

CHAPTER II

REVIEW OF RELATED LITERATURE

The review related literature is very important. It is a basic theory concerning with the formulation problems and the goal of the research. The review below consists of educational values and movie.

A. Educational Value

This sub-chapter will discuss the definition of values in general, the definition of educational value, and type of educational values.

1. Definition of Value

Value is an important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.

Bertens (2005: 139) states that value is something fun and exciting that we look for or simply it is something delighting and something good. While Hans Jonas (in Bertens, 2005: 139) defined that value is *addressee of a yes*. It means that something valuable accepted as something good. Murdiatmadja as quoted by Mulyana said that values has characteristics, that are values is an abstract reality (cannot be caught by senses, but it is real), normative (something that is ideal should be wanted), and has a function to be human motivator (Doroeso, 1986: 17)

According to Schwat (1973: 3) the main features of the conception of basic values implicit in the writings in many theorists and researchers as follows:

- a. Values are beliefs. But they are beliefs tied inextricably to emotion, not objectives, cold ideas.
- b. Values are motivational construct. They refer to the desirable goals people strive to attain.
- c. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations.
- d. Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria.
- e. Values are ordered by importance relative to one another. People's values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

Based on the definition above, human life always associates with values, and values must be instituted. The best way to realize it is by educational effort. Value is unlimited. It is very difficult to find values limits because values is always related to human activities which is very complex. Despites, the effort to formulate it has been done and must be appreciated. Values can be defined as abstract concepts in human self. It is about something belief is good or right, and bad or wrong.

2. Educational Value

According to Mardiatmaja who is quoted by Mulyana defines that educational value as a help for the students in order to realize and experience values as well as integrally take it in their whole life (Mulyana, 2004: 15). This theory is also stated by Hakam (2002: 5) that value education is an education that considers objects from moral and non-moral point of view, including aesthetics. It sees objects from beauty point of view, personal taste, and ethics.

In the value education process, educational steps are more specified to reach more specific purpose as stated by APEID committee (Asia and the Pasific Programmer of Education Innovation for Development) that value education is specified to: a) applying values to learners, b) producing an attitude reflects desirable values, and c) guiding a consistence act with that values (Mulyana, 2004: 19-20).

In the education process, values is hoped to be reach in the process of education. Later, these values can be a provision to build a harmonic life. In order to make peace in the world, United Nations Educational Scientific and Cultural Organization (UNESCO) make a program called *Living Values Education Program* (LVEP). In this program, there are comprehensive values that can be acquired form education, formal or informal. Values include cooperation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance, and unity (<http://en.wikipedia.org/wiki/Living-Values/> accessed on October 18, 2015 retrieved at 06.30 p.m.)

Meanwhile, Law No. 20 of 2003 Article 3 states that national education has a function to build ability, character, and prestigious national culture in order to educate national life, head for improving student potential so that becomes faithful and fear to the God, have a good character, healthy, erudite, capable, creative, independent, and becomes a democratic and responsible citizen.

There are 18 educational character values stated by Indonesian Law as follows:

- a. Religious. Obedient attitude and behavior in performing the religion they belief, tolerance with other religion, and make a harmony life with other religion.
- b. Honest. Behavior based on efforts to be trusted human.
- c. Tolerance. Appreciates different religion, ethnic, opinion, attitude, and different behavior.
- d. Discipline. An action that always shows orderly and obedient in any regulations.
- e. Hard working. Behavior that shows an effort to solve any obstacles in learning activity.
- f. Creative. Thinking and doing to create something new or a new result from something had been owned.
- g. Independent. Be able to do his/her own work by his/her self, not depend on the others.
- h. Democratic. Realize that people has the same right and obligation.

- i. Curiosity. Always curious about what he/she learns and try to find something widely and deeply.
- j. National spirit. Take a place on national importance than self or group importance.
- k. Love homeland. Behavior and attitude that show up the loyalty, care, and respect to the language, environment, politic, social, and culture.
- l. Appreciating achievement. Behavior and attitude that push up to create something useful for others, appreciates and respects to other people achievements.
- m. Friendly. Like to communicate and corporate with others.
- n. Love peace. Always make people happy, comfort, and safe of his/her existence.
- o. Like to read. Manage a time for reading many books.
- p. Environmental care. Behavior and attitude that always take care and prevent environmental damage and have an effort to repair environmental damage.
- q. Sociality. Behavior and attitude that always want to help others.
- r. Responsibility. Doing the duty and the obligation that should be done.

According to the explanation above, the researcher can conclude that there are many educational values which can build a better student's character. While, educational values are not only gotten in formal class, but also it can be found everywhere, for example is from movie.

B. Movie

This sub-chapter will discuss the definition of movie, kind of movie, and *The Ron Clark Story* Movie.

1. Definition of Movie

A movie or motion picture is the only new visual art form created in the 300 years. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are in fact both an art form and medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have background rooted in science and technology (Webster, 1973: 305).

Beside film is as economic commodity, film also has a function to inform, to educate, and to entertain. It is agree with decree of movie in chapter III (*UU Republik Indonesia Tentang Perfilman No.8 Tahun 1992*) states that film is the part of audio-visual mass media communication has a function to be information tool, education, cultural development, entertainment, and economic.

Besides, the origin of the name "film" itself comes from the fact that photographic film (also called film stock) has historically been the primary medium for recording and displaying motion pictures. Many other terms exist for an individual motion picture, including picture, picture show, moving picture, photo-play and flick. A common name for film in the United States is movie, while in Europe the term film is preferred. Additional terms for the field in general include the big screen, the silver screen, the cinema and the movies.

(<http://en.wikipedia.org/wiki/Film> accessed on Oktober 18, 2015 retrieved at 07.00 p.m).

2. Kind of Movie

There are several kinds of movie or film as follows:

- a. Action – These types of movies are high octane, big budget movies that show many physical stunts. If there is heroism, fights involving guns, swords or karate moves, horseback action or any destructive forces of nature, your keyword is Action. In these movies, it's usually a fight between the good guys and bad guys, i.e. Fight Club.
- b. Adventure- Do you like thrilling stories that take you to wondrous places? They are similar to action films but the action may be less and more weight will be given to experiences. Indian Jones movies belong to this category.
- c. Comedies- They are loved by young and old for the feel good content. A comedy can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. Meet the Fockers is an example.
- d. Crime and Gangster Films- Such films trace the lives of fictional and true criminals, gangs or mobsters. Serial killer films may be included here, i.e. Gangs of New York.
- e. Drama films- They are sensible movies with a strong plot. Dramas depict true stories or real- life situations. The character development is noteworthy, i.e. Little Women.

- f. Epics/ Historical films – An epic involves elements like war, romance and adventure. The sets are created carefully to reflect the time period. Ben Hur is a classic example. Historical movies tend to pay homage to a legend or hero.
- g. Horror- You either loves them or hates them. These films expose our fears and give rise to nightmares. For some, horror films provide catharsis but others can barely sit through a movie, due to the violence and gory scenes. i.e Jaws.
- h. Musicals/ Dance films – These are entertaining films that are based on full scale scores or song and dance. They can either be delightful, light-hearted films for the whole family (i.e. The Sound of Music) or contain a dark aspect (Sweeney Todd) that is explored through music.
- i. War films- These are very true to real life and often depict the waste of war. Attention is given to acts of heroism, the human spirit, psychological damage to soldiers and the pain of families waiting at home. i.e. Flags of Our Fathers.
- j. Westerns- This genre is central to American culture and to its film industry. They speak of the days of expansion and the trials with Native Indians. The plots and characters are very distinctive. Remember Butch Cassidy and the Sundance Kid?
- k. Animation- Computer graphics and special effects are the backbone of these films which are enjoyed by the young and old. i.e. Finding Nemo

- l. Thrillers- They differ from Horror because they are more provocative than scary. i.e. The Bone Collector.
- m. Sci-Fi – If you like futuristic scenes, movies like Star Wars will intrigue you. They can be classified as adventure films too. (<http://www.bizymoms.com/entertainment/film-genres.html> accessed on October 19, 2015 retrieved on 09.00 p.m.)

3. *The Ron Clark Story* Movie

The Ron Clark Story is a 2006 television film starring Matthew Perry. This movie is based on the real-life educator Ron Clark (Perry). This movie follows the inspiring tale of energetic, creative, and idealistic teacher who leaves his small North Carolina hometown to teach in a New York City public school. Through his passionate use of special rules for his classroom, highly innovative teaching techniques and an undying devotion to his students and helping them to cope with their problems. Mr. Clark is able to make remarkable difference in the lives of his students.

For one young girl trying to attend school while helping to raise her 3 children, he offers a chance for her to overcome her situation and become the top of the class. For young man with a penchant for graffiti, he offers an ideal outlet for artistic expression. Even when he is almost overcome by pneumonia, Mr. Clark continues to work with his students, hoping that he can raise their test scores to an acceptable level, or possibly even higher.

However, when Mr. Clark returns, he finds out his class did not deliver the goods but he remains optimistic about their chances. The kids sit in the state exams and few weeks later, Mr. Clark takes the kids to see Phantom of the Opera. In the end, Principal Turner reveals that Mr. Clark's class got the highest average (they got a higher score than the honor class) in the school. In the end, Mr. Clark was regarded by his students as their best teacher.

C. Previous Study

This sub-chapter will discuss the previous studies conducted by the previous researcher that relevance with the writer's study.

Nowadays, conducting a research in movie or film for education is not something new. There are many researchers that conduct a research in movie to observe the characters, values, even to use it for educational purposes. Here, the writer finds some relevant researches with his research.

The first is the thesis of Wahyu Rahmawati, a student of State Islamic University of Yogyakarta, entitled "*Peran Guru dalam Film Laskar Pelangi dan Relevansinya dengan Pendidikan Agama Islam*". This research is based on less understanding of teacher character toward his duty as an educator. There are many teachers that still disturbed about salary problem. The result of this research shows that teacher character in "*Laskar Pelangi*" movie can be divided into three types that are a teacher character toward his/her potential, a teacher character toward his/her students, and a teacher character toward society (Rahmawati, 2010). Beside the title of the movie is different with the writer's study, focus of this study

is also different because this study is to observe teacher character of the movie. While, the writer study focuses on the educational value of the movie.

Furthermore, the thesis of Anang Ikhwanto, the student of State Islamic University of Yogyakarta, entitled "*Nilai-Nilai Pendidikan Islam dalam Film Ayat-Ayat Cinta Karya Hanung Bramantio*". This research is based on Islamic term used before married called "*ta'aruf*". Ideally, "*ta'aruf*" (see: introduction) is done before married, and after that there is a time between the man and the woman to be closer in order to prevent quarrel later. But in this movie, there is no time after "*ta'aruf*" for the man and the women to be closer. So that's way this study is conducted. This study is focus on what are the Islamic educational values of the movie that can be used for learning process, the concept of values, and it's relevance for recently Islamic education. Moreover, the result of this study shows that: (1) "*Ayat-Ayat Cinta*" movie as an educational media, entertainment, and information. (2) There are many islamic educational values "*Ayat-Ayat Cinta*" movie that are "*iqtiqodiyah, syari'ah, and khuluqiyah*". (3) There is relevance between "*Ayat-Ayat Cinta*" movie and recently Islamic education (Ikhwanto, 2009).

Thus, this study has a little similarity with the writer's study that is focus on the educational values of the movie. But, this study is focus on observing Islamic educational value of the movie, while the writer observes educational values in general. Besides, the movie that is used in this study and the writer's movie are really different.

From the previous study above, there are many similar studies about movie, but it has difference focus itself. The movie title used by one researcher and the others is also not the same title. As far as the writer knows, there is no study that observes the educational values in "*Ron Clark Story*" movie in general.