

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, identification of the problems, limitation of the problem, the statement of the problem, the objectives of the research, the significance of the research, definition of key terms, scope, limitation of the research, and the review of previous study.

### A. Background of the Research

Humans is a social being; therefore, humans tend to collaborate with others to achieve specific goals. According to Aristotle, humans are considered social creatures (*zoon politicon*) by nature. This means that humans have an inherent desire to form groups and associate with others, even if such associations do not always benefit the individuals involved. Due to the need of humans to interact with one another, communication becomes a means of conveying the desires or information of an individual.

In this era of globalization, there has been significant technological advancement, making it easier for humans to convey information. Examples of communication tools in the current era of globalization include e-books, music, films, social media, etc. Therefore, the use of technology should not be underestimated. From the examples above, it can be concluded that there are three types of media used: visual media, which relies on the sense of sight for information dissemination (examples include books, photos, newspapers); audio media, which uses the sense of hearing for information exchange (examples include music, radio, telephone); and audio-visual media, which combines both hearing and sight (examples include movies, video tapes, TV).

In the present era, many movies have been produced as a form of entertainment, but movies can also be used as a tool for learning. Movies encompass various genres, such as horror, musicals, action, comedy, etc. Despite the diversity in genres, all movies share a commonality – they convey a message intended by the movie's creator. Therefore, movies indirectly serve as a means of communication between the movie creator and the audience. However, the messages conveyed in movies may not always be positive, so parents need to be cautious about the movie choices, especially for underage children. Research by Gumay (2016) suggests that teenagers tend to imitate scenes from movies, both positive and negative.

Due to the varied influence of movies, they can be considered engaging and interactive learning tools. Elfarissyah's research (2017) on the educational values in the superhero movie "Spiderman 2" identified nine educational values. These values include optimism, perseverance, respect, care, responsibility, sacrifice, motivation, empathy, and courage. Mardewi (2020) states that the educational value of a movie is related to the intellectual, social, emotional, aesthetic, moral, and spiritual development of an individual. However, Nurmawan's research (2015) suggests that even if a movie has a positive message, children may interpret it differently, emphasizing the importance of careful selection by educators or parents.

Considering these cases, the researcher aims to investigate the movie titled "Guardians of the Galaxy Vol. 3." The goal is to analyze the educational values present in this movie. Several relevant studies have been conducted, such as Nurlaila Beta (2021) titled "*Character Education Value in Coco Movie*." Alvin Aditya Rizaldi's *An Analysis of Educational Value In "The Peanut Butter Falcon"* Movie and Kusmayati's study on educational values in the movie "3 Idiots." These studies found various educational values within the respective movies.

While there are similarities in these studies, such as a focus on educational values in movies and the discovery of such values, there are also differences. The differences lie in the varied subjects of study and the distinct findings of each research. Therefore, the researcher considers the study titled "An Analysis of Educational Value In 'Guardian of Galaxy Vol. 3' Movie" to be unique due to its different subject of study.

## **B. The Formulation of the Research Question**

1. What are the educational values found in "Guardian of Galaxy Vol. 3" movie?
2. How is the realization of educational values in the film Guardian of the Galaxy Vol. 3?

## **C. The Objectives of the Research**

1. To find out what the educational value contained in "Guardian of Galaxy Vol. 3" movie
2. To find out how is the realization of educational values in the film Guardian of the Galaxy Vol. 3.

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

Based on the conclusions drawn from the research, it is anticipated that readers will gain a deeper understanding of the educational values present in a movie, ranging from social values to spiritual and nationalist values. The significance of this research extends to students, teachers, and other researchers.

For students, the benefit lies in their ability to comprehend the values conveyed in a film, thereby contributing to their personal development. For teachers, it is hoped that this research can serve as a reference to incorporate movies as interactive learning tools in the classroom. Additionally, for other researchers, the hope is that this study can be a valuable reference or inspiration for further research to advance the field of education.

## **E. Definition of Key Term**

### **1. Educational Value**

The term "educational value" refers to the inherent qualities that are considered important and beneficial for human development or direction. In the context of character education, it involves the predisposition of attitudes and can be interpreted as a guiding principle for an organization, providing direction and purpose.

According to Donie (2007: 25), character education consists of several elements, including instilling character through the understanding of the value structure and exemplary behavior provided by educators and the environment. Ministry of Education and Culture (KEMENDIKBUD) in 2011 identified 18-character values that should be instilled in students, derived from religion, Pancasila (the Indonesian state philosophy), culture, and national education goals. These eighteen values are: 1) religious, 2) honest, 3) tolerant, 4) disciplined, 5) hardworking, 6) creative, 7) independent, 8) democratic, 9) curious, 10) nationalistic spirit, 11) love for the homeland, 12) appreciation of achievements, 13) friendly/communicative, 14) love for peace, 15) fond of reading, 16) environmental awareness, 17) social concern, and 18) responsibility.

### **2. Movie**

Based on the Oxford Learning Dictionary, a "movie" is a collection of moving pictures with sound that has a story and can be watched in a cinema, on television, or other media. A film provides the illusion of movement and sound, suspending our disbelief to offer an entertaining and immersive experience for the viewer. It presents a story or narrative

reenacted through the interaction of characters. It can be argued that the cause-and-effect relationship in a film is largely governed by the actions of characters that drive changes in events (Vassiliou, 2006:2).

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

To prevent confusion and bias in the research, the researcher establishes the scope and limitations of the study. The scope of this research is "Guardians of the Galaxy Vol. 3" Movie, encompassing the 18 educational values specified by the Ministry of Education and Culture (KEMENDIKBUD). These values include 1) religiosity, 2) honesty, 3) tolerance, 4) discipline, 5) hard work, 6) creativity, 7) independence, 8) democracy, 9) curiosity, 10) nationalistic spirit, 11) love for the homeland, 12) appreciation of achievements, 13) friendliness/communicativeness, 14) love for peace, 15) fondness for reading, 16) environmental awareness, 17) social concern, and 18) responsibility. The limitation or drawback of the research is that the findings are restricted to the 18 educational values determined by KEMENDIKBUD, and other educational values will not be included in the study.