Chapter II

Review of Related Literature

This Chapter is about review of related literature. Review of related literature is very important because this is a basic theory concerning with the formulation of research problems and the goals of the research. The review below consists education, value, educational value, types of educational values,\ movie, structure of the movie, cynematografi, relation between movie and education and previous study.

A. The Concept of Education

Education is something that must be considered in life. The role of education is very important, that's why we can socialize in the wider community. Education can also be interpreted as a way and an effort to increase human knowledge, skills, and experiences. In an effort to maintain survival, humans pass on various cultural values from one generation to the next. The existence of education is expected to impart knowledge, instill skills to adapt to life, and most importantly help the younger generation develop into fully human beings.

Education is the process of establishing something in people. (Michael Farrel,2009:2). In this sense, education plays an important role in improving one's abilities and qualities. Besides from that, education helps to develop their own abilities, and it also helps to increase human resources. One of the ways to get and improve education in their lives is through the learning process.

Learning process commonly dividds into three kinds, those are formal education, informal education and also non-formal education (Muhammad Naquib:13). Education that is important for humans to grow and develop according to their desires and abilities, with the aim that human education as a whole can obtain intelligent knowledge, self-confidence and security. Education takes place in all types, forms and levels of everyday human life. In a broad sense, education can be identified as the following characteristics, such as: The following features of education can be identified:

1. Lifelong learning. This means that every human being, regardless of age, has the obligation and right to seek and obtain knowledge.

2. Education takes place at all stages of life. This means that education is processed not just in the classroom, but also in the domains of business, law, health, and technology.

3. Education can occur everywhere and anytime and from any source. As researched by the writer, a movie can also provide educational value for the audience.

4. The primary goal of education is to cultivate human beings in their daily lives. (Suparlan Suhartono, 2009: 83-84).

B. The Concept of Value

Values are something that is considered valuable in human life, which affects the attitude of life (Haedar Nasir, 2002: 783). In the Big Indonesian Language Dictionary, Value is defined as traits or things that are important or useful for

humanity" (KBBI, 2002: 783). While the definition of value according to expert is according to Kartono et al that value is something "that is considered important", "that is maintained" (Kartono Kartini and Dalil Gulo, 1987: 533). Then, Sutarjo Adisusilo (2013: 56) defined value as the quality of something that makes it liked, desired, pursued, valued, useful and can make people who live it with dignity. Value is something that provides a reference, starting point and purpose in life.

According to Earle (1992: 297), value is the positive quality of something; it is desired, useful, fascinating, good, and important, to name a few terms. It's debatable if values are part of a thing's essential character or merely how humans respond to it. In sociology, values theory is concerned with communally held personal values and how such values may alter under different circumstances. Different groups of individuals may hold or prioritize certain values that influence social behavior. As a result, what we value in life is determined by our preferences, attitudes, mentality, and behaviour..

Values serve as guidelines for behavior as well as criteria for judging and making decisions about what is right and wrong. Values are basically abstract ideas expressed and expressed through human actions and speech. J Halstead defines values as "principles, fundamental ideas, ideals, standards, or attitudes that serve as broad rules for behavior or points of reference in making decisions or judging beliefs or actions, and are intimately tied to personal integrity and identity."

Truth values that can be universally accepted are values that produce behavior that has a positive impact on the person who does it and can achieve peace and also prevent loss or distress for both oneself and others because it is effective in shaping clear children's morals and strong. Values and culture are related, although values are more global and abstract than norms. Values indicate what should be considered as good or bad, whereas norms establish standards for behavior in certain contexts.

C. The Concept of Education Value

According to Seshadri (2018:12) Educational Value is a value that functions to develop individual personality intellectually, socially, emotionally, aesthetically, morally and spiritually. It entails cultivating a sense of what is good, right, and beautiful, as well as the ability to choose the appropriate value based on one's thoughts and actions.

In addition, the value of education also plays a role in developing rational critical thinking, training emotions, and fostering imagination. The basis of education is the value of education, thus the value of education will develop naturally wherever we learn. The importance of education can be discovered not only in the academic process, but also in any experience. Educational value can also be characterized as a restriction on everything that educates someone and leads to maturity, whether good or negative, in order for these values to be beneficial to people.

D. Types of Educational Values

The primary goal of education is to develop an intellectually, emotionally, and spiritually mature human being.. Therefore, it is an essential component human personality is values and virtues. Value and This virtue should be the basis for the development of one's human life have civilization, goodness and happiness individually and socially. To build effective education, UNESCO emphasized the importance of human dignity as the highest value. Appreciation human dignity is considered an unlimited value and can encourages humans to choose basic values that range across around them.

Zaim El Mubarok (2008:12) on His book "*Membumikan pendidikan nilai*" makes us aware of the educational values, which are separated into two categories:

a. Values of Being

These values stem from developing qualities or attitudes within us that determine our behavior and how we treat other. The kinds of value of being consist of :

1. Honesty

   When confronted with something or a phenomena, honesty is described as a human attitude that tells the information without changing the original information (without changing the facts). Another definition of honesty is an attitude or action that emerges from and is guided by our conscience. Honesty is a manner of educating oneself so that they can confess, say, or supply information that is consistent with known

facts. We must be truthful to each other, institutions, community, and ourselves.

Of course, when we express something that is accurate, do not pretend, and speak what we think and believe to be true, our behavior is said to be honest. It's possible that honesty will reveal painful truths, but being honest is preferable to lying. The performers' remarks and actions can be used to determine their honesty in this film.

2. Be brave

Bravery is a human trait that manifests itself as a willingness to try new things, even if they are challenging. Bravery can also be defined as a struggle to maintain something that is thought to be good and right in the face of danger, difficulties, and weakness.

Dare to say no, dare to provide, dare to recognize a mistake, and dare to demand an apology are all examples of bravery. To assess someone's bravery, one might look at their actions as well as their statements. In this film, bravery is demonstrated by characters who are willing to accept their mistakes and take action against the enemy.

Courage to pursue your heart while being marginalized and suffering as a result. Don't be afraid to be nice and welcoming. He went on to say that the definition of bravery is doing something tough but proper since it is the best option in the longterm.

3. Confidence and Potential

    Confidence and potential are human attitudes that manifest as boundaries of ability knowledge. Potential can be defined as being ready and able to carry out a directive. It can help you overcome your tendency to blame others when you're having problems. Confidence is also a way of believing in one's own abilities. Believe in yourself is a characteristic of confidence, this indicates that personality people have faith in themselves and are convinced that their lives play a distinctive and vital role in the world.. They are well aware of their abilities and have accepted their limitations. They are gregarious. Confident people understand how to attach themselves to others and how to calmly accept compliments and criticism.

4. Self Discipline

    Self-discipline is an attitude that comes from within the human being and is derived by their habits. Discipline may also be defined as a level of Consistency in human behavior and the repercussions of a commitment or arrangement that is related to the goal that will be achieved. Self-control can be divided into three categories: physical, mental, and financial. Self-discipline can be used in every situation. When we understand our boundaries in terms of physical and mental strength, we may apply self-discipline, aware of the pitfalls of

embracing radical viewpoints and acting objectively and also the ability to maintain a good balance of spontaneity and self-control.

5. Purity

Purity refers to the state or quality of being free of anything that can taint, pollute, or otherwise harm one's health. Purity is also about being conscious of the worth. Understanding the function of life, as well as a grasp of the potential long-term and extended consequences.

b. Values of Giving

The values of giving are values that need to be practiced because when we give it to others and then it will affect in the development of that value. The values of giving divided into six parts, those are:

1. Loyalty

Loyalty is the characteristic or state of being loyal to one's commitments or duties. Family, employment, and other groups and institutions that are responsible to us can all be shown loyalty. Loyal people are usually willing to help, serve, and support others, and they can be trusted to keep their promises. Honesty, dependability, doing the right thing, establishing a good reputation, and loyalty are all examples of trust.

2. Respect

   Respect is a mode of thought about or valuing someone or something. It can also be characterized as acting in a manner that demonstrates your awareness of another person's rights, desires, and so on. Respect for father and mother, elders, nature, beliefs and rights, and other civilized and courteous actions are all manifestations of respect. Respect includes behaviors such as treating others with respect, respect yourself and try not to irritate yourself, tolerance and acceptance of differences, decency, not using bad language, paying attention to other people's feelings, not threatening, hitting, or hurting anyone, and dealing peacefully with anger, insults, and conflicts.

3. Love and Affection

   Love and affection are pleasant feelings for other people or things that you may experience or express. The sensation of enjoying and giving attention to someone or something is referred to as affection. Loyalty and respect aren't enough to define love. Love can be extended to dear friends, as well as to neighbors who enjoy hating us. To say to the family, underline the lifelong obligation.

4. Not Selfish

   Not being selfish is a feeling of concern and concern for others. One of the attitudes that is more concerned with others is not being selfish,

as well as growing to feel unity and compassion for others. Empathy, tolerance, and fraternity are all examples of non-selfish behavior. Sensitive means having acute mental or emotional sensitivity and being aware of others' feelings.

5. Kind and Friendly

Kind and friendly are defined as a positive attitude toward other people or things. It is more admirable to be kind and sympathetic than to be rude and aggressive. Tenderness, especially in younger or weaker people, can signal this and the ability to build and implement new relation.

6. Fair and Humanist

Fair value is when someone is treated in a correct or balanced way, or when a group of individuals is treated equally and personal beliefs are not allowed to affect decisions. Fairness, but in the other hand, is defined as agreeing with what is accurate or appropriate. Then humanity is tenderness, care, and sympathy for persons or groups among human attributes; natural consequences and the law of cause and effect are explored; generosity and forgiveness are recognized; and vengeance is recognized as futile.

From the description of the value of being and value of giving above, the researcher sumarize that we can construct our educational values from the values

of being by exercising these values ourselves. We can also implement those values in others if we want to build our educational values through giving values. We can learn about the educational value from a variety of sources, including personal experience, friends, the environment, and even right now. Watching movies is one of the educational resources available to us.

In Indonesia, The national education system has established educational values. Teachers must incorporate eighteen values into their lessons. The eighteen values are as follows: religious, honest, tolerance, disciplined, hardworking, creative, independent, democratic, curious, nasionalistic, patriotic, appreciative of achievements, friendly and communicative, peace loving, fond of reading, environmentally aware, socially concerned, and responsible (Kemendiknas, 2010).

On the other hand, Indonesian Ministry of Education divided the educational value into Eighteen (18) Values, its Explanation below :

1. Religious: reigious is obedient attitudes and conduct in carrying out religious teachings and beliefs, tolerance for the practice of different faiths (beliefs), and living in harmony with other religions' adherents.

2. Honest: honesty is a quality that stems from a person's attempts to become a person who can be trusted in his words, actions, and work at all times.

3. Tolerance: tolerance refers to attitudes and behaviors that appreciate differences in religion (belief), ethnicity, point of view, attitudes, and behaviors among others who are not like them.

4. Discipline: The activities that demonstrate ordered and obedient behavior are known as discipline.

5. Hard work: Hard work is defined as making significant attempts to overcome hurdles to learning and assignments, as well as to complete duties as quickly as feasible.

6. Creative: Thinking and executing anything creatively produces a new way or result from something that already exists.

7. Independent: Independent refers to attitudes and actions that are not reliant on others to complete tasks.

8. Democratic: the term "democratic" refers to the technique of thinking, doing, and behaving that prioritizes one's own and others' rights and obligations.

9. Curiosity: Curiosity is defined as the desire to understand more deeply and comprehensively about anything one has learnt, seen, or heard.

10. Patriotic : Patriotism is a mode of thinking, acting, and seeing the world that prioritizes the nation's and state's interests over their own and their groups'..

11. Love the Fatherland: Love for the Fatherland is a manner of thinking, doing, and behaving that demonstrates loyalty, concern, and high regard for the nation's linguistic, physical, social, cultural, economic, and political environment..

12. Respect Achievement: Respect is defined as attitudes and behaviors that motivate him to do something helpful for society while also acknowledging and respecting the achievements of others.

13. Pleasant and communicative: acts that demonstrate a desire to converse, socialize, and collaborate with others.

14. Love Peace: Attitudes, words, and deeds that make people feel pleased and comfortable in their presence are referred to as love peace.

15. Likes to Read: the practice of setting aside time to read a variety of books that are beneficial to someone's excellently.

16. Environmental Care: environmental care refers to attitudes and behaviors that are always aimed at preventing damage to the natural environment around them, as well as developing attempts to restore natural damage that has already occurred.

17. Social Care: Social care refers to attitudes and behaviors that are always willing to help others and communities in need.

18. Responsibility: Responsibility is a person's attitude and behavior toward himself, society, the environment (natural, social, and cultural), the country, and God Almighty in carrying out his duties and obligations.

E. The Concept of Movie

In this era, movies have grown so common. When someone watch a movie, they can have a good time. Movie is a motion picture is a story or event that is caught by a camera and shown in a theater or on television as a series of moving images

(Alan,1982:148). Viewing movies can provide people with inspiration, ideas, knowledge, and the opportunity to learn something new. That will be interesting when someone takes the time to study the movie's setting, narrative, dialogue, and characters. The movie is such a well form of entertainment in the world.. We can observe several interesting aspects of the movie. Begin with action, audio, visual, location, scenario, and technology. A motion movie is a visual representation of movement, speech, music, and color (Hamid,2016:4).

The classification of movies can be divided into three categories, as follows:

    a.   Documentary movie

The main key in documentary movies is the presentation of facts. Documentary movies deal with people, characters, events, and real location. Documentary movies don't create a thing events or events but record events that are true true or authentic.

The documentary doesn't have a plot however has a structure that is generally based on themes or arguments from the moviemaker. Documentary movies also don't have a protagonist and antagonists, conflicts, and their solutions. The story structure of documentary movie is typically straightforward in order for the audience to comprehend and believe the information given.. Documentary movies can be used to share goals and objectives such as information or news, biographies, knowledge, education, social, economy, politics (propaganda), and so on.

b. Fiction Movies

Unlike documentary movies, fiction movies are bound by plot. In terms of stories, fictional movies often use fictional stories outside real events and has a planning concept that has been designed since the beginning. The structure of the movie's story is also bound by the law of causality. Story usually also have protagonist and antagonist characters, problems and conflict, closure, and clear story development patterns. From the side fictional movie production and management is somewhat more complex.

a. Experimental Movies

Experimental movies don't have a plot but they do structure. Its structure is highly influenced by the subjective instincts of moviemakers such as their thoughts, ideas, emotions, and inner experiences. Experimental movie generally also do not say anything, sometimes even against causality, as do surrealist and chest moviemakers. Experimental movies are generally abstract and not easy to understand. This is because they use personal symbols which they created themselves. (M. Boggs Joseph and W. Petrie Dennis, 2000:112).

on the other hand, Movie genres can be categories as action genre, adventure genre, comedy, horror, musicals, and so on. Action movies prioritize action sequences such as battle, stunts, car chases, and explosions over characters and storyline intricacy. An adventure genre of movie is the

second category of film. Intriguing stories about new experiences or exotic settings are common in this kind of film. It is frequently compared to or related with action films.

F. Structure of movie

Physically, the movie has a structure and can be broken down into its elements, namely

a. Shot

Shot during movie production means the process of recording images or the moment when camera is turned on until it is shut off, it is often termed one take. Meanwhile, a shot after the movie is finished (post-production) means a complete series of images that are not interrupted by a cut (editing). A group of several shots can usually be grouped into several scenes.

b. Scene

A scene is a brief section of a tale that depicts a continuous action that is defined by space, time, content (story), topic, character, or motive. In most cases, a scene is made up of numerous interconnected shots.

c. Sequence

A sequence is a long segment that depicts a succession of events in order. A sequence is made up of multiple scenes that are linked together.

G. Cinematography

Cinematography covers the treatment of filmmakers on cameras as well stock film. In framing which is part of cinematography there is a characteristic distance. The distance in question is the dimension of distance camera against objects in the frame. The camera doesn't need to be physically located within a certain distance because it can be manipulated using a lens zoom. The dimensions of the distance between the camera and the object can be grouped into seven, those are:

a. An extreme long shot is when the camera is the furthest away from the subject. The physical shape of a human is scarcely discernible.

b. Long Shot is the distance from the camera at which the human physical body appears clear but the background remains dominant.

c. Medium Long Shot is the distance from the bottom of the knee and the top of the head where the human body is visible. The physical body of a person and the environment in which they live are both generally balanced.

d. Medium shot : The human body is shown from the waist up in this medium shot. Face expressions and gestures began to emerge. In the beginning, the human figure dominated the frame.

e. Medium close-up : The human body is seen from the chest up in a medium close-up. Backgrounds are no longer prevalent in the frames, but human figures are.

f. Close-ups usually show a person's face, hands, feet, or another small object. This technology is capable of displaying clear facial expressions as well as intricate motions.

g. Extreme Close-up can reveal additional details about features of the face, such as the ears, eyes, and nose, as well as portions of an object. Sharon and Weldon (1977, p. 93)

H. Relation between Movie and Education

Technology is transformative; it develops as it is utilized, and people who use it evolve as well. As a result of its use, ideals to better technology emerge, and new technology advances, spiraling in speed and complexity. It With advancements in solar energy, radio, and television, changes occur in various sectors of life. In terms of socializing and interacting, information technology is extremely vital for the community. In the some movies, there are also many educational values that can be obtained by the audience, so that movies can be used as learning media.

Movies are an effective teaching and learning media, because it combines ideas with emotions. People learn and remember best when their feelings are stimulated, according to findings. The visual visuals of a film are also crucial to its usefulness as a learning media (Nicole,2008:2). Another crucial feature that makes a movie a valuable as a learning tool is its tragedy as narrative. Furthermore, film and education are closely tied, as film may be an excellent tool for parents to impart educational values in their children. Movies can be utilized as a learning tool to instill good values in students who are watching them.

From the explanation above When parents accompany their children to see a movie, it can be used as a medium for learning and instilling educational values. When kids are watching a movie, though, parents should still assist them.

I. Previous Study

While conducting this research, the author discovered previous research that inspired in doing the research about the educational benefits of The Lion King movie. The author shows a related study to establish the study's originality. The previous study that used are:

The previous study about an educational values in the movie has conducted in Indonesia by Riska Farida (2007) entitled "*The exploring of Educational Value in the Frozen movie ".* She found educational values in the Frozen movie are never give up, lovingnes, kindness, tolerance and keeping commitment. That values are implication for human life. This study give contribution and more references of types of educational values.

The second previous study is Paramita Dewi Anggraeni's study, titled "Analysis of Moral Value in the Dangerous Mind Film." The findings of this study: 1) In this film, the moral values were: Love and Affection, Respect, Bravery, Kindness and Friendship, Sensitive and Not Selfishness, Hard Work, and Responsibility; 2) Moral values and implications for education are: Teachers should always teach honesty to their students, and parents should understand their children's desires and abilities so that they do not take the work step in educating

their children. Students should understand that their teachers care about them; as a result, they are more capable of peace and ability.

The next study about educational value is by Siti Aisah with the title "*An Analysis Educational Values of Nim's Island Movie*". This study aims to discover the educational principles contained in the film "Nim's Island," such as self-confidence, never giving up, being kind and nice, love, optimism, forgiveness, helping others, and being responsible as a human society. This research contributes to this research by increasing the material for educational purposes such as friendly, self-confidence, never give up, and love.

The fourth previous study is done by Ahmas Hadil Amin, entitled "*The Analysis of Moral Values seen on the War Horse film*". Moral value that found in this research were courage, sincerity, enthusiasm, honesty, peace-loving, kindness, love and devotion, loyalty, self-sacrifice, self-confidence, and strong belief.

The fololowing previous study is conducted by Yuni Mitayani entitled "*Education Values in The Finding Nemo Movie*". The findings of this study about educational value in the "Finding Nemo", it conlude that, this movie had some educational values such as respect, love and affection, bravery, loyalty and trustworthiness, self-reliability, sensitive and not selfish, kind and friendly, leadership, honesty, and sacrifice. This study refers to increasing educational values such as respect, love, not being selfish, loyalty, honesty, kindness, and

friendliness, as well as others that are more comprehensive than the first related study.

From the previous study above, there are similarities and differences among this present study with the previous study by Riska Farida, by Siti Aisah's study, and by Yuni Mitayani's study. The similarity is the study anlyze the educatinal values of movie. And the differences are each study uses different object of movie, the theory of educational value that uses in the study, and the result of finding educational values in the movie.