

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Research**

The social structure of the universe affects human life. There are many rules in civilization, there is always a moral rule. Morality plays a significant role in this existence; it can help individuals to develop a better perspective on how to behave in public. The social morality was always connected to the goodness. Every human in the universe develops a need for morality as a basic necessity. Human always has good moral in society if they always do goodness. Moral value is measure of a person is virtue or badness.

Moral value is something that must be done or has nothing to do with the ability to determine who is right and what is good and bad behavior (Wantah, 2005). These values provide framework for making ethical choices and conducting oneself in a morally upright manner. They are the fundamental beliefs and principles that shape our understanding of what is considered good and bad in society. Moral value act as compasses that help individuals navigate through the complexities of life and make decisions that align with their conscience and uphold moral integrity. They serve as

moral compass, providing direction, guidance on how to treat others, make responsible choices, live meaningful, and ethical life.

Kenny (Nurgiyantoro, 2015:430) stated that morality in the story is meant to be received or interpreted within the context of the story in question by the reader as proposal relating to some practical moral teachings. The purpose of including moral values in a story is to convey a certain lessons or values that are relevant to real-life situations. These moral values are explicitly stated, but are rather implied or embedded within the story. It is responsibility of the reader or watcher to extract and interpret these moral values based on them on understanding and the specific story they are engaging with. In other words, the reader or watcher is expected to reflect on the story and derive meaningful insights about morality and ethical behavior.

Moral values can differ from person to person and from one group or community to another. Some examples of common moral values are honesty, fairness, tolerance, kindness, responsibility and etc. in addition, moral values are also often associated with one's religion or belief system, although moral values can come from other sources such as philosophy or societal form. Principles or standards known as universal moral values are accepted by a large number of people as the cornerstones of right and proper conduct. These moral values are universal and unrelated to any one faith or culture, but they are held in high regard as guidelines for proper conduct by a large portion of global populations. It is aid in a person's understanding of

how to live a good and moral existence in accordance with societal norms. In overall, moral values play a crucial part in the lives of people and societies because they give people and societies direction, serve as a standard for action, and support people and communities in upholding social justice and harmony.

Education is a deliberate and planned effort aimed at creating a conducive learning environment and process. Its purpose is to empower students to actively unlock their potential, cultivate traits such as inner strength, self-discipline, positive character, intelligence, and acquire the essential skills needed for their personal and professional development. According to Ki Hajar Dewantara (Father of Indonesian National Education) explains education is the demand in the life of growing children, as for its purpose, education is to guide all natural forces that exist in these children, so that they as humans and as community members can achieve the highest level of safety and happiness. Meanwhile Horne (1927) stated that education is a continuous process (eternal) of a higher adjustment for human beings who have evolved physically and mentally which is free and conscious of god as manifested in nature around the intellectual, emotional and humanity of the man. From some experts understanding of education, it can be concluded that education is guidance or assistance given by adults to the development of children to reach maturity with the aim that children capable enough to carry out their own life tasks not with the help of others.

The implementation of moral education in education is very necessary for students, because through education it is hoped that moral development will be good, harmonious, and in accordance with standards of human dignity. By learning moral values, students are expected to shape a good personal foundation when they grow up. Lawrence Kohlberg an American Psychologist who researched moral education and reasoning stated that the importance of learning moral values in school is as follow; firstly, it allows teachers to understand the different level of moral understanding among their students. By recognizing where each student stands in their moral development, teachers can tailor their instruction and guidance accordingly. The theory aids teachers in instilling and reinforcing food moral values in students. By incorporating moral teachings into their lessons, teacher can help students develop virtuous traits and make ethical choice in their daily lives. Furthermore, the theory enables children to achieve moral values, equipping them to become responsible members of society. By nurturing their moral development, teachers empower students to navigate complex moral challenges and make choices aligned with their values. Lastly, it will help prevent children from going the wrong way and helps them make right decisions which are good for them. They will know what is right and wrong things in their life, otherwise if students do not learn about moral values from an early age then students do not know things that are appropriate in society. So, students are vulnerable to negative things and end up harming themselves and others.

Moral values can be categorized as either positive (good) or negative (bad) based on their impact on individuals and society. According to Aristotle, a Greek Philosopher in his book entitled *Nicomachean Ethics*, considers good moral values as individual character attributes that reflect virtue. Good moral values, in Aristotle's view, are characteristics that help individuals to achieve true happiness (*eudaimonia*) and reach their best potential as humans. He says that moral character is formed by habit and practice, in other words a person becomes morally good by performing actions repeatedly until they become a habit. Meanwhile, bad morals according to him are actions as a result of the lack of virtue or excess of virtue in an individual's character. Bad moral (vice) in Aristotle's view can be explained as bad character or behavior that is not in accordance with moral virtues. Actions that reflect bad moral can prevent individuals from achieving true happiness (*eudaimonia*). In his view, humans naturally seek happiness as the main goal in life and to achieve that happiness, a person must live a moral life. Morality according to him, involves achieving a balance between two extremes which he calls "deficiency" and "excess". For example, courage is one of the important moral characteristics. Good morals in this case are the right kind of courage; actions that are in the middle between deficiency (fear) and excess (excessive courage or imprudence). Bad moral in this case can occur if one becomes too fearful or too reckless.

Good moral values or positive moral values refer to the values and beliefs that are considered positive ethical, and beneficial for individuals

and society as a whole. They guide individuals in making choices and behaving in ways that promote well-being, fairness, and the greater good. Honesty, respect, compassion, responsibility, courage, forgiveness, generosity are included in good moral. While bad moral values or negative moral values refer to values and belief that are considered negative, unethical, or harmful to individuals and society. These values can lead to negative behavior, conflict, and societal dysfunction. Some examples of bad moral values are Dishonesty, betrayal, irresponsibility, arrogance, selfishness, intolerance, impulsiveness, manipulation.

If students do good values, it will also have a good impact on them, for example, when they take honest actions, they will be trusted by their friends and get many friends in their school life. On the other hand, if they commit bad moral acts such as dishonesty, they will not be trusted by friends or the community, so they will have fewer friends and this will affect their school life, such as they will be disliked by their friends and end up being shunned by their friends and affecting their academic grades.

Another example is when students have good value respect, students are respecting teachers and their peers. This attitude will make students liked by teachers and their peers, students also have respect for each other and create a harmonious atmosphere in school life. However, if students have bad value such as disrespect, they tend to ridicule and disrespect each other, this behavior will lead to acts of bullying to their own friends about the shortcomings that their friends have. From the point of view of a student

who is being bullied, this will bring up a very traumatized attitude and a desire arises not to want to go to school for fear of being bullied by his friends.

Bullying is a harmful action that makes someone feel uneasy or hurt, frequently takes place repeatedly, and is characterized by a power differential between the perpetrator and the victim (Olweus, 1997). Bullying behavior is very dangerous in schools because it can have serious negative impacts on victims, perpetrators, and the entire school environment. Forms of bullying can vary, the most common form is verbal violence which can be in the form of intimidation, ridicule or ridicule someone. Cases of bullying which were initially only verbal in nature can also lead to the creation of more dangerous treatments, such as physical violence such as slapping, pushing, kicking, hitting. Victims of bullying often experience negative emotions such as anger, anger, fear, and isolation. These feelings can have a long-term impact on emotional well-being. The existence of bullying creates an unsafe and unfriendly school environment. This can interfere with a positive learning climate, hinder students' social and emotional development, and disrupt the overall educational process. Bullying behavior is one of the wrong behaviors that results if students do not learn about good moral values in life, therefore it is important to instill moral values in students from an early age so that they avoid doing things that tend to be negative.

Learning moral values can come from anywhere, such as from the family which is the main source of learning moral values for students. Parents and family members can set a good example and teach values and encourage ethical and moral behavior. The next source can come from schools, schools have an important role in the moral education of students. They can integrate moral lessons into the curriculum, organize extracurricular activities that promote moral values, and provide guidance and supervision to develop moral behavior. Besides that, while at school, students can learn moral messages through their teachers and peers, they can imitate the good actions of their teachers or friends. Another source that is no less effective is learning moral values from a movie, students can recognize good and bad moral values through a movie. The media is very effective because students will better understand material in the form of audio-visual and movie media suitable for attracting students' interest. According to Oxford Dictionary movie is a story or event recorded by a camera as a set of moving images and shown in a theater, television, or motion picture. The majority of people watch movies for amusement or to pass the time. Some movies can make people cry or make them feel afraid, other movie can make people laugh and happy. apart from being entertainment, movies are a medium for conveying moral message to the audience, each movie has a different message that it wants to convey to audience. People who see the movies will follow the story and it will affect their attitude in everyday life.



The use of movie as a media learning tool for learning moral values must be carried out with proper guidance. Teacher must choose films that are appropriate to the age and maturity level of students and consider content that is in accordance with the curriculum and values they want to teach. Discussion and reflection should also be integrated after watching the movie to facilitate deeper understanding and promote ethical thinking and moral analysis. By using movies as a tool for learning moral values, students can be involved in a fun and immersive learning experience. This helps them develop a better understanding of the important moral values in everyday life and prepares for future ethical challenges. There are many movies genre available that teacher can choose for teaching moral values such as action, adventure, drama, comedy, romance, science fiction, fantasy, fiction. Among these many genres, one of the most popular genres today is animated film. Animation that is popular with young people today is an animation produced by japan or we can call it an Anime.

In the recent years, the influence of anime on young audiences has been on the rise, with many students actively with animated content as a fir if entertainment. anime provides a wide variety of storytelling that frequently examines difficult subjects and moral values. Student can watch and study how the characters deal with moral values and make judgments because it features characters with a variety of motivation, background, and beliefs. By analyzing the action and the consequences portrayed in anime movies, students can develop a deeper of understanding of moral values and

the implications. Additionally anime frequently touches on important moral values like friendship, fairness, self-improvement, and sacrifice. It provides stories that elicit emotions and initiate discussions among students. Students can consider their own values, analyze moral challenges, and cultivate empathy for many viewpoints by participating in these stories.

Among many movies, “*Aura: Maryuuin Kouga Saigo No Tatakai*” is one of the most popular in teenager *Aura: Maryuuin Kouga Saigo No Tatakai* as known as “*Aura: Kouga Maryuuin’s Last War*” is a 2013 Japanese animated drama film produced by AIC ASTA directed by Seiji Kishi and Written by Romeo Tanaka. The movie tells the story of Ichiro “Aura” Satou, an ordinary high school student who once assumed the heroic identity of “Maryuuin Kouga” during middle school, leading to persistent bullying, strives for peaceful, inconspicuous life as he enters senior high school. However, he finds the world mundane. One night, returning to school for a forgotten textbook, he encounters Ryouko Satou, a classmate similarly entrapped in a delusion and costume. Initially resistant to befriending her due to his past, Ichirou’s resolve changes when he witnesses Ryouko’s bullying, reminiscent of his own struggles. Determined to help her break free from her issues, he embraces his “Maryuuin Kouga” persona once more, setting out on a journey that intertwines their fates. This movie can be watched by various age especially for teenager. “*Aura: Maryuuin Kouga Saigo No Tatakai*” is used as material for analysis, because in this movie contains a lot of moral values that can be to shape the ethical perspectives

and behaviors of young individuals, making it essential to investigate the portrayal of good and bad moral values in such content. Based on explanation above the researcher wants to convey valuable messages for readers and emphasize the importance of moral values to the development of students' characters through movie media. Therefore the researcher conducting the research that entitled "An Analysis of Moral Values for Student Reflected in the Anime Movie Entitled "AURA: MARYUUIIN KOUGA SAIGO NO TATAKAI" By Romeo Tanaka."

## **B. Research Question**

Based on the background above, the writer formulates of research problem as in the following:

1. What are the good and bad moral values presented in the anime movie "*Aura: Maryuuiin Kouga Saigo No Tatakai*" movie?
2. How are the good and bad moral values presented in the movie "*Aura: Maryuuiin Kouga Saigo No Tatakai*" movie?

## **C. Objective of the Research**

From the research problem stated above the goal of the research were:

1. To find out the good and bad moral values presented in the anime movie "*Aura: Maryuuiin Kouga Saigo No Tatakai*" movie
2. To find out how the moral presented when the character taking action in "*Aura: Maryuuiin Kouga Saigo No Tatakai*" movie.

#### **D. Significance of the Research**

The researcher expect that this study will enrich the reads knowledge and give understandings and references in analysing works especially in analysing moral values in the movies. This research also can be used as study materials for some people. Firstly, readers can increase their understanding of moral values in the anime movie "*Aura: Maryuuin Kouga Saigo No Tatakai*". Secondly, students can raise awareness student of the important moral values and to understand a good and bad moral values that important for them which contained in the anime movie "*Aura: Maryuuin Kouga Saigo No Tatakai*". Thirdly, teachers can use this research as information to better understand the moral values that important for student's life in education. Fourthly, for another researchers it can contribute the development of literary studies, especially those who are interested in literary studies.

#### **E. Scope and Limitation of the Research**

This study is conducted primarily for the purpose of analysis good and bad moral values in anime movie "*Aura: Maryuuin Kouga Saigo No Tatakai*". The researcher used the theoretical approach of Aristotle to analyse the good and bad moral values in the movie. The researcher also transcribed the text dialogue in the film as research materials.

Actually, as mentioned before in this study, there are various theories that may be used to analyse moral values such as Linda and Kant about kinds of moral value. It would be better if researcher added other theories to his study about analysing moral values, but researcher did not choose to add them. The researcher

used a theory of moral value proposed by Aristotle in his book, *Nicomachean Ethics*, that deemed enough to cover this research materials. Beside moral value, another topic that could be studied was slang. However, in this study, moral value was chosen to be studied.