



Moral Values as Material for Teaching Character Education in *up and Doctor Strange* Film

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Abstract:

The objectives of this research were to find out moral values in Up and Doctor Strange film that can be used as material for teaching character education that involve in curriculum. This research is a qualitative research through content analysis method. The data in this research was collected through documentation and key informant with expert. In analyzing the data, the researcher used character table by Bohlin's theory (2013) that consist of moral starting point, 1st morally pivotal point, 2nd morally pivotal point, challenge point, and new change. The result of this research showed there are some moral values in Up and Doctor Strange film that can be used as material for teaching character education involve in curriculum. The moral values are responsibility, caring other people, work hard, appreciate achievement of other people, curiosity, like to read and caring environment. These moral values also include in 18 that should be taught by teacher in teaching character education according to the Depdiknas (2010).

Keywords: Moral, Character Education, Up and Doctor Strange Film

INTRODUCTION

Lately, Indonesia is experiencing a moral crisis that is very worrying especially in education. According to Arendt a crisis in education would at any time give rise to serious concern even if it did not reflect, as in the present instance it does, a more general crisis and instability in modern society. For education belongs among the

most elementary and necessary activities of human society, which never remains as it is but continuously renews itself through birth, through the arrival of new human beings. These newcomers, moreover, are not finished but in a state of becoming.

Related to the crisis moral above, it has to take teachers' responsibility to solve out the students' problem related to the moral

values. According to (Fitri, 2012, p. 156), character education can be integrated in the learning of each subject. Learning materials relating to the norms or values of each subject need to be developed, explored, linked to the context of everyday life.

The researcher is interested to analyze moral aspect that contained in *Up* and *Doctor Strange* film, because these films are very popular in young generation and majority of audiences are teenager. Contents of *Up* and *Doctor Strange* film are full of moral aspect of values. Both *Up* and *Doctor Strange* are good film because they get award. *Up* film was opened 2009 Canal Film Festival and *Doctor Strange* film was including Academy Award nomination for the Best Visual Effect. According to (Bohlin, 2005) teaching character education through literature can awake the moral imagination in secondary classroom.

To analyze moral values in education character, the researcher used character table of Bohlin's theory to know moral values in the story by using *Up* and *Doctor Strange* film and result of this research can be used as material for teaching character education.

Related to these explanations above, the researcher conducted research paper entitled "An Analysis Moral Values as Material for Teaching Character Education by Using *Up* and *Doctor Strange* Film"

LITERATURE REVIEW

Concept of Moral

Moral values mean behavior in conformity with the moral code of the social group. "Moral" comes from the Latin word *mores*, meaning manners, customs and folkways. As Hurlock as cited by (Mardioko, 2012, p. 18) said that "Moral is controlled by moral concepts – the rules of behavior to which the members of a culture have become accustomed and which determine the expected behavior patterns of all group members". In sum, moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad. Personal morality

defines how people combine within their own integrity and their own personal value as respond in environment.

In conclusion, there are 18 moral character according to Depdiknas (2010), they are 1. Religiosity, 2. Responsibility, 3. Optimism 4. Honesty, 5. Altruism, 6. Love and Affection (Peace), 7. Helping others, 8. Discipline, 9. Work hard, 10. Creative, 11. Independent, 12. Democratic, 13. Curiosity, 14. Spirit of nationality, 15. Love country, 16. Appreciate achievement, 17. Like to read and 18. Caring environment.

Concept of Character Education

According to (Depdiknas, 2010), character education is everything that teachers do, which is able to influence the character of learners. Teachers help shape the character of learners. This includes examples of how teachers behave, how teachers speak or deliver material, how teachers tolerate, and other related matters. Based on the grand design developed by Kemendiknas, psychologically and socially culturally the formation of character in the individual is a function of all human potential (cognitive, affective, and psychomotor) in the context of cultural social interaction (in family, school and community) and lasts for life.

Concept of Teaching

Teaching activity is an action which leads to improve students' achievement of their future success by using outcomes of matter. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgment about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students (Coe, Aolisi, Higgins, & Major, 2014). In other word, (Sequeira, 2017) stated that teaching is a set of events, outside the learners which are designed to support internal process of learning.

Concept of Literature

While narrative literature has enormous potential to help readers see the moral life more fully, it can also help them see things differently. Literature provides a rich context within which students can reflect and then mentally rehearse how they might act in similar circumstance. As one English teacher explains, literature

“...helps students to interpret and understand their lives as they are and will be.”... By learning to analyze literature, “students can learn to analyze their own lives... They are able to live a life, but also able to stand back and look at it.”

(Bohlin, 2005, p. 32)

In sum, literature is constituted by language and it represents one of the most recurrent uses of language. Literature for language learning could improve students' critical thinking because literature helps them to think and draws the emotion base on the literary work. It is easier for the students that using literature can make students think it works based on their point of view.

Concept of Film

According to Walker (Masithah, 2015, p. 18) “video is a technology which combines vision and sound that is specifically used for classroom language instructions to provide content and to teach specific language features”. Besides, video is another useful aid for the language teacher as (Masithah, 2015, p. 18) said that most advocates of video in language teaching have focused on helping students to understand the content of a video sequence or on using video to present language models.

In sum, the definition of film is also called a movie or motion picture. It is a series of still or moving pictures recorded with sound that tells a story. Film is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects.

RESEARCH METHOD

In this research, the researcher used a qualitative approach. Qualitative research is concerned with describing some occurrences or problems that happened in surrounding places. Another opinion comes from (Creswell, 2001, p.18) stated that

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative or change oriented) or both.

From the quotations above, a qualitative approach through study a phenomenon as the research design was applied. In this situation the researcher seeks to establish the meaning of a phenomenon from the views of participants. The researcher chooses one class of tenth grade class to be the participants. The researcher applied content analysis.

This research conducted content analysis research that is commonly associated with qualitative research. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts as stated by (Elo & Kyanga, 2008, p. 107) “Content analysis is a method of analyzing written, verbal or visual communication messages.” Researchers qualify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language.

Genetic structuralism also used in this research. Genetic structuralism understands everything in the world including literary works as a structure. Genetic structuralism retains an old tradition of literary analysis. (Rosyidi, 2010) stated that the theory of genetic structuralism emphasizes the relationship between literary works and their social environment. In the context of life, values can be assumed to be valuable and useful to human life. Literary works can be used as a medium for forming a person's moral character. Literary works can convey a moral message either implicitly or explicitly. The value of honesty, sincerity, sincerity, togetherness, religiosity and so on that relate to character education, can be internalized to students through literary or literary works (Wibowo, 2013, p. 129).

Data collecting technique in this research are documentation and interview with key informant as expert judgment of this research. After the data was collected, the researcher analyzed the data by using character table by Bohlin's theory (2013)

Title of Film	<i>The schooling of desire leads to a character's refined understanding and pursuit of an ideal that is both worthwhile and compelling</i>		
Mapping pivotal points	Definition	Example/illustration	Telos/object of desire
Moral starting points: habits, dispositions, and context	What we know about the character's habitual behavior, attitudes, dispositions as well as initial aspirations and goals (tele)		

1st morally pivotal point	Shake-up, realization that character is not pursuing the best possible telos
2nd morally pivotal point	Leap in self-knowledge, clearer, perspective on a worthy path.
Challenge point	Meets a challenge that imposes stress or pressure ; telos becomes clear but it is difficult to pursue. The character chooses a course of action and exercises practical wisdom in achieving that goal.
Change: New position	

RESULT AND DISCUSSION

Result *Up* film

Up Film		<i>The schooling of desire leads to a character's refined understanding and pursuit of an ideal that is both worthwhile and compelling</i>	
Mapping pivotal points	Definition	Example/illustration	Telos/object of desire
Moral starting points: habits, dispositions, and context	What we know about the character's habitual behavior, attitudes, dispositions as well as initial aspirations and goals (tele)	The main character of <i>Up</i> Film is Carl Frederickson. Carl is a widower left by his wife. Carl is very fond of his wife. He promised to fulfill his wife's dream of bringing her home and living on the top of Paradise Fall. Carl is a kind man and happy to help others. Until one day, there was a project that forced him to sell his house. Carl does not want to destroy the house that has become a memory for him and his wife.	1. To show responsibility to fulfill a promise. 2. To show caring action and help other.

		Since that incident, Carl became a man who is often angry, selfish and unwilling to be helped by others. Until one day, he was approached by a little boy named Russell. Russell wants to help Carl in order to badge helping parents in his duties as a Boy Scout. But on the way to the waterfall, Carl encounters several obstacles that make him a person who can help and care for others.	
1st morally pivotal point	Shake-up, realization that character is not pursuing the best possible telos	1. Carl cannot bring his wife to the Paradise Fall. His wife really wants to live there.	1. To show responsibility

2nd morally pivotal point	Leap in self-knowledge, clearer perspective on a worthy path.	<p>1. To fulfill his promise to his wife, Carl took the house to Paradise Fall by using thousands of balloons to carry his house.</p> <p>2. Carl and Russell helped Kevin, a bird that want to go home and meet its children.</p> <p>3. Carl and Russell try to set out Kevin that had caught by Muntz.</p>	<p>1. To show responsibility to fulfill a promise.</p> <p>2. To show caring action and help other.</p>
Challenge point	Meets a challenge that imposes stress or pressure; telos becomes clear but it is difficult to pursue. The character chooses a	<p>1. Thousand balloons that carry Carl's house get lost one by one and make the house cannot fly higher. Carl throw all the things in the house to make the house more easy to fly to Paradise Fall.</p> <p>2. When Carl tried to set Kevin free, Carl and</p>	<p>1. To show responsibility to fulfill a promise.</p> <p>2. To show caring action and help other.</p>

	course of action and exercises practical wisdom in achieving that goal.	Russell attacked by Muntz's dogs. 3. Carl lost his house when set free Kevin and make Muntz throw away from his plane. Carl cannot do anything to save his house.	
Change: New position			Carl becomes more happy and proud of Russell. Russell always company him as his grandson.

Doctor Strange film

Doctor Strange Film		<i>The schooling of desire leads to a character's refined understanding and pursuit of an ideal that is both worthwhile and compelling</i>	
Mapping pivotal points	Definition	Illustration	Telos/object of desire
Moral starting points: habits, dispositions, and context	What we know about the character's habitual behavior, attitudes, disposition	Stephen strange (Doctor Strange) is a great neurosurgeon. He can cure many patients who have to undergo surgery. He is very professional in performing his duties as a	Believe in his own ability, caring environment, help other people, like to read, always learning,

	s as well as initial aspirations and goals (tele)	surgeon. Doctor Strange has a bad character that likes to boast his ability and knowledge to others, even so, he is a good person, happy to help others, confident, smart and intelligent. Doctor Strange has an amazing spirit. He always wanted to know and learn things that he considered new. As time passes and events happen, doctor strange becomes a lesser self, brave, does not underestimate the ability of others, always help other, caring the environment and care for people around.	brave, and
1st morally pivotal point	Shake-up, realization that character is not pursuing the best possible telos	1. Doctor strange suffered severe nerve damage to his hands so he could not become a surgeon anymore. 2. Doctor Strange meets his patient whom he considers incurable Pangborn. Doctor Strange wants to be like Pangborn	1. To show work hard attitude, enterprising learning and passion.

		who can recover as usual. 3. Doctor Strange wants to have the ability that is also owned by Ancient One. After Doctor Strange met Pangborn, Pangborn told him that he could recover from paralysis after treatment at a place called Khamar-Taj in Nepal 4. Doctor strange cannot follow the exercises done by other students in the Kamar - Taj. 5. Doctor Strange wants to defeat Kaecilius and his followers but his skills are not yet proficient, so Doctor Strange has to accept attacks and get serious injuries to his heart.	
2nd morally pivotal point	Leap in self-knowledge, clearer, perspective on a worth	1. Doctor Strange wants to be a student of the Ancient One and is not willing to boast. 2. Doctor Strange asks for help and apology	1. To show curiosity to something 2. To show more concern for the

	<p>y path.</p> <p>to Christine Palmer when his heart is injured caused by Kaecilius' followers.</p> <p>3. Doctor Strange became more active learning by reading books in libraries and practicing more.</p> <p>4. Doctor Strange became more concerned with others when the Ancient One was attacked by Kaecilius and died.</p> <p>5. When the Ancient One is injured and must be rescued immediately, Doctor Strange hands over the Ancient One treatment to another doctor because he is aware of the deficiency in his hand</p>	<p>environ ment and people around,</p> <p>3. Show the attitude of appreciating the achievements of others.</p>
Challenge point	<p>Meets a challenge that imposes stress or pressure; telos becomes</p> <p>1. Doctor Strange lost the ability, the career of a surgeon and his treasures to heal his hand that suffered nerve damage by accident.</p> <p>2. In order to</p>	<p>1. To show work hard attitude towards something you want to have</p> <p>2. To show an</p>

	<p>clear but it is difficult to pursue. The character chooses a course of action and exercises practical wisdom in achieving that goal.</p> <p>restore his hands and want to be a surgeon again, Doctor Strange traveled long distances to Nepal to find the Taj Room, where Pangborn visited to restore paralysis.</p> <p>3. Doctor Strange has difficulty mastering the witchcraft taught by the Ancient One, but Doctor Strange is constantly practicing and learning. Doctor Strange is not tired to learn new things that can improve his skills and knowledge.</p> <p>4. Doctor Strange gets attack from Kaecilius while he is learning to use infinity stone. Because the Strength Doctor Strange has not been too proficient, then Doctor Strange get serious injuries in the heart.</p> <p>5. In order to protect the world from Kaecilius and</p>	<p>attitude of curiosity and love to read to gain more knowledge.</p> <p>3. To show a caring attitude towards the environment and people around.</p> <p>4. To show brave and not afraid to fight crime.</p>
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		<p>Dormam who want to rule the world, Doctor Strange dares to fight Kaecilius and Dormammu with infinity stone. Doctor Strange dared to fight Dormamu by inviting him to negotiate. But the invitation to negotiate is always rejected by Dormammu and Doctor Strange is rewarded with deadly attacks by Dormammu. With his intelligence and the knowledge he had learned about infinity stone, Doctor Strange succeeded in asking Dormammu to take Kaecilius back as his follower and let the world be safe and secure again.</p>	
Change: New position			<p>Doctor Strange is richer in science, always wanting to learn new things, being a sorcerer, helping others,</p>

			<p>treasuring others' achievements, caring about the environment and caring about people.</p>
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In sum, moral values in *Up* and *Doctor Strange* film based on the main character are responsibility, caring other people, work hard, appreciate achievement of other people, curiosity, like to read and caring environment. These moral values also include in 18 that should be taught by teacher in teaching character education according to the Depdiknas (2010).

Discussion

Moral character education is really necessary to imply in teaching learning process. Teaching character education is important to make the students become a better person who have moral character in their daily life. It has teacher responsibility to teach moral character education in teaching learning process. The moral values that have gain from *Up* and *Doctor Strange* film can be material for teaching character education because moral values in *Up* and *Doctor Strange* film can give motivation to the students to be a better person. There are 9 moral values that teachers can give to the students as material for teaching character education in *Up* and *Doctor Strange* film. The nine moral values in *Up* and *Doctor Strange* film is include in 18 moral character education according to Depdiknas There are:

1) Responsibility

In *Up* film, the main character took his responsibility to fulfill his promised to his wife. He did anything to fulfill his promise to his beloved wife. In *Doctor Strange* film, the main character took his responsibility when he took infinity stone. He have to learn how to use the infinity stone and fight with the enemies who wants to broke the world.

Responsibility also called in based competence of English language subject (Kompetensi Dasar) number 2.3. "Develop behavioral responsibilities, care, cooperation, and peace love, in implementing functional communication."

2) Caring other people

The main character both in *Up* and *Doctor Strange* film really cares with other people. It can be seen when they help other people. Carl as the main character in *Up* film cares with Russell and Kevin while Doctor Strange in *Doctor Strange* film cares with his patients, teacher and other people in the world. It means the students have to care with their teachers and friend both in teaching learning process and in daily life.

3) Work hard

Both *Up* and *Doctor Strange* film shows work hard as moral character in the story. It can be seen when Carl (*Up* film) did anything to take his home to Paradise fall as he promised to his wife. He never gives up although he faced obstacle. The main character in *Doctor Strange* film really work hard to make his hand as well as before accident. He also worked hard when fighting with the enemies to safe people in the world from destroyed. Work hard means that students have to work hard to get their achievements in learning process. Do all the teachers' instructions. Students have to understand, apply and analyze factual, conceptual, procedural and metacognitive knowledge.

4) Appreciate other achievement

Carl (*Up* film) appreciated Russell's achievement when Russell got achievement from the teacher as person who helped a parent. Doctor Strange (*Doctor Strange* film) appreciated other doctor's skill when he cannot help his teacher (Ancient One). Doctor Strange ask doctor Nik to handle his teacher. In curriculum, appreciate other achievement means the students

appreciate their friends' opinion and other's achievement without feels jealous with other's achievement.

5) Curiosity

Curiosity is had by Doctor Strange character. He always curios with the new knowledge and wants know everything. Firstly, he wants to know how Pangborn can walk again as normal people from his paralyzed. Then, Doctor Strange was curios with infinity stone and wants to know how to use it. Curiosity means the students had to ask to their teachers without feel shy. Usually teachers give stimulus to make the students feel curios of the material that will be learned.

6) Like to read

Doctor Strange in *Doctor Strange* film really like to read. He reads many books in the library. He read the book to know how to use infinity stone. Students have to like to read because the students will asked to understand some texts, news from newspaper, and understand the meaning of the text. Like to read also called in core competence (all basic competence is asked) at twelve grade of senior high school in English subject. In other word, like to read also make the students rich of knowledge.

7) Caring environment

The main character in *Up* and *Doctor Strange* film really cares their environment. Carl (*Up* film) does not like the project that can make all houses in his environment change to a big building. Carl took his house by using thousands balloons. How the main character in *Doctor Strange* film cares his environment is Doctor Strange fight with Kaecilius and Dormammu that wants to destroy the world. Doctor Strange safe many people and do not want this world broke by the cruel person. Caring environment also include in curriculum in order to make the students more care with their environment. For example, the students

clean their classroom and school, the students do not throw the rubbish careless.

Based on explanation above, moral values in *Up* and *Doctor Strange* film are available as material for teaching character education according to Curriculum.

Dr. John Pahamzah, M.Hum (2018) as expert judgment from this research said that this research is a suggestion that these films have moral character that involve in curriculum and can be used as teaching material. This analysis might be used as teaching material that develops moral character in film. Dr. John also argued that this film analysis is appropriate with character education according to curriculum.

Character education curriculum is the concept of a curriculum that is designed as a learning experience. In this context, the curriculum is not sense in terms of material, but rather a learning experience that is designed for learners. Zais in (Hidayati, Zaim, Rukun, & Darmansyah, Vol. 2 No. 6 June 2014) stated that the curriculum is all the experience of the children under the guidance of a teacher. The moral values that have gain from *Up* and *Doctor Strange* film can be material for teaching character education because moral values in *Up* and *Doctor Strange* film can give motivation to the students to be a better person.

CONCLUSION

Based on the result of the research above, the researcher concluded that moral values in *Up* and *Doctor Strange* film can be used as material in teaching character education as good as it can make not only the classroom activity more active but also can make the students become a better person. Moral values in *Up* and *Doctor Strange* film based on the main character are Responsibility, Caring other people, Work hard, Appreciate other achievement, Curiosity, Like to read and Caring environment. These moral values also include in 18 that should be taught by

teacher in teaching character education according to the Depdiknas (2010)

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