<sup>77</sup>

b. Rising action

During the rising action, the plot began to build tension through Sophie's belief that finding her true love would allow her to transfer to the School for Good. She became convinced that Tedros was her true love and focused her efforts on gaining his affection. This belief led to several key events, including the Trial by Tale, in which both Sophie and Tedros were tested. Agatha, concerned for Sophie's safety, intervened during the trial to help them, despite not being part of the challenge herself.

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<sup>77</sup> Fiveable, "Messages – AP English Literature."

However, Sophie refused to assist Tedros during a dangerous moment, believing that it was the prince's role to save the princess, not the other way around. This belief, rooted in traditional and superficial ideas of love, revealed a lack of mutual support and sincerity in Sophie's feelings. Agatha's unexpected help caused Tedros to question Sophie's character. As a result, he became disappointed, realizing that Sophie was not truly "Good" as he had thought. He ultimately gave up on her. Feeling rejected and betrayed, Sophie redirected her anger toward Agatha, blaming her for taking both the prince and her chance to belong in the School for Good.

The literary message highlighted in this part of the narrative was that love should not be used as a means to fulfill personal ambitions. True love required honesty, selflessness, and mutual understanding. The scene illustrated the danger of defining love based solely on appearances or social status. Moreover, it emphasized the importance of self-awareness before seeking validation from others. So, it was related to the theory of Fiveable that this part of movie was intended by the author to convey the literary message that defining love based on appearance and ambition was a mistake, and knowing oneself before seeking validation from others was important.<sup>78</sup>

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<sup>78</sup> Fiveable.

### c. Climax

In the climax of the movie, Sophie reached the peak of her emotional and moral conflict. After being emotionally manipulated by Rafal who continuously badmouthed Agatha. He offered her everything she had ever dreamed of, including beauty, power, and love. She accepted Rafal's offer and was granted blood magic, a dark power that allowed her to wage war between the School for Good and the School for Evil.

As the conflict escalated, Sophie climbed the tower and discovered the truth that the School Master was Rafal himself. Instead of resisting him, she believed his affection was genuine and kissed him. However, the kiss only strengthened Rafal and caused the collapse of both schools. This symbolic destruction represented the chaos that followed when one chose ambition and revenge over truth and goodness.

The literary message delivered in this moment emphasized the danger of unchecked ambition and the consequences of trusting the wrong people. The scenes highlighted that real strength was not found in magic or control, but in honesty, integrity, and doing what is right, even when it is difficult. The climax served as a warning that happiness gained through manipulation and selfish desire was temporary and destructive. Instead, lasting peace and fulfillment come from remaining loyal to one's values and understanding the difference between true love and empty promises. Thus, it had relation to the theory of Fiveable that the climax stage was

delivered by the author to convey a message to the audiences that having too much ambitions and trusting the wrong people could cause big problems, but real strength came from being honest and doing what is right.<sup>79</sup>

d. Falling action

In the falling action, Sophie realized that she had made many mistakes. She felt guilty and did not want to hurt anyone anymore, especially Agatha. She was afraid of losing her best friend. When Rafal tried to kill Agatha, Sophie sacrificed herself to save her. This brave action brought back the balance between the School for Good and the School for Evil. After that, with Sophie's help, Agatha was able to defeat Rafal and end the conflict.

The literary message in this part showed that true love and friendship often need sacrifice. It also showed that people can change, even after doing something wrong. Sophie's choice to fix her mistakes proved that goodness can still come from someone who once failed. Forgiveness, courage, and kindness helped heal everything that was broken. So, based on Fiveable, the author delivered a message to audience that True love and friendship often require sacrifice. Realizing mistakes and choosing to make things right is a powerful act of goodness.<sup>80</sup>

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<sup>79</sup> Fiveable.

<sup>80</sup> Fiveable.

e. Resolution

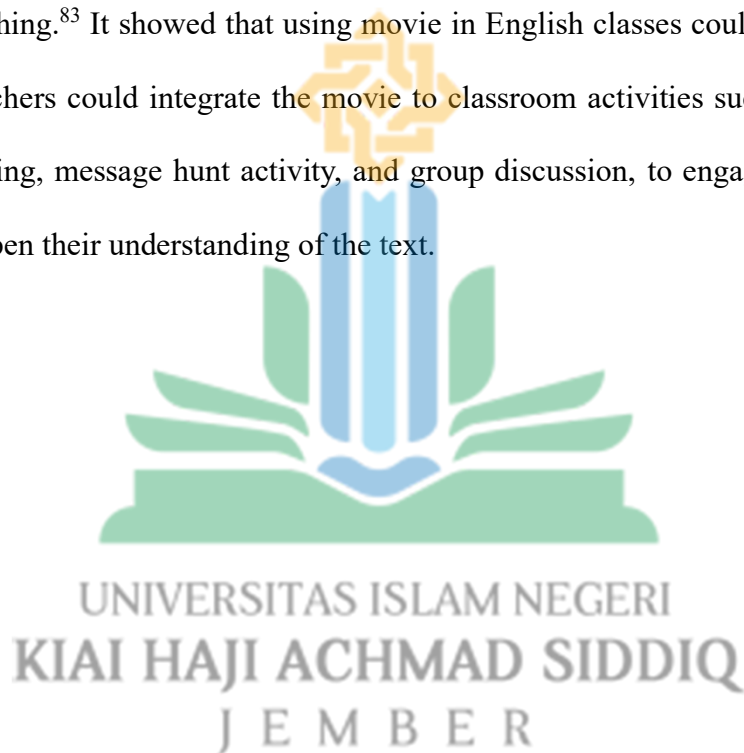
In the resolution stage, the long conflict between Good and Evil finally came to an end. After Rafal was defeated and balance was restored, both schools united and lived in peace and harmony. There was no more division between the two sides. At the end of their journey, Agatha and Sophie returned to Gavaldon, bringing the story to a peaceful close. Thus, it was in accordance with the statement of Fiveable that the author of the movie through the resolution stage delivered to convey lesson that love, friendship, and forgiveness were stronger than hate and division, and they were the key to creating true harmony.<sup>81</sup> Instead, with patience and effort, understanding and friendship could grow over time. Moreover, the phrase “slow and steady wins the race” reminded the audiences that lasting change took time but possible.

Based on all the data, it showed that every stage of the narrative structure contained distinct literary messages that reflected the moral and philosophical dimensions of the story. It meant that the movie *The School for Good and Evil* did not merely present a fantasy tale, but rather explored complex human values such as identity, morality, love, friendship, sacrifice, and redemption. Each stage contributes to the audiences’ understanding of what it truly means to be Good or Evil, challenging the traditional system and encouraging audiences to reflect on personal growth and emotional complexity.

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<sup>81</sup> Fiveable.

In the context of literature learning and teaching, understanding literary messages helped students not only enjoy the story but also get the literary messages through narrative structure that the movie gave, so it was in line with Lannin that literature learning helped students analyze contents of literary works.<sup>82</sup> At the same time, teachers were able to help students grow and think critically, so it was in accordance with Ismail about the aims of literature teaching.<sup>83</sup> It showed that using movie in English classes could be beneficial. Teachers could integrate the movie to classroom activities such as reflection writing, message hunt activity, and group discussion, to engage students and deepen their understanding of the text.




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<sup>82</sup> Lannin et al., "Multimodal Text Sets to Use Literature and Engage All Learners in the Science Classroom."

<sup>83</sup> Ismail, "Stylistics of Teaching and Learning Process of Language through Literature: A Symbiotic Relationship and Spontaneous Production of Creative Pedagogy."

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the finding of data analysis of character educational values represented in The School for Good and Evil movie, the research explored that the movie depicted ten essential virtues. The values of the movie were wisdom represented five times, justice represented once, fortitude represented twice, self-control represented once, love represented eight times, positive attitude represented once, hard work represented four times, integrity represented once, gratitude represented four times, and humility represented once. Among them, love appeared most frequently, indicating that the movie strongly emphasized the importance of compassion, care, and emotional connection. This was followed by wisdom, positive attitude, gratitude, and hard work, showing that the characters' personal growth and decision-making processes are deeply tied to moral choices and emotional resilience.

Furthermore, the analysis of literary messages through the narrative structure of the movie revealed the narrative structure carried valuable lessons about love, identity, friendship, ambition, forgiveness, and unity. The story showed how characters learned from their choices, overcame challenges, and grew as individuals. These messages were delivered clearly through the characters'



experiences, helping the audiences understand that goodness is not about perfection, but about doing the right thing even after making mistakes.

## **B. Suggestions**

Based on the research findings, the researcher provides some suggestions for English teachers, students, and further researchers who are interested to conduct similar studies related to this research.

1. For English teachers, teachers are encouraged to use relevance movies as teaching media in language classrooms which can engage students while introducing them to moral values and helping them improve their English skills.
2. For students, they should use movies not only as entertainment but also as learning materials. Watching and analyzing stories can improve their critical thinking, vocabulary, and understanding of real-life values. Students are advised to actively participate in classroom discussions and reflect on the lessons shown in the movie.
3. For further researchers, this study can serve as a foundation for those interested in exploring character education through literature or movies. Researchers may explore how using movie in classrooms affects student engagement and moral development over time.

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## Appendix 1 Declaration of Authenticity

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Dianatul Izza  
 NIM : 211101060007  
 Study Program : English Education  
 Faculty : Tarbiyah and Teacher Training  
 University : State Islamic University of Kiai Haji Achmad Siddiq Jember

States that thesis entitled "An Analysis of Character Educational Values Through Narrative Structure: A Literary Study on The School for Good and Evil Movie (2022)" is truly my work from the result conducted on a movie entitled The School for Good and Evil, except the sources that I mentioned.

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

Jember, June 15<sup>th</sup>, 2025



Dianatul Izza  
 SRN. 211101060007

## Appendix 2 Research Matrix

### RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	DATA RESOURCE	RESEARCH METHOD	RESEARCH QUESTION
The Analysis of Character Educational Values through Narrative Structure: A Literary Study on The School for Good and Evil Movie	Character Educational Values	1. Wisdom 2. Justice 3. Fortitude 4. Self-control 5. Love 6. Positive attitude 7. Hard work 8. Integrity 9. Gratitude 10. Humility	A movie entitled "The School for Good and Evil"	1. Qualitative Approach (Content Analysis) a. Data Condensation b. Data Display c. Drawing and Verifying Conclusions	1. What character educational values are represented in The School for Good and Evil movie? 2. What are the literary messages conveyed through narrative structure in The School for Good and Evil movie?
	Literary Messages through Narrative Structure	1. Exposition 2. Rising action 3. Climax 4. Falling action 5. Resolution			

### Appendix 3 Declaration Sheets

#### SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Ihyak Mustofa, S.S., M.Li.

NIP : 199403032022031004

Jabatan: Dosen UIN KHAS

Menyatakan telah menggunakan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Dianatul Izza dalam penelitian yang berjudul "*An Analysis of Character Educational Values Through Narrative Structure: A Literary Study on The School for Good and Evil Movie (2022)*".

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai keperluan.

Jember, 22 Mei 2025

Yang membuat pernyataan

UNIVERSITAS ISLAM NEGERI  
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Ihyak Mustofa, S.S., M.Li.  
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## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

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Jabatan: Dosen UIN KHAS

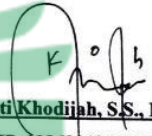
Menyatakan telah menggunakan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Dianatul Izza dalam penelitian yang berjudul "*An Analysis of Character Educational Values Through Narrative Structure: A Literary Study on The School for Good and Evil Movie (2022)*".

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai keperluan.

Jember, 22 Mei 2025

Yang membuat pernyataan



  
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## Appendix 4 Research Journal

### RESEARCH JOURNAL

No.	Activity	Time	Note
1.	Determining the primary data	March 19 <sup>th</sup> , 2025	Determining the types of character educational values and the narrative structure in The School for Good and Evil movie
2.	Observing the source of data	March 20 <sup>th</sup> , 2025	Observing the source of data by watching The School for Good and Evil movie multiple times to find the important parts
3.	Collecting the data	March 24 <sup>th</sup> , 2025	Identifying the important parts as the result of analysis in form of written notes and categorizing the points.
4.	Categorizing the result of analysis	March 25 <sup>th</sup> , 2025	The result of data collection was categorized based on the character educational values and narrative structure
5.	Deciding analysis	April 10 <sup>th</sup> , 2025	Analyzing deeply the character educational values and literary messages based on the movie
6.	Validity of data	May 22 <sup>nd</sup> , 2025	Two English lecturers checked and validated the data
7.	Making conclusion	May 23 <sup>rd</sup> , 2025	Making conclusion based on the final result.

## Appendix 5 Sheets of Analysis

### SHEETS OF ANALYSIS

Character Educational Values				
No.	Values	Frequency	Utterances	Description
1.	Wisdom	5	Agatha : “To get you out of here.” Sophie : “Oh good.” Agatha : “Not good. Something is after you.”	<ul style="list-style-type: none"> <li>Agatha decided to bring Sophie to the school master, because of someone targeted Sophie.</li> </ul>
			Agatha : “It’s okay, Gregor. It can’t get you. You’re fine.”	<ul style="list-style-type: none"> <li>Agatha decided to calm Gregor down because she saw that Gregor was scared.</li> </ul>
			Agatha : “You need to prove to him that you’re Good, in front of everybody, in a way no one can deny.” Sophie : “Fine, what do I have to do?”	<ul style="list-style-type: none"> <li>Agatha made good decision to advise Sophie, because Sophie wanted to make Tedros interested in her.</li> </ul>
			Tedros : “Sophie! Toss my sword, now!” Agatha : “Sophie, do something!” [Then, Agatha grabbed the sword and gave it to Tedros]	<ul style="list-style-type: none"> <li>When Tedros asked Sophie to get the sword to fight the Reaper, but Sophie did not do that, so Agatha immediately got it.</li> </ul>

			<p>Agatha : “Please I need you to trust me. Come with me to save Sophie. This is how we’ll save the school, Ever’s and Never’s.”</p>	<ul style="list-style-type: none"> <li>Agatha invited Tedros to save Sophie because she thought war between schools was wrong, she prioritized saving Sophie so they would save the schools too.</li> </ul>
2.	Justice	1	<p>Agatha : “What did you people do to him Dovey : “I’m sorry?” Agatha : “Gregor failed three times, and then disappeared, screaming in pain. That’s what you call Good? Destroying someone kind because they can’t live up to your impossible expectations? What exactly is good about that?”</p>	<ul style="list-style-type: none"> <li>Agatha questioned about the system of school that seemed she felt not fair.</li> </ul>
3.	Fortitude	2	<p>Boy : “He says you looked at him weird, and now he’s feeling all itchy.” Agatha : “I’m sorry, that sounds more like a hygiene issue.”</p>	<ul style="list-style-type: none"> <li>Agatha was mocked by her friends, but she answered with calm answer.</li> </ul>
			<p>Man : “Everyone says you’re a witch. You know what we used to do to witches in Gavalton? We burned them.” Agatha : “You have a really nice day, buddy.”</p>	<ul style="list-style-type: none"> <li>Agatha stayed determined and persevering in the pursuit of what is right because she was not a witch.</li> </ul>
4.	Self-control	1	<p>Beatrix : “The Good do not room with Evil. Reena, tell the fairies to come get my bag. I’m moving.” Agatha : “Mm, but I’ll miss you so.”</p>	<ul style="list-style-type: none"> <li>When Beatrix and Reena insulted her and treated her badly, she preferred staying calm and focused on what really mattered.</li> </ul>

5.	Love	8	Sophie : “Who’s there?” Agatha : “I made this for you, I’m sorry about your mom.”	<ul style="list-style-type: none"> <li>Agatha tried to cheer her after Sophie’s mother died by giving her a woven crown.</li> </ul>
			Agatha : “Hi, hello there little guy.” [Agatha stroked the baby goat] Agatha : “Aw yeah, you like that?”	<ul style="list-style-type: none"> <li>She showed care on animal that was alone in corner of the market.</li> </ul>
			[A man threatened Agatha by pointing his knife at her, then Sophie hit his head with a pan] Sophie : “You okay?” Agatha : “Yeah, I’m fine.”	<ul style="list-style-type: none"> <li>Sophie showed care for Agatha by helping her in a dangerous condition.</li> </ul>
			Agatha : “I wish for home for all of us.”	<ul style="list-style-type: none"> <li>Agatha wished for home for all of people, she did not just make a wish for herself.</li> </ul>
			Agatha : “Hey Gregor, I don’t know if I can help you or know. But if I can, I will.”	<ul style="list-style-type: none"> <li>Agatha wanted to help Gregor using her wish to free him.</li> </ul>
			Rafal : “Now, if you’ll please step away from my bride.” Agatha : “You will never have her, you monster, not as long as I’m alive.” Rafal : “Well, as you wish.” [Rafal points the Storian pen to Agatha] Sophie : “No! Not Aggie!” [Sophie stepped forward to block Agatha]	<ul style="list-style-type: none"> <li>Sophie sacrificed herself to save Agatha.</li> </ul>
			[Sophie whimpered] Agatha : “Hey, Oh My God.” [Agatha lifted Sophie's body onto her thighs]	<ul style="list-style-type: none"> <li>Agatha calmed down Sophie after all. She felt empathy and understood Sophie for what happened because she was just</li> </ul>

			<p>Sophie : “Aggie, I’m so sorry for everything.”</p> <p>Agatha : “Shh, you’re fine. You’re okay. You’re safe now.”</p>	a human. she emphasized that they would always have each other.
			Sophie : “I love you, Aggie. You’ll always be my best friend.”	<ul style="list-style-type: none"> <li>It was the last words before Sophie was unconscious.</li> </ul>
6.	Positive attitude	1	Sophie : “Dear School for Good and Evil, as a future princess, I wish very much to attend your esteemed institution. Allow me to list my attributes that I believe make me a uniquely qualified candidate. From a very young age, I’ve always known it’s been my destiny to change the world. Please be real.”	<ul style="list-style-type: none"> <li>Sophie was so optimistic to be accepted in The School for Good and Evil. She acknowledged that she was a future princess that would change the world.</li> </ul>
7.	Hard work	4	<p>Agatha : “Hey, we have to get out of here.”</p> <p>Sophie : “Aggie, this is what I wished for.”</p>	<ul style="list-style-type: none"> <li>She tried to change her life so she could get out of low ambition in Gavalton.</li> </ul>
			<p>Agatha : “Okay, then we have to protect Sophie.”</p> <p>School Master: “And we will, as soon as we find her. Sophie is missing.”</p>	<ul style="list-style-type: none"> <li>Sophie was missing because she had been influenced by Rafal fully.</li> </ul>
			<p>Sophie : “You know, I think I’m really getting the hang of this.”</p> <p>Agatha : “Sophie, stop. Whatever’s happened, I can help you. I’m your friend.”</p>	<ul style="list-style-type: none"> <li>Agatha went through to achieve to save Sophie continuously from falling deeper into darkness.</li> </ul>

			<p>Sophie : “No, Agatha. You’re my nemesis. Which means our story can’t end until one of us is destroyed.</p> <p>Agatha : “Sophie..”</p>	
			<p>Sophie : “The only mistake I made was thinking I needed to switch schools. It was just the schools that needed to switch.”</p> <p>Agatha : “The mistake you made was thinking you needed any of this. Look what it’s done to you! Look at what it has done to us. Sophie, Rafal is the enemy. We have to defeat him”</p>	<ul style="list-style-type: none"> <li>• She kept encouraging Sophie, warned her about the danger of Rafal, and even risked her own life to protect her best friend.</li> </ul>
8.	Integrity	1	<p>Agatha: “Umm, this is for you.”</p> <p>Tedros : “Yeah?”</p> <p>Agatha: “Not from me. From my friend, Sophie.”</p> <p>Tedros : “Oh, the witch with the gorgeous hair?”</p> <p>Agatha: “No, no. She’s not a witch. She was just dropped in the wrong school.”</p> <p>Tedros : “No, that does not happen, normal girl. She’s definitely playing you.”</p> <p>Agatha: “Well, in this case, it did. Trust me. She is definitely a princess.”</p>	<ul style="list-style-type: none"> <li>• Agatha was honest that Sophie was as good as little Sophie and told Tedros that she was definitely princess.</li> </ul>
9.	Gratitude	4	<p>Stepmother: “No spending an hour on your hair.”</p> <p>Sophie : “At least I have hair.”</p>	<ul style="list-style-type: none"> <li>• Sophie usually used to take long time to make over on her hair, so her mom was angry.</li> </ul>


				But she answered with gratitude
			Agatha : “See? You already did do something that matters. The day you became my friend.”	<ul style="list-style-type: none"> <li>• Agatha was so grateful to have Sophie in her life, she really appreciated the presence of Sophie.</li> </ul>
			Lady Lesso: “What is this all about?” Sophie : “This? Turns out you did me a favor, I was long overdue for a makeover. Now, if you wouldn’t mind activating my powers, I’d be most grateful.”	<ul style="list-style-type: none"> <li>• Sophie felt grateful for Lesso's action of cutting her hair, even though it was cut as punishment.</li> </ul>
			Agatha : “Look, back in Gavaldon, all my life, they’ve called me a witch. They told me to my face how ugly I am and how someday they’ll get around to burning me and my mom. And the whole village just laughs, except for Sophie. She’s the only one who has stood up for me from the time we were kids. She’s like my sister.”	<ul style="list-style-type: none"> <li>• Tedros questioned why Agatha kept continuing to help Sophie, Agatha responded with appreciation.</li> </ul>
10.	Humility	1	Agatha : “I think you should do whatever makes you happiest, Gregor.”	<ul style="list-style-type: none"> <li>• Gregor told Agatha that he failed in the class and wanted to own a grocery store, Agatha listened attentively, she accepted the imperfection of him</li> </ul>

Literary Messages				
No.	Narrative Structure	Scene	Description	Literary Message
1.	Exposition	The introduction of Sophie and Agatha by narrator.	Sophie and Agatha was introduced differently. Sophie was introduced as a girl who dreamed of being princess to change the world. While Agatha was a girl with odd look lived by the graveyard in Gavaldon	Judgments about Good and Evil are often based on biased perceptions. Someone who seems strange or bad may actually be a kind, caring and loving person. So, people should not easily judge people from what they look like
		Agatha met Professor Dovey and discussed about the Ever and Never division	Agatha felt like she didn't deserve to be in The School for Good, the one who deserved it was Sophie, who ended up in The School for Evil.	People does not measure one's goodness just by how one looks, but about what someone does.
2.	Rising action	Sophie and Agatha tried to find Sophie's true love.	Sophie believed Tedros was her true love and tried to win his heart to transfer to the School for Good. When Sophie and Tedros were tested in the Trial by Tale, Agatha helped them out of concern for Sophie's safety. During the trial, Sophie refused to help Tedros, believing that a man should save her. Agatha stepped in instead, which led Tedros to feel betrayed. He realized Sophie wasn't truly "Good" and gave up on her. Sophie, feeling angry and hurt, blamed	Love is not about achieving personal goals, but about sincerity and mutual understanding. The mistake of defining love based on appearance or ambition, and emphasizes the importance of knowing oneself before seeking validation from others.



			Agatha for taking the school and the prince from her.	
3.	Climax	Sophie was fully influenced by Rafal.	Sophie was fully influenced by Rafal, who manipulated her emotions by badmouthing Agatha and promising to give Sophie everything she had ever dreamed of – beauty, power, and love. Sophie accepted his offer and received blood magic. She caused the two schools to go to war. Then, she went to the tower and found out the School Master was actually Rafal. When Sophie kissed him, it made Rafal stronger and caused the schools to fall apart.	Having too much ambitions and trusting the wrong people can cause big problems. Real strength comes from being honest and doing what is right. Moreover, true happiness is found by staying true to good values, not by trying to get power in wrong ways.
4.	Falling action	Sophie realized she was doing wrong	Sophie regretted everything she had done and did not want to hurt her friends, especially Agatha. She did not want to lose her. When Rafal tried to kill Agatha, Sophie sacrificed herself to save her. Because of this, the balance between the two schools was restored. After that, Agatha with Sophie's help defeated Rafal.	True love and friendship often require sacrifice. Realizing our mistakes and choosing to make things right is a powerful act of goodness. Even after making bad choices, people can still change and do the right thing. Furthermore, forgiveness, courage, and selflessness can heal what was broken.
5.	Resolution	Good and Evil were united.	Good and Evil were finally united. Both schools lived in peace and harmony. After everything was restored, Agatha and Sophie went back to Gavaldon.	Peace can be achieved when differences are accepted. Unity does not mean being the same, but working together with respect and understanding. In the end, love, friendship, and forgiveness are stronger than division and hate.

## Appendix 6 Turnitin Check Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

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**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh


Nama : Dianatul Izza  
 NIM : 211101060007  
 Program Studi : Tadris Bahasa Inggris  
 Judul Karya Ilmiah : The Analysis of Character Educational Values through Narrative  
 Structure: A Literary Study on The School for Good and Evil Movie

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (3,8%)

1. BAB I : 8%  
 2. BAB II : 5%  
 3. BAB III : 5%  
 4. BAB IV : 1%  
 5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 Mei 2025  
 Penanggung Jawab Turnitin  
 FTIK UIN KHAS Jember



**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**JEMBER**

Ulfa Dina Novienda, S.So.S.I., M.Pd.

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.  
 2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

## Appendix 7 Profile of The School for Good and Evil Movie



*The School for Good and Evil (2022) Poster*

Genre : Fantasy  
 Directed by : Paul Feig  
 Produced by : Paul Feig  
 Written by : David Magee  
 Paul Feig  
 Soman Chainani  
 Starring : Shopia Anne Caruso  
 Sofia Wylie  
 Laurence Fishburne  
 Jamie Flatters  
 Kit Young  
 Kerry Washington  
 Charlize Theron  
 Music by : Theodore Shapiro  
 Cinematography by : John Schwartzman  
 Editor : Brent White  
 Running Time : 147 minutes  
 Released : October 19<sup>th</sup>, 2022  
 Country : United States  
 Language : English

## Appendix 8 Bibliography of Researcher

### Bibliography of Researcher



#### Personal Information:

- Name : Dianatul Izza
- SRN : 211101060007
- Place & Date of Birth : Jember, July 13<sup>th</sup>, 2003
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#### Education Background:

- 2009 – 2015 : Sekolah Dasar Negeri Langkap 1
- 2015 – 2018 : Madrasah Tsanawiyah Negeri 4 Jember
- 2018 – 2021 : Madrasah Aliyah Negeri 1 Jember
- 2021 – 2025 : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember