CHAPTER 1

INTRODUCTION

The chapter will present an introduction containing research context, research focus, research objectives, significance of study, definition of key terms, previous study and review related literature.

A. Research Context

Education is not spared from everyday life because what is learned in real life is experienced by students. Every student takes education as a provision for life, both for himself, society, nation, and country. Along with the increasingly modern era, education must be prepared to equip students with moral, creative, and intelligent knowledge to prepare themselves for the demands of the times. This is inseparable from the quality of education itself.[1]

The education sector has a tough task in facing the current era of globalization. Moreover, national development which is increasingly fast demands a more advanced generation in addition to preparing students to improve science and technology.[2]

The author can conclude that education is very important for every human being, with education someone will gain knowledge that can change the future for the better. According to the Islamic viewpoint, education is very important for humans, namely Allah SWT glorifies the

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[1] Fadillah Anisa, "Planting Discipline Character Education Values in Basic School Students," *International Journal of Educational Dynamic s Vol 1,* No. 1 (Desember 2018), p. 107.

[2] Deddy Febrianshari, Vivian Cahaya Kusuma, dkk, "Analisis Nilai-Nilai Pendidikan Karakter dalam Pembuatan Dompet Punch Zaman Now," *Jurnal Pemikiran dan Pengembangan SD, Vol 6,* No. 1 (April 2018) p. 88.

Position of knowledgeable people. As Allah SWT says Al-Qur'an verse Al-Mujadillah 58:11.

يَاۤاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجَلِسِ فَافْسَحُوْا يَفْسَحِ اللهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْ يَرْفَعِ اللهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُواالْعِلمَ دَرَجَتٍۗ وَاللهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

"Surely Allah will exalt those who believe among you and those who are given some degree of knowledge. And Allah knows best what you are doing."[3]

As also stated by the Hadith of the Prophet Muhammad, which reads:

اُطْلُبُ الْعِلْمَ مِنَ الْمَهْد إِلَى الّحْدِ

"Demand knowledge from the cradle to death."[4]

This education has always been a very important basic need in changing human life for the better. As long as humans still give birth to their children and continue their offspring, so that during this process education will exist, because every human life will experience a learning process about the meaning of life itself. Therefore, education cannot be separated from human life.

National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.[5]

Based on the law on the national education system, it can be concluded that the education carried out by the government is not only aimed at educating or having a lot of knowledge and skill. However, the formation of noble morals is always at the core of the goal.

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[3]Departemen Agama, *Al-Qur'an dan Terjemahan* (Bandung: Syamsil Al-Qur'an, 2007), p. 543.
[4] Hasbullah, *Dasar-Dasar Pendidikan* (Jakarta: PT RajaGafindo Persada, 2003), p. 64.
[5] Undang-Undang Dasar Sistem Pendidikan Nasional Nomer 20 Tahun 2003.

According to Lickona, there are indications of morals decline that need attention to change for the better, 1) violence, 2) robbery, 3) cheating, 4) neglect of rules, 5) fighting, 6) use of bad language, 7) intolerance, 8) sexual maturity early age, 9) self-destructive attitude, 10) drugs.[6] The problem of character education is certainly one of the efforts that can be utilized and implemented by schools and education.

The process of planting is not only through and non-formal education. However, along with the development of science and technology, the inculcation of education values can be done through other educational media, both mass, print, and electronic media. Electronic media includes visual, audio, and audio-visual media. Regarding the various models and presentation of information media, it cannot be denied that all of them play an important role as a medium of education.[7]

Character education is the deliberate effect of educating good character based on good core values for institutions that can play a role in character education, namely universities. With a note, in a higher education environment, there is a moral environment that puts forward good values and keeps them in everyone's consciousness. An environment that can transform into values and develop intellectual awareness into goodness and develop intellectual awareness into personal habits in thinking, feeling, and acting.[8]

Nowadays, the term "educational film" has emerged, which is a term for films that provide entertainment as well as contain educational elements. Educational films are shows

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[6] Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, (Jakarta: Bumi Aksara 2013), p. 20-30.

[7] Thesis, Warda Putri Rochmawati, "*Analisis Nilai-Nilai Pendidikan Karakter dalam Film the Miracle Worker*" (Malang, Universitas Islam Negeri Maulana Malik Ibrahim Malang, juni 2016) p. 2-3.

[8] Agus Wibowo, *Pendidikan Karakter di Perguruan Tinggi* (Yogyakarta: Pustaka Belajar 2013), p. 38.

that aim to change a person's behavior, both cognitive and psychomotor, and are not profit-oriented. In the use of visual effects, a good film is not determined only by the sophistication of the visual effects in the film, but rather on the essence or meaning that the film wants to covey properly, simply, and has a human aesthetic so that the audience wants it. Take the message home as an example, entertained, without being bored.

One of the effective communication media that can be accepted by all levels of society is film. Films can grab people's attention and partly because they can uniquely convey a message. Films influence and shape society based on the content of the messages behind them. Films always record the realities that grow and develop in society and then project them to the screen. Generally, films are constructed with multiple marks that work well together in achieving the desired effect.[9]

Parents must be able to choose a show that is healthy and suitable for their children. The right films for children should be age-appropriate moral developments such as cartoons or animation. One of the most influential and moral animated films is "Finding Nemo". Finding Nemo is a computer graphic animated film set in the United States. Directed by Andrew Stanton, and stars Albert Brooks (Marlin / Nemo's father), Ellen DeGeneres (Dory), and Alexander Gould (Nemo). The film "Finding Nemo" is Pixar's second most successful animation. Found Nemo ma de S340 million in domestic box office receipts and S865 million worldwide, placing it above The Lion King and in the top two of Shrek's there films. Finding Nemo is the best-selling DVD of all time and won a 2003

[9] Warda Putri Rochmawati, "*Analisis Nilai-Nilai Pendidikan Karakter dalam Film the Miracle Worker*" p. 4-5.

Academy Award for best animation, making it the first Pixar film to win the award, which was first awarded in 2001.[10]

In the film Finding Nemo, there are moral values. It is useful for underage children to be used as examples in practicing moral values that are already held by someone as part of one's personality, which is usually called character. Character is very important, especially in this day and age, which provides continuous access to information on human characters in all fields through media such as films. With a film, character values are more easily imitated than what they see, hear, or feel. Some of the ideas above are what motivated the author to research with the title **"An Analysis of the Value Character Education in Film "Finding Nemo".**

B. Research Focus

Another term of research focus is called research problem that refers to question raised in a research project which clearly reflects what kind of answer is research problem also expected to discovered through the process of research defined by Donald Ary that research problem is the first step in the scientific method as the recognition of a felt difficulty and obstacle or problem that puzzles the researcher.[11]

Based on the research problem which has been described. The formulation of the problem in this study are: "What are the values of character education in the film Finding Nemo ?"

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[10] M. Keith Brooker, "*Disney, Pixar, and the Hidden Messages of Children's Films,*" (California: ABC-CLIO, LLC, 2010), p. 86-87.
[11] Donal Ary, *Introduction of Research in Education, Eight Edition (*Wadsworth: Cengage Learning, 2010), p. 43.

C. Research Objective

The objective of the study is the formulations of the sentences that refer to something that is gotten at the end of the study.[12] According to John W. Creswell, the purpose statement is a statement that advances the overall direction or focuses on the study. Researchers describe the purpose of the study as one more succinctly formed sentence. It is used both in quantitative and qualitative research and is typically found in the "statement of the problem" section.[13]

This study aims to answer the question, which becomes the main problems of study, on another word, this study intends to: "To know the values of character education in the film Finding Nemo."

D. Significant of Study

The significance of the study is a continuation of the objective of the study. This part explains the study, both scientific significance, and social significance.[14] So, it is the researcher expectation of the research conducted:

1. Theoretical

   Theoretical is the sign that is used for developing knowledge.

   a. The results of this study are expected to increase the knowledge of insight into contributions and thoughts for educational institutions especially in the cultivation and character building of children.

   b. The results of this study are expected to be considered and alternative materials to improve the quality of education.

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[12] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006), p. 58.
[13] John W Craswell, *Education Research: Planning Conducting and Evaluating Quantitative and Qualitative Research,* (Boston, Pearson Press, 2012), p. 111.
[14] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* p. 60.

c. The results of this study are expected to be a reference for researchers who will research similar problems with this research.

2. Practical

Practically the research used for:

a. For Parents

The results of this study are expected to be an assumption for parent views and understanding of the use of film as a medium for character formation in their children.

b. For Teachers

The results of this study are expected to be able to be used as input and consideration by teachers and related parties in the school environment regarding the existence of film media that can be optimized as sources and learning media to instill the values of character education.

c. Society

The results of this study can be useful for the community in guiding or directing children or those around them choosing films that have the education and contain messages on the values of character education.

E. Definition of Key Term

Key terms are some points of research that are written by using one or two words or short phrases. The researcher should choose these carefully because they are important for initially locating literature in a library or through an internet search.[15] So, to avoid

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[15] Creswell, *Education Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* p. 84.

misunderstanding for the readers in classifying the key term in this research study, the researcher defines some terms used as follow:

1. Character Education

   Character education is a deliberate effort to help someone understand, maintain, and behave in noble character values.

2. Values

   Education value is the spirit of education, so wherever they are taught the value of education will present itself. The value of character building originates from religion, Pancasila, culture, and national education goals.

3. Films

   The film is a message medium to be conveyed to cinema audiences. The film becomes a medium to entertain, educate, and increase knowledge.

F. Previous Study

Previous research study as a consideration in this study will include the results of previous research to further strengthen the search for data that researchers have read, including the following:

1. Thesis written by Warda Putri Rchmawati, with the title "Analisis Nilai-Nilai Pendidikan Karakter dalam Film the Miracle Worker". The results show that: first, there are character values in the film "The Miracle Worker", namely values of belief, hard work, sincerity, respect, and patience. These values are developed so that humans can live and practice the values in the film "The Miracle Worker" is found in three methods, namely providing exemplary and rewarding, providing trust and assistance, and learning from experiences of

success and failure. Third, the implication of using the film media "The Miracle Worker" in character building in Islamic. Religious Education learning is to build self-confidence, self-spiritualization, and self-actualization.

This research has something in common with this research, namely that both discuss the Analysis of Character Education Values and the type of research using qualitative research (literature). Meanwhile, the difference in the research written by Warda Putri Rochmawati was on the second variable, namely the film "The Miracle Worker", while the research herself on the film Finding Nemo.

2. The thesis is written by Siti Mukarromah with the title "An Analysis of Character Educational Values in Zootopia Movie Script". The results showed that there were 10 types of educational value uttered by the characters that authors found in the film script "Zootopia" by Byron Howard and Rich Moore. The: are respect, responsibility, justice, tolerance, wisdom, mutual assistance, altruism, cooperation, courage, and self-confidence. Then, the most dominant educational value in this film is helping one another.

This study has similarities with the author's research, which is a descriptive qualitative research type, and together discuss An Analysis of Character Educational Values. While the difference lies in the object of research, namely the Zootopia Movie script, which is different from the author's research whose object is in the film Finding Nemo.

3. The thesis is written by Misbachul Anam Irvani with the title "Character Education Values in "The Ron Clark Story" Movie". The results of this study

aim to determine the values of character education that appear in the film by Randa Hainess entitled "The Ron Clark Story". This research was conducted using library research which tends to be in a qualitative form. This study analyzes the values of character education contained in the characters' speech in the film "The Ron Clark Story". This research is also based on 18 values of character education put forward by the minister of National Education.

This research has something in common with this research, namely that both discuss the Analysis of Character Education Values and the type of research using qualitative research (literature). Meanwhile, the difference in the research written by Misbachul Anam Irvani was on the second variable, namely the film "The Ron Clark Story", while the research herself on the film Finding Nemo.

G. Review Related Literature

According to Creswell, a literature is a written summary of journal articles, books, and other documents that describe the past current state of information on the topic of your research study, it is also organizes the literature into subtopics, and the documents the need for a purposed study.[16] The review of theories in this research consist of definition of character, definition of character education, purpose of character education, definition of values, the values of character education, definition of film, and the last film Finding Nemo.

1. Definition of Character

Etymologically, the word character comes from the Latin language Character or Greek Charassein which means to mark, or French Caracter, which means to make sharp

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[16] Creswell, Educational Research, p. 8.

or to make deep. Character is also given a distinctive mark. Character is defined by character, psychological traits, morals, or character that differentiates a person from another.[17]

An identic character with personality or morals, personality is a characteristic of a person that comes from formations received from the environment, such as family childhood and innate.[18]

The character can also be interpreted in Thomas Lickona terminology which defines character as a noble character, including knowledge of goodness that creates a commitment to goodness and ultimately does well.[19]

Lickona emphasized that good character includes knowing the good, doing the good. These are the three pillars of character that are expected to become habits, namely habits of the mind, habits of the heart, and habits of action, in other words, a character refers to a series of knowledge (cognitive, attitude), and motivations, as well as behaviors and skills.[20]

Various definitions of character in the above perspective, there are different points of view. However, if seen from the essence of the definition above, there is a similarity that character is identical with morals so that character is the universal value of human behavior in a person, which causes that person to have character.

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[17] Pupuh Fathurohman, *Pengembangan Pendidikan Karakter,* (Bandung: PT Refika Aditama, 2013), p. 17.
[18] Marzuki, *Pendidikan Karakter Islma,* (Jakarta: Bumi Aksara, 2019), p. 20.
[19] Suyadi, *Strategi Pembelajaran Karakter.* (Bandung: PT Remaja Rosdakarya, 2013), p. 5.
[20] Thomas Lickona, *Education for Character: How Our Schools can teach Respect and Responsibility.* P. 51.

2. Definition of Character Education

Character education is a deliberate effort to help someone understand, maintain, and behave by noble character values.[21]

Character education is the deliberate effort to cultivate virtue-that is objectively good human qualities that are good for the whole society. That doesn't happen accidentally or automatically. It happens as a result of great and diligent effort.[22]

Character education is a national movement to create schools that foster ethical, responsible, and caring young generations through good character modeling and teaching with an emphasis on universally agreed values.[23]

Based on the above thoughts, the authors conclude that character education is education that instills noble morals in students, so that they have, apply, and practice noble morals in everyday life as members of society or as Indonesian citizens.

3. Purpose of Character Education

Character education is moral education that touches the cognitive, affective, and psychomotor domains. Character education touches the deep elements of knowledge, feelings, and actions. Character education unites the three elements. In Islam, these three elements are called the elements of faith, the element of worship, and the element of *muamalah*. In the language of monotheism, it is called faith, Islam, and Ihsan. The three elements must be united and integrated into the souls of the students, so that the morals that are built are based on faith, Islam, and sincerity. With this description, it can be understood that character education aims:

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[21] Marzuki, *Pendidikan Karakter Islam,* p. 23.
[22] Thomas Lickona, *Education for Character: How Our Schools can teach Respect and Responsibility.* p. 80.
[23] Jamil Suprihatiningrum, *Strategi Pembelajaran Teori dan Aplikasi*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 258.

a. Form students to think rationally, maturely, and responsibly.

b. Develop a commendable mental attitude.

c. Developing students' social and anal sensitivity.

d. Build an optimistic mentality in living a life full of challenges.

e. Form emotional intelligence.

f. Form students who are compassionate, patient, responsible, trustworthy, honest, fair, and independent.[24]

From some of the objectives of character education above, the writer written can understand that the goals of character education are related to the mental formation and attitudes of students by instilling positive religious and traditional values. Therefore, to prepare students to have good character, so that when they grow up they are accustomed to or have good character in everyday life.

4. **Definition of Values**

The value of education is the spirit of education, so wherever they are taught the value of the education will emerge by itself. Education is the value of education. The value of education can not only be found in the academic process but can also be found in any experience.

So based on the explanation of the value of education, the value of education above can also be interpreted that the world of education has experienced a change in a more positive direction, if the first model only as a learning science education, as a moral degradation, then education. Also must be balanced with the values of education.

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[24] Hamdani Hamid, Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam,* (Bandung: Pustaka Setia, 2013), p. 37-39.

Educational value can also determine something or any limitation that a person's education is directed towards maturation, which has a good or bad character so that it can be useful for human life that can be achieved from the educational process.[25]

According to Zaim El Mubarak, Value education is divided into two groups. There is a value of being and a value giving.

a. The values being

Conscientious values are values that exist in humans and then develop and behave in the way we treat others. These values of conscience include honesty, courage, and love of peace, self-reliance, potential, discipline, knowing boundaries, purity, and conformity.

b. Value of giving

The value of giving is what needs to be practiced or given which will then be received as much as is given. The values of giving include loyalty, trustworthiness, respect, compassion, sensitivity, selflessness, kindness, fairness, and generosity.[26]

5. **The values of Character Education**

The value of character building originates from religion, Pancasila, Culture, and national education goals. The following shows the 18 character values from the Ministry of National Education version as contained in the book Developing National Culture and Character compiled by the Ministry of National Education through the Research and Development Agency for the Curriculum Center, which is a follows:[27]

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[25] Thesis, Siti Mukarromah, *"An Analysis of Character Educational Values in Zootopia Movie Script",* (Ponorogo, IAIN Ponorogo, 2019), p. 23-24.

[26] Siti Mukarromah, "An Analysis of Character Educational Values in Zootopia Movie Script"p. 25-30.

[27] Suyadi,*Strategi Pembelajaran Karakter*, p.7.

a. Religious

Obedient attitude and behavior in implementing the teachings of the religion they adhere to, tolerance for the implementation of the worship of other religions and living in harmony with adherents of other religions.

b. Be honest

Behavior is carried out to make himself a person who can always be trusted in his words, actions, and work.

c. Tolerance

Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others who are different from themselves.

d. Discipline

Actions that show orderly behavior and comply with various rules and regulations.

e. Work hard

Behavior that shows a serious effort in overcoming various obstacles to learning and assignments, and completing the task as well as possible.

f. Creative

Thinking and doing something to produce a new way or result from something that is already owned.

g. Independent

Attitudes and behaviors that are not dependent on others in completing tasks.

h. Democratic

A way of thinking, behavior, and acting that values the same rights and obligations of himself and others.

i. Curiosity

Attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard.

j. National spirit

A way of thinking, acting, and have an insight that puts the interests of the nation and the nation above self and group interests.

k. Love the homeland

A way of thinking, behaving, and acting that shows loyalty and high respect for the nation, the physical, social, cultural, economic, and political environment of the nation.

l. Respect prestige

Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.

m. Friendly or communicative

Actions that pay attention to the enjoyment of talking, associating, and cooperating with others.

n. Love peace

Attitudes, words, and actions cause other people to feel good about their presence.

o. Loves to read

His habitual attitude took time to read various readings that were good for him.

p. Care for the environment

Attitudes and actions that always try to prevent damage to the natural environment around them. And develop efforts to repair the natural damage that has occurred.

q. Social care

Attitudes and actions that always want to assist others and society in need.

r. Responsibility

Attitudes and behavior of a person to carry out his duties and obligations that he should do to himself, society, the environment (natural, social, and cultural), the country, and the one and only God.[28]

These eighteen values of character education are still open and accepting of change by looking at the context and environment in which character education will be applied. The eighteen values of character building in these subjects help students at IAIN MADURA in realizing character education in the campus environment. The success of character education certainly does not lie only on one side, various parties play a role, such as the role of the family, community, environment, and others.

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[28] Suyadi, *Strategi Pembelajaran Karakter,* p. 9.

6. Definition of Film

The film is a message medium to be conveyed to the cinema audience. The films become a medium to entertain, educate, and increase knowledge. Films are a good solution to some of life's problems. The film shows another life real life. The moviegoers can see all parts of the story, most films have internal conflicts and people can learn anything about life from there.

As described above, literature as an element of the film has become a developing media culture. Films can summarize and present the existing socio-culture in the form of fairy tales into a story that can be enjoyed in the form of audio-visual equipment. The messages and cultural values that exist can be channeled into moral lessons for film lovers.

The film is a powerful medium for visualizing educational values, social critics, even though it is only at product. Films have a special meaning and importance in teaching humans to see themselves, their situations, their hopes, their problems, and their fears in the real world.[29]

7. Voice Cast and Character in film Finding Nemo

a. Albert Brooks as marlin, a clownfish and Nemo's father.

b. Ellen DeGeneres as Dory, a regal blue tang with short-term memory loss.

c. Alexander Gould as Nemo, Marlin's only surviving son, who is excited about life and exploring the ocean, but gets captured and domesticated as a pet.

d. Willem Dafoe as Gill, a disfigured Moorish idol fish living in an aquarium in a dentist clinic, and the leader of the Tank Gang.

e. Brad Garret as Bloat, the aquarium's porcupinefish.

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[29] Thesis Warda Putri Rochmawati, "*Analisis Nilai-Nilai Pendidikan Karakter dalam Fiilm The Miracle Worker*", p. 2-5.

f.   Allison Janney as Peach, the aquarium's sea star.

g.   Stephen Root as Bubbles, the aquarium's yellow tang fish.

h.   Austin Pendleton as Crush, a green sea turtle.

i.   Elizabeth Perkins as Coral, Marlin's wife and Nemo's mother.

j.   Nicholas Bird as Squirt, Crush's son.

k.   Bob Peterson as Mr. Ray, a spotted eagle ray and Nemo's schoolteacher.

l.   Barry Humphries as Bruce, a vegetarian great white shark, who fights his instinctive wills to eat innocent fish and is friends with anchor and chum.

m.   Eric Bana as Anchor, a hammerhead shark who is friends with bruce and chum.

n.   Bruce Spence as Chum, a make shark who is friends with bruce and anchor.Bill Hunter as Dentist.

o.   Lulu Ebeling as Darla, the dentist's rambunctious young niece.

p.   Jordy Ranft as Tad, a butterfly fish fingerling and Nemo's school friend.

q.   Erica Beck as Pearl, a young flapjack octopus and Nemo's school friend.

r.   John Ratzenberger as the school of moonfish.

8.   Bibliography Andrew Aston

Andrew Ayers Stanton born December 3, 1965 (age 55) in Rockport, Massachusetts. His father, Ron Stanton, was the founder of company that worked on radars for the United States Department of Defense. His mother, Gloria Stanton, pursued an acting career before becoming a homemaker. Both of Stanton's parents were natives Wellesley.

In 1989, Stanton married his high school sweetheart Julie, two weeks after she graduated from Georgetown University. The couple subsequently settled in Los Angeles, where they raised two children, Ben and Audrey. Stanton is a professed Cristian.

Andrew is an American animator, storyboard artist, film director, screenwriter, producer and voice actor based at Pixar, which he joined in 1990. His film work includes co-writing and co-directing Pixar's A Bug's Life (1998), directing Finding Nemo (2003) and the sequel Finding Dory (2016), WALL-E (2008), and the live-action film, Disney's John Carter (2012), and co-writing all four Toy Story films (1995-2019) and Monsters, Inc. (2001). Finding Nemo and WALL-E earned stanton two Academy awards for best Animated Feature. He was also nominated for three Academy Awards for best Original Screenplay, for Finding Nemo, WALL-E, and Toy Story (1995), and for an Academy Award for Best Adapted Screenplay for Toy Story 3 (1995), and for an Academy Award for Best Adapted Screenplay for Toy Story 3 (2010).[30]

[30] https://en.wikipedia.org/wiki/Andrew_Stanton accessed on 4 November 2021 at 15:53.