

AN ANALYSIS OF MORAL VALUES AS MATERIAL FOR TEACHING CHARACTER EDUCATION IN *UP* AND *DOCTOR STRANGE* FILM

Titi Purnama Sari

Sultan Ageng Tirtayasa University

titipurnamasari1994@gmail.com

Nurhaeda Gailea

Sultan Ageng Tirtayasa University

Masrupi

Sultan Ageng Tirtayasa University

ABSTRACT

This research is “An Analysis of Moral Values As Material for Teaching Character Education in *Up* and *Doctor Strange* Film”. The objectives of this research were to find out moral values in *Up* and *Doctor Strange* film that can be used as material for teaching character education that involve in curriculum. This research is a qualitative research through content analysis method. The data in this research was collected through documentation and key informant with expert. In analyzing the data, the researcher used character table by Bohlin’s theory (2013) that consisted of moral starting point, 1st morally pivotal point, 2nd morally pivotal point, challenge point, and new change. The result of this research showed there are some moral values in *Up* and *Doctor Strange* film that can be used as material for teaching character education involve in curriculum. The moral values are responsibility, caring other people, work hard, appreciate achievement of other people, curiosity, like to read and caring environment. These moral values also include in 18 that should be taught by teacher in teaching character education according to the Depdiknas (2010).

Keyword: Moral, Character, Character Education, Film, Up Film, Doctor Strange Film

INTRODUCTION

Lately, Indonesia is experiencing a moral crisis that is very worrying especially in education. According to Arendt a crisis in education would at any time give rise to serious concern even if it did not reflect, as in the present instance it does, a more general crisis and instability in modern society. For education belongs among the most elementary and necessary activities of human society, which never remains as it is but continuously renews itself through birth, through the arrival of new human beings. These newcomers, moreover, are not finished but in a state of becoming.

Related to the crisis moral above, it has to take teachers’ responsibility to solve out the students’ problem related to the moral values. According to (Fitri, 2012, p. 156), character

education can be integrated in the learning of each subject. Learning materials relating to the norms or values of each subject need to be developed, explored, linked to the context of everyday life.

The researcher is interested to analyze moral aspects that contained in *Up* and *Doctor Strange* film, because these films are very popular in young generation and majority of audiences are teenagers. Contents of *Up* and *Doctor Strange* film are full of moral aspects of values. Both *Up* and *Doctor Strange* are good films because they get awards. *Up* film was opened 2009 Canal Film Festival and *Doctor Strange* film was including Academy Award nomination for the Best Visual Effect. According to (Bohlin, 2005) teaching character education through literature can awake the moral imagination in secondary classroom.

To analyze moral values in education character, the researcher used character table of Bohlin's theory to know moral values in the story by using *Up* and *Doctor Strange* film and result of this research can be used as material for teaching character education.

Related to these explanations above, the researcher conducted research paper entitled "An Analysis Moral Values as Material for Teaching Character Education by Using *Up* and *Doctor Strange* Film"

THEORETICAL FRAMEWORK

Concept of Moral

Moral values mean behavior in conformity with the moral code of the social group. "Moral" comes from the Latin word *mores*, meaning manners, customs and folkways. As Hurlock as cited by (Mardioko, 2012, p. 18) said that "Moral is controlled by moral concepts – the rules of behavior to which the members of a culture have become accustomed and which determine the expected behavior patterns of all group members". In sum, moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad. Personal morality defines how people combine within their own integrity and their own personal value as respond in environment.

In conclusion, there are 18 moral character according to Depdiknas (2010), they are 1. Religiosity, 2. Responsibility, 3. Optimism 4. Honesty, 5. Altruism, 6. Love and Affection (Peace), 7. Helping others, 8. Discipline, 9. Work hard, 10. Creative, 11. Independent, 12. Democratic, 13. Curiosity, 14. Spirit of nationality, 15. Love country, 16. Appreciate achievement, 17. Like to read and 18. Caring environment.

Concept of Character Education

According to (Depdiknas, 2010), character education is everything that teachers do, which is able to influence the character of learners. Teachers help shape the character of learners. This includes examples of how teachers behave, how teachers speak or deliver material, how teachers tolerate, and other related matters. Based on the grand design developed by Kemendiknas, psychologically and socially culturally the formation of character in the individual is a function of all human potential (cognitive, affective, and psychomotor) in the context of cultural social interaction (in family, school and community) and lasts for life.

Concept of Teaching

Teaching activity is an action which leads to improve students' achievement of their future success by using outcomes of matter. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgment about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students (Coe, Aolisi, Higgins, & Major, 2014). In other word, (Sequeira, 2017) stated that teaching is a set of events, outside the learners which are designed to support internal process of learning.

Concept of Literature

While narrative literature has enormous potential to help readers see the moral life more fully, it can also help them see things differently. Literature provides a rich context within which students can reflect and then mentally rehearse how they might act in similar circumstance. As one English teacher explains, literature

“...helps students to interpret and understand their lives as they are and will be.”... By learning to analyze literature, “students can learn to analyze their own lives... They are able to live alife, but also able to stand back and look at it.”

(Bohlin, 2005, p. 32)

In sum, literature is constituted by language and it represents one of the most recurrent uses of language. Literature for language learning could improve students' critical thinking because literature helps them to think and draws the emotion base on the literary work. It easier the students that using literature can make students think it works base on their point of view.

Concept of Film

According to Walker (Masithah, 2015, p. 18) “video is a technology which combines vision and sound that is specifically used for classroom language instructions to provide content and to teach specific language feature”. Besides, video is another useful aid for the language teacher as (Masithah, 2015, p. 18) said that most advocated of video in language teaching have focused on helping students to understand the content of a video sequence or on using video to present language models.

In sum, the definition of film is also called a movie or motion pictures. It is a series of still or moving picture recorded with sound that tells a story. Film is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effect

RESEARCH METHODOLOGY

In this research, the researcher used qualitative approach. Qualitative concerned on describing some occurrences or problems that happened in surrounding places. Another opinion comes from (Creswell, 2001, p.18) stated that

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative or change oriented) or both.

From the quotations above, qualitative approach through study a phenomenon as the research design was applied. In this situation the researcher seeks to establish the meaning of a phenomenon from the views of participants. The researcher chooses one class of tenth grade class to be the participants. The researcher applied content analysis.

This research conducted content analysis research that commonly associated with qualitative research. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts as stated by (Elo & Kyanga, 2008, p. 107) “Content analysis is a method of analyzing written, verbal or visual communication messages.” Researchers qualify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and

articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language.

Data collecting technique in this research are documentation and interview with key informant as expert judgment of this research. After the data was collected, the researcher analyzed the data by using character table by Bohlin’s theory (2013)

Table 1. Character Table

Title of Film		<i>The schooling of desire leads to a character’s refined understanding and pursuit of an ideal that is both worthwhile and compelling</i>	
Mapping pivotal points	Definition	Example/illustration	Telos/object of desire
Moral starting points: habits, dispositions, and context	What we know about the character’s habitual behavior, attitudes, dispositions as well as initial aspirations and goals (tele)		
1st morally pivotal point	Shake-up, realization that character is not pursuing the best possible telos		
2nd morally pivotal point	Leap in self-knowledge, clearer, perspective on a worthy path.		
Challenge point	Meets a challenge that imposes stress or pressure; telos becomes clear but it is difficult to pursue. The character chooses a course of action and exercises practical wisdom in achieving that goal.		
Change: New position			

FINDINGS AND DISCUSSION

Findings

Up film

In starting point, the researcher explained about behavior of the main character. In *Up* film, the main character is Carl. Carl is a widower that wants to fulfill his promise to his wife that he will take their house to the top of Paradise Fall in South America. Actually, Carl is kind and good people. But he change to be arrogant and always angry because there is a project that will destroy his house.

Moral values that can be caught in 1st morally pivotal point are responsibility and caring action to help other. It can be seen when Carl try to fulfill his promise to his wife. Carl try his best to make his house move to the top of Paradise Fall and Carl try to be more carry to other people. It can be seen when Carl help Kevin to free and to meet his children.

The moral values in 2nd morally pivotal are responsibility and caring action to other people. To fulfill his promise to his wife, Carl took the house to Paradise Fall by using thousands of balloons to carry his house. In the middle of journey, Carl and Russell helped Kevin, a bird that want to go home and meet its children. Kevin had caught by Muntz, Carl and Russell try to set out Kevin from Muntz.

The last part is challenge point. In this part, there are some moral values that can get when the main character face some challenge in order to do something good. There are some moral values that can get from challenge point they are responsibility, caring action and help other. Many obstacles that had to faced by Carl. Thousand balloons that carry Carl's house get lost one by one and make the house cannot fly higher. Carl throws all the things in the house to make the house easy to fly to Paradise Fall. After that, when Carl tried to set Kevin free, Carl and Russell attacked by Muntz's dogs. Carl lost his house when set free Kevin and make Muntz throw away from his plane. Carl cannot do anything to safe his house. Carl sincerely missing his house. In the end of film, Carl becomes more happy, kind and proud of Russell.

From those statement and illustrations, the researcher concluded that there are three moral values that can get from *Up* film they are responsibility, caring other people and loving each other.

Doctor Strange film

Firstly, the researcher analyzed moral starting point. In this part, the researcher explained the habitual of the main character in *Doctor Strange* film. The main character in *Doctor Strange* film is Doctor Stephen Strange usually called Doctor Strange. Stephen strange (Doctor Strange) is a great neurosurgeon. He can cure many patients who have to undergo surgery. He is very professional when doing his duties as a surgeon. Doctor Strange

has a bad character that likes to boast his ability and knowledge to other, even so, he is a good person, happy to help others, confident, smart and intelligent. Doctor Strange has an amazing spirit. He always wanted to know and learn things that he considered new. As time passes and events happen, doctor strange becomes a lesser self, brave, does not underestimate the ability of others, always help other, caring the environment and care for people around.

1st morally pivotal point of *Doctor Strange* film had been analyzed by the researcher. From 1st morally pivotal point analysis, the researcher get some moral value in *Doctor Strange* film, there are work hard attitude, optimism, enterprising learning and passion. There some illustrations that show moral values of the main character in *Doctor Strange* film. Doctor strange suffered severe nerve damage to his hands so he could not become a surgeon anymore. Doctor Strange wants to make his hands as great as before so Doctor Strange meets his patient whom he considers incurable Pangborn. Doctor Strange wants to be like Pangborn who can recover as usual. After Doctor Strange met Pangborn, Pangborn told him that he could recover from paralysis after treatment at a place called Khamar-Taj in Nepal Doctor Strange wants to have the ability that is also owned by Ancient One. Doctor strange cannot follow the exercises done by other students in the Kamar - Taj. Doctor Strange wants to defeat Kaecilius and his followers but his skills are not yet proficient, so Doctor Strange has to accept attacks and get serious injuries to his heart.

In 2nd morally pivotal point, there are some moral values that can get from *Doctor Strange* film, they are curiosity, caring environment, caring other people, and appreciate achievement of other people. Doctor Strange wants to be a student of the Ancient One and is not willing to boast. Doctor Strange asks for help and apology to Christine Palmer when his heart is injured caused by Kaecilius' followers. Doctor Strange became more active learning by reading books in libraries and practicing more. Doctor Strange became more concerned with others when the Ancient One was attacked by Kaecilius and died. When the Ancient One is injured and must be rescued immediately, Doctor Strange hands over the Ancient One treatment to another doctor because he is aware of the deficiency in his hand.

The last part is challenge point. In this part, there are some moral values that can get when the main character face some challenge in order to do something good. The moral values that can get in challenge point are work hard, curiosity, like to read, caring environment, caring other people, and brave.

In sum, moral values that can get from *Doctor Strange* film are work hard, optimism, enterprising learning, passion, curiosity, caring environment, caring other people, appreciate

achievement of other people, curiosity, like to read, caring environment, caring other people, and brave.

From the findings above, the researcher concluded that there are moral values in *Up* and *Doctor Strange* film based on the main character are responsibility, caring other people, work hard, appreciate achievement of other people, curiosity, like to read and caring environment. These moral values also include in 18 that should be taught by teacher in teaching character education according to the Depdiknas (2010).

Discussion

Moral character education is really necessary to imply in teaching learning process. Teaching character education is important to make the students become a better person who have moral character in their daily life (Hamer, et al., 2017). It has teacher responsibility to teach moral character education in teaching learning process. The moral values that have gain from *Up* and *Doctor Strange* film can be material for teaching character education because moral values in *Up* and *Doctor Strange* film can give motivation to the students to be a better person. There are 9 moral values that teachers can give to the students as material for teaching character education in *Up* and *Doctor Strange* film. The nine moral values in *Up* and *Doctor Strange* film is include in 18 moral character education according to Depdiknas There are:

1) Responsibility

In *Up* film, the main character took his responsibility to fulfill his promised to his wife. He did anything to fulfill his promise to his beloved wife. In *Doctor Strange* film, the main character took his responsibility when he took infinity stone. He have to learn how to use the infinity stone and fight with the enemies who wants to broke the world. Responsibility also called in based competence of English language subject (Kompetensi Dasar) number 2.3. "Develop behavioral responsibilities, care, cooperation, and peace love, in implementing functional communication."

2) Caring other people

The main character both in *Up* and *Doctor Strange* film really cares with other people. It can be seen when they help other people. Carl as the main character in *Up* film cares with Russell and Kevin while Doctor Strange in *Doctor Strange* film cares with his

patients, teacher and other people in the world. It means the students have to care with their teachers and friend both in teaching learning process and in daily life.

3) Work hard

Both *Up* and *Doctor Strange* film shows work hard as moral character in the story. It can be seen when Carl (*Up* film) did anything to take his home to Paradise fall as he promised to his wife. He never gives up although he faced obstacle. The main character in *Doctor Strange* film really work hard to make his hand as well as before accident. He also worked hard when fighting with the enemies to safe people in the world from destroyed. Work hard means that students have to work hard to get their achievements in learning process. Do all the teachers' instructions. Students have to understand, apply and analyze factual, conceptual, procedural and metacognitive knowledge.

4) Appreciate other achievement

Carl (*Up* film) appreciated Russell's achievement when Russell got achievement from the teacher as person who helped a parent. Doctor Strange (*Doctor Strange* film) appreciated other doctor's skill when he cannot help his teacher (Ancient One). Doctor Strange ask doctor Nik to handle his teacher. In curriculum, appreciate other achievement means the students appreciate their friends' opinion and other's achievement without feels jealous with other's achievement.

5) Curiosity

Curiosity is had by Doctor Strange character. He always curios with the new knowledge and wants know everything. Firstly, he wants to know how Pangborn can walk again as normal people from his paralyzed. Then, Doctor Strange was curios with infinity stone and wants to know how to use it. Curiosity means the students had to ask to their teachers without feel shy. Usually teachers give stimulus to make the students feel curios of the material that will be learned.

6) Like to read

Doctor Strange in *Doctor Strange* film really like to read. He reads many books in the library. He read the book to know how to use infinity stone. Students have to like to read because the students will asked to understand some texts, news from newspaper, and understand the meaning of the text. Like to read also called in core competence (all basic

competence is asked) at twelve grade of senior high school in English subject. In other word, like to read also make the students rich of knowledge.

7) Caring environment

The main character in *Up* and *Doctor Strange* film really cares their environment. Carl (*Up* film) does not like the project that can make all houses in his environment change to a big building. Carl took his house by using thousands balloons. How the main character in *Doctor Strange* film cares his environment is Doctor Strange fight with Kaecilius and Dormammu that wants to destroy the world. Doctor Strange safe many people and do not want this world broke by the cruel person. Caring environment also include in curriculum in order to make the students more care with their environment. For example, the students clean their classroom and school, the students do not throw the rubbish careless.

Based on explanation above, moral values in *Up* and *Doctor Strange* film are available as material for teaching character education according to Curriculum.

Dr. John Pahamzah, M.Hum (2018) as expert judgment from this research said that this research is a suggestion that these films have moral character that involve in curriculum and can be used as teaching material. This analysis might be used as teaching material that develops moral character in film. Dr. John also argued that this film analysis is appropriate with character education according to curriculum.

Character education curriculum is the concept of a curriculum that is designed as a learning experience. In this context, the curriculum is not sense in terms of material, but rather a learning experience that is designed for learners. Zais in (Hidayati, Zaim, Rukun, & Darmansyah, Vol. 2 No. 6 June 2014) stated that the curriculum is all the experience of the children under the guidance of a teacher. The moral values that have gain from *Up* and *Doctor Strange* film can be material for teaching character education because moral values in *Up* and *Doctor Strange* film can give motivation to the students to be a better person.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research above, the researcher concluded that moral values in *Up* and *Doctor Strange* film can be used as material in teaching character education as good as it can make not only the classroom activity more active but also can make the students become a better person. Moral values in *Up* and *Doctor Strange* film based on the

main character are Responsibility, Caring other people, Work hard, Appreciate other achievement, Curiosity, Like to read and Caring environment. These moral values also include in 18 that should be taught by teacher in teaching character education according to the Depdiknas (2010)

Suggestion

The researcher would like to give some suggestions dealing with using film as material for teaching character education as followed:

1. For Teacher

Teacher should be prepared well to teach students by using film because technology is develop quickly now day. The teacher should be more concern not only in how they delivering teaching material but also in how they teach character education while teaching in order to make the students have good morality that can be implemented in their daily life.

2. For Students

Students have to pay more attention to media now day. When watch a film, the students have to get the motivation or moral values that could be implemented in their life.

3. For Other Researcher

The next researcher could conduct a material more attention to technology in this era. It is hoped that some useful information could be provided that make this research more valuable.

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