CHAPTER I
INTRODUCTION

The researcher will concentrate on several aspects in this chapter, including (1) the Background of the Study, (2) the Statements of the Problem, (3) the Objectives of the Study, (4) the Theoretical Framework, (5) the Scope and Limitation of the Study, (6) the Significance of the Study, (7) the Definition of Key Terms, and (8) the Organization of the Thesis.

1.1 Background of the Study

Education is inseparable from everyday life because what is learned in the world of education is from students' real-life experiences. Every student takes education as a life provision for themselves, society, nation, and country (Hermon, 2015). Along with the increasingly modern era, education should be prepared to provide moral, creative, and intelligent knowledge to students, to prepare themselves to face the demands of the times. This is inseparable from the quality of education itself.

The environment is currently experiencing a loss in educational value. One example of an issue is the increase in the number of crimes such as robbery, rape, and murder. It occurs because people are unable to apply the good values they have been taught in their lives. Bullying and cyber bullying, student violence, premarital sex, and student drug and alcohol use are all examples of social abnormalities among students. Parents have a strong influence in giving valuable character education to their children since they are the closest to them and the first person to show them, love.

Furthermore, educational institutions have an essential function in instilling values and character in children. In this case, the teacher provides a significant role in developing character values for children. Parents and teachers as equal partners in the attempt to change the values embedded in children's thinking and behavior. Because children learn various sorts of

social knowledge, including morality and other types of social knowledge, through their social interactions with adults (parents, teachers, and other adults), most teachers or educators are overly focused on the subject matter and do not pay attention to children's morals or character, resulting in a decline in children's values of character education. To reduce the problem, teachers require media that can assist them in teaching the subject while also conveying values and character education to students. Furthermore, the medium must be enjoyable and not boring students with learning tasks. The movie is one of the media.

A movie is a visual medium that can teach individuals and help them enhance their comprehension of various subjects. A movie is one medium that has a significant influence in providing information and can be utilized to convey ideas to an audience or people. Because movies show to the audience through visuals, the content might be positive or bad depending on the audience. A movie can show an image to the audience, allowing it to be obvious to the audience (Yousuf and Dadabhoy, 2013).

As movies are approachable, striking, and non-threatening, based on both imagery and emotions, it helps teach the human dimension necessary for growth and development as a human identity formation of young learners (Sharjeel & Dadabhoy, 2013). For teachers, movie experience validates and clarifies their jobs while also bringing a new perspective to teaching shows, particularly the value of character education. Character education is a school, community, or even national attempt to develop ethical and moral principles in students so that they can have a beneficial impact not just on themselves but also on the people around them (Singh, 2019).

In certain ways, teaching and implementing character values through education is a key aspect of Indonesia's educational revolution (Santoso et al., 2020). Students with hidden energy and potential obey their family and

nation's wishes, and acting defiantly will harm their future. Strengthening national character as a strategic development of a country's national education program to return characterization of national identity.

Many films have recently been released in the worldwide film company. The majority of them are personalized true-life stories. Even while some of them feature negative consequences such as violence, murder, horror, and so on, many films contain positive aspects that are valuable to education. Muhammad Rizal, a Raja Ali Haji Maritime University student, completed research titled *Analysis Nilai-Nilai Pendidikan dalam Film 3 Idiots Karya Rajkumar Hirani,* indicating Rajkumar Hirani's film 3 Idiot is worth a lot of character education. In his journal, he examined the *KEMENDIKNAS* formulation's 18 values of character education. From the 18 values of character education above, he discovered 15 values of character education from the film *The 3 Idiots* which are religion, honesty, tolerance, hard work, creativity, independence, democracy, curiosity, love of the motherland, gratitude, achievement, kindness and love of peace, environmental protection, sociality, and responsibility, among others. Meanwhile, just three values that are not found in the movie *The 3 Idiots*: discipline, national spirit, and liking to read. The research conducted by Rizal above demonstrates that education may be received from any place, particularly from movies. Many educational principles might affect the audience to create a more believable character in the film.

As an educator, it is critical to teach students the values of character development to reduce various values of character education problems. Character educational qualities can be communicated to students through visual and audiovisual media, as well as through the use of movies, which are one of the actual works that can be utilized to provide educational information. Furthermore, because each film has a new character, the audience might be more motivated by the personalities they watch,

especially students who can build their inner character. It is critical to develop values of character in students so that they can use those values exceptionally in their lives (Imroatun et al., 2021).

One of movies which has great potentials for teaching values is *The Good Dinosaur*. Directed by Peter Sohn, it shows Arlo's, a young dinasaur, struggled life after losing his father and geting lost in the river. His struggle to find his way home with his buddy, Spot, is very interesting for young people because it is shown in such funny, yet touching way. The case that this movie has also not been widely studied makes the researchers feel challenged to explore the quality of the movie.

As a result of the foregoing explanation, the researcher intends to conduct a study to investigate the values of character education in the Good Dinosaur movie entitled **"Values of Character Educational in the *Good Dinosaur* Movie".**

1.2 Statements of the Problem

The following research problems can be formulated based on the study's background:

1. What types of values of character education are found in the Good Dinosaur movie?

2. How are the values character education reflected in the Good Dinosaur movie?

1.3 Objectives of the Study

The following objectives are offered based on the research problem:

1. To recognize the types of values character education found in the Good Dinosaur movie.

2. To recognize the values of character education, watch a decent Dinosaur movie.

1.4 Theoretical Framework

According to Lickona (2010), character education is a sort of moral education which cognitive, emotional, and behavioral components are included. Character education will fail if these criteria are not present. A learner will become emotionally advanced through systematic and continuing character education. This emotional intelligence is the fundamental foundation for the student's future, and it will help the student's tackle any problem in life, including academic challanges. Character education can be a part of lives of the student's surroundings, where studens can have a posotive impact wherever they go, according to the description. Character education should begin at home, school, and community, and it help students develop stronger personalities.

1.5. Significance of the Study

The present study is important and directed towards teachers, students, and other researchers. Those are:

1. For the teachers

   This study aims to be inspired instructors while also assisting them in their classroom instruction. Especially for the teachers who have a difficult time controlling their student, so that teacher has a higher reason to take care, always pay attention, and never give up on teaching them.

2. For the students

   This study aims to show students that regardless of their attitude, the instructor would always provide their students the best.

3. For other researchers

   This study can serve as an inspiration and secondary data for other researchers who want to perform studies on values of character

education in other movies, thus many movies will be evaluated and many values obtained and utilized.

1.6 Scope and Limitation of the Study

The scope of this research is limited to examining educational values represented in the "Good Dinosaur" movie script and watching the actions based on *KEMENDIKNAS* formulation.

1.7 Definition of Key Terms

The research flaws or circumstances were not taken into account. The researcher openly admits that the study's drawback is that the researcher was unable to conduct a direct interview with the movie. The researcher provides the following definitions to avoid misunderstandings and provide a clear grasp of some terminologies used in this study:

1. **Character Education**

   Character education is an intentional attempt to assist people in understanding, maintaining, and acting on noble character principles.

2. **Values**

   A value is the significance that a good receives as the acknowledged condition of something that add to a subject's well-being and would not be possible without the good.

3. **The *Good Dinosaur* movie**

   The *Good Dinosaur* movie was released in 2015. The Good Dinosaur is directed by Peter Sohn with a supporting voice cast:

Neil Patrick Harris, Bill Hader and Frances McDormand, Judy Greer, John Lithgow, Lucas Neff, Estelle Yves, and Adam Stedman. The Good Dinosaur is produced by Pixar Animation Studio in the genre movie of children and family, comedy, adventure and animation.

1.8 Organization of the Thesis

This thesis consists of five chapters, as follows:

The first chapter is the introduction to the study. It contains eight parts, namely the background of the study, statements of the problem, objectives of the study, the theoretical framework of the study, scope, and limitation of the study, significance of the study, definition of key terms, and organization of the thesis.

The second chapter is a review of related literature. It consists of underlying theories and previous related studies.

The third chapter is about the research methodology. It contains the research design, the instruments, data sources, the data collection procedure, and data analysis technique.

The fourth chapter is about the findings and discussion.

The fifth chapter is about conlusion and suggestions.