

CHAPTER I

INTRODUCTION

This chapter presents the context of the study, focus and formulation of research question, purpose of study, significance of study, scope and limitation of research, and definition of key terms.

A. Context of The Study

Nowadays, education becomes the primary need for all people. It means that everyone should always find and get an education for life. Education itself is known as the process of improving the ability to live and survive life. Based on Kim (2015:174) education is the process of transferring knowledge for each individual and a higher understanding of the specific objects which able to shape the character, attitude, and behavior. In addition, education is one of the rights which should be gotten by all of the citizens. As stated in the 1945 Constitution of The Republic of Indonesia article 31 section 1 “Every citizen have a right to obtain education”. Moreover, Choiriyah (2015:1) states that education has become one of the primary needs of the people. So, education is a primary need that must be fulfilled by the people.

In education, a balance between academic education and character education is needed. Albert Einstein mentioned on his wise quotes “knowledge without religion is blind, and religion without knowledge is paralyzed”. This also similar that academic education without character education is blind. So that,

because of blind people can not walk properly in a straight way. Eventhough people will able to walk with a cane, they will walk slowly. Otherwise, character education without academic education is paralyzed so that people will easy to directed and functioned by others. Wulandari (2021:80) stated that, the quality of the generation not only depends on academic achievement but also affected by the character of the generation.

Academic education or scientific education is the education that focuses on mastering and developing science and technology. While character education refers to the organized effort to develop the character of each individual to create a better personality and become useful both for themselves and the others through the implanting of character education values. While character education is a process of implanting the value of life through the individual so that can become a habit or behavior (Darma K., 2011:5). Character eductaion refers to the effort that conducted by an individual or a group of people (the educator) to internalized the vaues of character towards other individual (the learner) as the reminder in order to make the learner knowing, thinking, and acting morally in facing every situation. Lickona (2015:155) defines the character education as the earnest effort to help an individual in understanding, caring and acting with the foundation of ethical values.

Basically, the character education aimed to increase the quality of the performance and the result of education which in line with the achievement of character development as a whole, intergrated and balanced. Through character education it is expected that the learner will be able to be independent in

increasing and functioning their knowledge, reviewing and internalizing also personalizing the character values so that can be manifested in their daily behavior. Furthermore, in line with the previous statement from Wulandari, it is expected that through character education, an individual will become intelligent not only about intellectual intelligence but also emotional intelligence. An emotional intelligence become the most important supplies for preparing an individual to deal with the future. By using the emotional intelligence, an individual will be succeed on facing every kinds of challenges, includes the challenge to succeed in academic.

Thus also relate with the goal of national education in the Law No.20 of 2003 article 3 stated that National education functioned for developing and helping the character and culture of the nation which dignified in aim to educate the nations. It intended to the potential development of the learner so that succeed to become a religionist and pious to the almighty god, precious, healthy, knowledgeable, competent, creative, independent, and become a democratic nation, also responsible. Thus, the function and the goal of national education indicate the quality of modern people which should be developed by all education parties. So that, the formula of the function and goal of the National Education System become the foundation in developing character education.

Moreover, the first step that should be conduct to start an effective character development based on the character education quality standart is promoting the basic values of attitude as the basic character (Lickona, 2011:158). According to Mulyadi (2012:9), value is a group of attitudes, feeling, or opinions

toward something about good-bad, right-wrong, appropriate-unappropriate, and important-unimportant. While, character education value is a group of attitude, feeling, and opinion which later will be implanted towards the individual.

Furthermore, The Ministry of Education and Culture has been compiled a “National Agreement in The Development of Cultural Education and Nation Character” in the law no.20, article 2, section 2, 2018. It consists of 18 values sourced from religion, Pancasila, culture, and the goal of national education. These 18 character education values are (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) persistence, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) the spirit of nationality, (11) patriotic, (12) appreciate other, (13) friendly or communicative, (14) love peace, (15) reading interest, (16) environmental care, (17) social awareness, and (18) responsibility. Thus, the essence of the character education values should be fulfilled through the process of implanting character education towards the learner. Especially, in the curriculum which later is the guide on the teaching-learning process. So, it is true that giving more attention to the development of character towards the generation is really important.

However, character education can be gotten from anywhere and anytime. School is not the only option to get an education. Based on Fitri (2012:156), character education can be integrated through the learning process in each subject. The subject which related to the norm or values needed to be developed, explicit, associated with the daily life context. Therefore, the process of learning character education not only in the school. But also, in the daily life of the learner in their

environment. Such as their relationships with family or others in their environment. It means the development of character education becomes the responsibility of certain parties include the teacher, parent, and society.

The development of character education to the learner is not easy to do, it should be done in a long-term process and it occurs for life. Even less, the character was not owned by the individual since they were born, but the character was obtained through various experiences. As stated by Walgito (2004:79), one of the ways in developing the character education is model, the character will be formed by the existence of a model or example which can be imitated. It means, the learner imitates the existence model who is in their environment. Such as teachers, parents, and society. Then, after several efforts conducted by several parties includes family, educator, society and government, the role of mass media should be noticed. Because mass media includes as a media of implanting character education. As mentioned by Sunanto (2016: 12), there are five media needed in implanting character education. Those are family, educators, society, government and mass media.

Mass media is a technology that is intended to reach a mass audience. Moreover, mass media also can be a tool to simplify the other media in teaching the character education values. Thus, this media is required in aim to clarify the explanation of the material which will be delivered to the learner. Mass Media is categorized into two groups, printed media and electronic media (Anwas M, 2011:682). One of the mass media is a movie. A movie is a combination of

several moving images which contain a story, recorded and then watched by people on a screen or television.

A movie made by the inspiration which happened in real life. Mostly, the movie maker adopts the story from reality. The movie is also believed to have a message which can be gotten and learned by the audience. Unfortunately, some of the movies show various bad things such as murder, violence, fighting, etc. But, there are still many movies in this world that contain a good moral value. The movies that have a value of life and of course movies that suitable to watch by the learner.

Two movies have been researched and proved to contain various character education values. The first is The Ron Clark Story Movie as researched by Irvani M.A. In his research entitled “Character Education Value in The Ron Clark Story Movie Directed By Randa Haines”. The Ron Clark Story Movie contains 13 character education values, those are honesty, tolerance, discipline, hard-working, creativity, democracy, curiosity, patriotism, appreciating achievement, hospitality, fondness of reading, sociality, and responsibility. The second is the movie entitled Nussa and Rara. This movie was researched by Riskiana Widi in her research entitled “Character Education Value in Animation Movie of Nussa and Rara”. The result shows that this movie contains five character education values. Those are religion, curiosity, communication, social awareness, and responsibility.

Meanwhile, there is a movie which also contains good value especially the character education value. The movie entitled *Coco Movie*. This movie is condensed with the element of kindship. It shows that this movie represents the

relationship between humans and the environment. Which made this movie expected to be suitable as one of the movies that can be used to give the illustration of the implementation of character education values in daily life. In addition, this movie that produces by Pixar Animation Studios and released by Walt Disney Picture in 2017 was successfully won around 68 awards from 91 nominations (Tempo. co, 2018). So, it is liable that people like and willing to watch this movie.

From the importance of implanting character education value for the nation and the good element also the achievement of Coco movie the researcher has a high interest in conducting research which focuses on finding and describing the types of character education values reflected in the Coco movie, the result of the research would be written in a thesis entitled “Character Education Values in *Coco Movie*”.

B. Focus and Formulation of Research Question

From the background of the research above, the research focuses on finding and describing the types of character educational values reflected in the *Coco* movie and there will be two research questions in this study, those are :

1. What are the types of character education values found in *Coco movie* ?
2. How are the character education values reflected in *Coco Movie*?

C. Objective of Study

Based on the focus of the study and the formulation of the research questions above, this study conduct aims to know the types of character education values in Coco movie and how these character education values are reflected in this movie.

D. Significance of Study

The significance of this study aimed at the teachers, students, parents, and other researchers. The significance of this study is aimed at the teachers, students, parents, and other researchers. For the teachers, this study will give additional references to a movie that contains character education values that can be used as a medium of learning. While for the students, this study will remind them about the importance of selecting a movie that has value to use as a lesson and also give the students a review of this movie so that they will interest to watch the movie and get the value of this movie. Then, for the parents, this study will revive the parents that a movie not only has a bad effect or change their mindset that movie also has a value that will be useful for their children. The last, for the other researcher, can use this study as a reference for their study in the future.

E. Scope and Limitation

In this research, the researcher did not analyze all of the characters of the figure in the Coco movie, but the researcher will only focus on analyzing the

character education values from this movie. The researcher analyzes it from the whole of the movie, not only from a figure.

F. Definition of Key Terms

1. Character Education Value

Character Education Value is a value that consists of character education. The value itself means a thing that can be obtained from something, included a person's behavior, literature, experience, and other things. While, character education is a learning process that enables learners in a school community to understand, care about and act on the core ethical values included respect, justice, civic virtue and citizenship, and responsibility for self and others. So that, character education value is a group of attitude, feeling, and opinion which later will be implanted towards the individual.

2. Coco Movie

Coco is an American 3D computer-animated fantasy film produced Pixar Animation Studios and released by Walt Disney Pictures on November 22, 2017, in the United States. Directed by Lee Unkrich and the story written by Lee Unkrich, Jason Katz, and Adrian Adrian Molina (Wikipedia).