

## CHAPTER I

### INTRODUCTION

The chapter discusses about background of the study, problem identification, limitation of the study, statement of the problem, purposes of the study, and significances of the study.

#### 1.1 Background of The Study

Education quality is a country's investment. Rasyid (2007) states that as the country's future investment, education has to be started since early stage as a systematic and development program in the form of various kind of programs, such as education in early childhood, in elementary, primary, secondary up to university. Nurpratiriningsih (2011) says that education forms an intelligent and a high quality of human resource which became one of the important aspect of development. However, education is not simply transferring knowledge, but education aims to build a generation who has good capabilities and abilities in terms of cognitive, affective, and psychomotor aspect (Alfaiz, 2016). It can be said that education cannot be done only concerning in one aspect, this is because there are three important domains that have to be fulfilled. The same as cognitive, and psychomotor, affective who deals with attitude is one of the important parts of education.

Curriculum in Indonesia has a religion subject which contained values that is inserted in the curriculum which made Indonesia different from secular and communist country (Rukiyati, 2017). In order to cover the need of moral values in Indonesia.

Ministry of Education and Culture (2017) provides five core values such as religious, nationalist, autonomous, cooperative, integrity. Those five core values expected to give a significant effect toward the character education of Indonesian's society. Unfortunately, in reality character education in Indonesia still far from the word success. It can be seen from some teenagers still show deviant behaviors such as, using bad words, not obeying rules, undisciplined, smoking, drinking alcohol, dating that violates the norm, skipping class, fighting, joining motorcycle gang, free sex, and degradation of manners (Hartini, 2017). It shows that character education has not been implemented optimally. Rukiyati (2017) states that in order to achieve an optimal result of moral education. There are several aspects which have to be considered, such as; education, material, method, and evaluation. This statement indicates that there are many aspects which influenced the success of moral education.

There are variant method that can be implemented to learn character education. One of them is using alternative media, such as movie. According to Devi (2018) audiovisual media such as film is not only for entertainment purposes, but it also can be used for educating. Bordwell & Thompson (2010) states that motion pictures or movie is highly related with someone's daily life that is easily to obtain by most of the people. Additionally, movie can deliver ideas, experiences, and ways of thinking through visual and sound which offered by the film that engages spectators' minds and emotions.

In reality, movie is very easy to be accessed and there are many kinds of movie which contains different content. Since this current development most people

especially children are consuming all kind of contents without considering the effect of the content, such as, violent, pornography, bullying, and inappropriate content. This statement is supported by Pramadiansyah (2014) states that children tend to have a problem in filtering television program according to their incapability in differentiate good and bad which become the primary problem in Indonesia. This problem can be overcome by choosing the appropriate program that contain good value in order to get the positive value of movie. One of the company which produced a good movie is Walt Disney.

Walt Disney Company is a company that produces amusing entertainment experiences for the whole family with good quality and storytelling (The Walt Disney, 2004). Walt Disney company has produced many movies and TV shows that become very popular among the people especially children. Movie from Walt Disney often contains many character education values. It can be proved by several studies which conducted a study about the film from Walt Disney including a study from Humaira (2018) about “An Analysis of Moral Values in Zootopia Movie”. Based on the study, Zootopia movie containing 10 moral values such as, respect, responsibility, justice, tolerance, wisdom, helping each other, altruism, cooperation, courage, and confidence. Another research which analyzes about moral values is from Riana (2015) about “An Analysis of Moral Values Found in Frozen Movie” found that there are 21 moral values. Muzaki (2016) in ” Character Education in the Last Song: A Conceptual Review” found that there are several good values that can be learned through the movie such as; respect parents, care with animals, honesty, forgive people, and transform into better a

person. These findings proved that Disney movie is containing many moral values which is relevant to the purpose of this research.

The present study discusses about character education found in a movie produced by Walt Disney entitled *The Lion King* (1994). *The Lion King* movie tells about a young prince named Simba who struggled in finding his place in the great circle of life. The story takes a place in the pride land where Simba as the son of king Mufasa and queen Sarabi has to face his own uncle named Scar with the help of his friends Nala, Timon and Pumba and also his people. He has to face his destiny to be the king and saves his homeland from Scar's evil domination (Hinson, 1994).

This study focuses on Simba as a main character in the movie. The movie is chosen because from the preliminary observation, where *The Lion King* (1994) movie watched several times then observed. It found that *The Lion King* (1994) movie is relevant to the purpose of this study. This can be proven by a study from Ward (1996) which stated that *The Lion King*'s narrative story contains myth and moral purposes which is inserted in movie. Although the previous study reveals about the moral values in *The Lion King* movie, but the research does not reveal specifically about character education found in *The Lion King* (1994). It also can be compared with a study conducted by Reiner (2009) who reveals about Simba's leadership behavior in *The Lion King* (1994), where this present study focuses to find out the values of character education based on five core values which stated by Ministry of Education and Culture (2017).

## 1.2 Problem Identification

Character education has a special place in education especially in Indonesia. The fact is there are still some deviant behaviors which is shown by some teenagers. It indicates that character education in Indonesia still not optimal. Due to the development of technology and communication, there are several alternative ways to learn character education. For example, through watching a good film which contains many character education values, but the truth is not all movies containing good values that will be useful to teach character education. The movie still needs to be examined in order to check its worthiness. Therefore, this study is conducted to analyze the values of character education from the main character of The Lion King movie, Simba. There are five core values stated by Ministry of Education and Culture (2017) that discusses in this study. Moreover, the result of this research is value of character education found in The Lion King movie based on five core values stated by the Ministry of Education and Culture, where none of the previous researchers that examines specifically about value of character education in the The Lion King movie (1994) especially using the revised theory of five core values by Ministry of Education and Culture (2017).

## 1.3 Limitation of The Study

The limitation of this study is on the values of character education from Simba as the main character in the movie entitled The Lion King (1994). The current research focuses on the setting and plot which used to support the character development of Simba.

#### **1.4 Statement of The Problem**

Based on the background of the study. It can be said that there are two statements of the problems that become the motive in this study, as follows:

1. What are the characters and characterizations of Simba in The Lion King movie?
2. What are the values of character education found in Simba based on five core values stated by the Ministry of Education and Culture?

#### **1.5 Purposes of the Study**

Based on the background above. It can be said that the aims of this study, as follows:

1. Describing Simba's characters and characterizations.
2. Describing the values of character education found in Simba based on five core values stated by the Ministry of Education and Culture.

#### **1.6 Significances of Study**

The significance of study shows how this study can be useful and give a contribution to several areas. The present study is expected to be useful both theoretically and practically.

### 1.6.1 Theoretical significance

This present research is expected to give a contribution to film analysis especially film analysis that related to character education values. Waters (2010) find that movie has been a media to present values, attitudes, and belief since the beginning of the film industry. The present study expected to give a clear explanation about how film can be analyzed through mise-en-scene, cinematography, editing, and sound elements.

### 1.6.2 Practical Significance

This current research is expected to be useful for several participants, as follows:

a. Teachers

This study is expected to give a benefit to those teachers who want to teach their students about character education through a movie. Walker, Wike, & Crawford (2015) find that the use of film in the classroom will be more engaged for the learners if the educator provides some short scenes that can be looked up by the students. This present research is expected to give a benefit to the teacher that wants to use some scenes in *The Lion King* (1994) in order to teach their students. This study analyzes the *Lion King* movie by dividing the movie into several scenes so that the teacher can get a reference in terms of proper scenes to teach character education through reading this research.

b. Students

This research hopefully will be used by the students to learn character education through the movie. Muzaki (2016) states that The Last Song movie' events have a great impact in order to improve students' characters especially in indonesia. The current research is expected to give a beneficial improvement in students character development.

c. Parent

The parent also can take advantage of this study in order to teach their children about character educations. Department of Education (2005) says that in order to make children successful in school, the role of parents and families need to be actively involved in their children's learning. The parent can use this research as one of the option to teach their children in an enjoyable way.

d. Researchers

This study is expected to be used by the researcher who wants to conduct a study about character education as the reference. The other researcher can use this study to learn deeply about character education in order to improve their knowledge about how to analyze the film. Moreover, the other researcher can use this research as a source of the citation.