

CHAPTER I

INTRODUCTION

1.1. Background Of Study

Indonesia is known worldwide as a country rich in character values. This is reflected in the philosophy of life of the Indonesian people (Pancasila). Pancasila as an ideology has significance in every precept in the foundation of the state, namely divinity, humanity, unity, democracy and justice, which can develop along with the dynamic of Indonesian nation's life. These values are passed on from generation to generation through families, communities, educational institutions. As Lickona (2013:48) said, parents are their first teachers of moral education. They are also the ones who have the longest influence on children's moral development. The second environment is school, the task of a teacher is not only to teach, but also to educate children to be moral children. Considering the reality of life today, it can be said that Indonesia is in a character crisis. For example, almost every day we hear and see news in print and electronic media about cases of conflict between groups of teenagers. This behavior clearly shows a decrease in the moral values of adolescents, their low ability to communicate and interact with the environment causes conflict. Their duties and duties as learners are not performed, but used to fulfill personal emotions, which does not reflect the behavior of good citizens. Throwing each other responsibility for the problem of moral degradation, principally in the world of education in Indonesia.

Character education has been rethought, to overcome these matters. To develop students with character, moral values are the most important part. Character education is closely related to moral values. According to Lickona (2013: 64-65), two basic moral values that must be taught in schools are responsibility and respect. Helpfulness, compassion, honesty, wisdom, fairness, tolerance, cooperation, courage, discipline, democratic are other examples of moral values. Respectful and responsible attitude or completion of actions performed with respect and responsibility is formed from these values.

Because of this, the Ministry of National Education quickly responded to the problem of the deterioration of these students' moral values by proposing the concept of character education for all levels of education in Indonesia. Regarding efforts to develop character education curriculum materials, the Curriculum Center has formulated eighteen pillars of character education values to be developed for students in Indonesia. Religious, creativity, honesty, tolerance, discipline, love for the homeland, hard work, independent, democratic, curiosity, national spirit, respect for the achievement, social care, sociable/talkative, like to read, love of peace, environmental protection, also responsibility are the eighteen values of character education.

Innovation in the practice of character education is needed considering the importance of moral values in character education of the Indonesian nation to internalize moral values to students at all levels of education. Internalizing character values in students can be done through a variety of pathways and environments. Comprehensive progress in all aspects has been experienced by the world in this era of the industrial revolution 4.0. The world of education cannot be separated from the progress of the times. Internalizing values can also be done through educational resources. Learning resources such as guides, worksheets, instructional videos, picture books, novels and films have been developed.

Education is a process of changing behavioral and attitudinal, individually or as a group, in pursuit of self-development through teaching and training efforts, action processes and search processes. While the position of the film is as an educational medium in the field of education. Although in the form of a spectacle, the film makes a big impact. Thus, the film performs the function of education, entertainment, information and development of other creative industries. Thus, film touches various aspects of a person's life in society, nation and state. Films are very effective in order to instill noble values, moral messages, didactic elements and other as learning media.

One of the films that children like are animation films because such films are full of interesting humor and fun atmosphere. Cars is one of the animated films that is very popular and in demand among children. Cars is an American film directed by John Lasseter, produced by Pixar Animation Studios and released by Walt Disney Pictures on June 9, 2006. This movie tells about the life of a racer named Lightning McQueen who has big ambitions to win the prestigious racing event, the Piston Cup. But in the middle of his journey to California for the final round, Lightning McQueen who was in a cargo truck named Mack, suddenly fell. He tries to catch up to Mack but he catches the wrong truck and gets lost in an old town called Radiator Springs.

Cars movie is not only an entertainment medium, but also has an aspect of character building and values based on the behavior, characters and scenes of the characters in the film. Students learn from the things they observe every day. By observing, they try and behave in everyday life. Seeing the right spectacle and accordance with character education can directly or indirectly form the students character.

As technology and information develop rapidly and continue in the present era, human knowledge is increasing due to the rapid advancement of science and technology. The ease with which people obtain information can also influence their perspective, their lifestyle in society, for example in relation to behavior and speech. On the other hand, the emergence of deviant behavior, violent behavior, promiscuity, deviant sexual behavior, alcohol that can cause moral deterioration of the nation is a negative impact of information technology on the moral of the current generation.

Anyone who access a lot of information from mass media such as the internet, television and films without good filters will have an impact misunderstands the information obtained. Sometimes a person's imagination, feelings, emotions, and experiences can be represented by films. According to Rufer (2014), parents should choose a movie for kids carefully because a movie can have good or bad effects for viewers, especially kids. Therefore, researchers are interested in conducting a study entitled "Moral Value and Character Education in Cars Movie", so that students can find out what moral values and character education can be taken from the film and see its relevance for students.

Similar studies have also been carried out by several researchers. First, Muhammad Indra Khoirul Fatikhin (2021). The tittle of the research is Nilai-Nilai Budi Pekerti dalam Film Animasi Cars dan Relevansinya dengan Pendidikan Karakter. The similarity of the study is that both of them use the same approach, namely qualitative, also the object observed is also the same, namely the Cars movie. His study with this study has differences as in previous research is related to character values that are relevant to character education for elementary school students. Meanwhile, this research relates to the moral values and character education

of the Cars movie for high school students. The next difference is that the previous research used literature/documentation as data collection, while this research used interview and note-taking as data collection techniques.

Second is by Immawati, S., & Nurbiyati, A. (2017). The title of their research is Membiasakan Perilaku Prosocial pada Anak melalui Film Cars. The similarity of this research is that they both use qualitative methods, with the same object namely the Cars movie. The differences are that the subjects of this previous study were children aged nine to eleven years consisting of boys and girls in RW 05 Jalan Sanggrahan, North Meruya Village, Kembangan District, West Jakarta. Meanwhile, the tenth grade students of SMA Gajah Mada Medan became the subject of this study. The next difference is in this study using observation, interview, field note, and documentation as data collection techniques. While in this research only use interview and note-taking as data collection techniques. The next difference is the previous research on problem with prosocial behavior in children from the movie Cars, while the current research deals with the moral value and character education in high school students from the movie Cars.

Third is by Sari, R. F., Wardana, M. Y. S., Widyaningrum, A. (2021). The title of their research is Analisis Implementasi Pendidikan Karakter di SDN Keputran 06 Pekalongan. The similarity between this research is that both use descriptive qualitative methods. The differences, among others, in this previous study, the data collection procedures used were interview, observation, questionnaire, and documentation, and note-taking. While in this study only use interview also note-taking as data collection techniques. Previous researcher examined the Rumah Tanpa Jendela movie as the object of research, while the current study uses the Cars movie as the object of research. Previous research was conducted at SDN Rejosari 02 Semarang with the research subjects being fifth grader at SDN Rejosari 02 Semarang, while this research was carried out with the research subjects of class X students at Gajah Mada Medan senior high school.

Fourth is Analysis of Moral Values in the Animated Film “The Boss Baby” by Dreamworks Animation bagi Siswa Sekolah Dasar is the title of research from Lukmantoro, D., Prasetyo, S. A., Hadi, H. (2018). The similarity of this research is that both use descriptive qualitative research methods. In addition, the similarities with this research are both looking for the moral value of a film. The differences are in previous studies using the The Boss Baby animated movie as the object of research, while the current study uses the Cars animated movie. The data collection procedure used by previous research used the technique of note-taking, questionnaire, interview, observation, and documentation, while the current study only used interview and note-taking. Elementary school students were the subject of the previous study, while high school students were the subject of this study.

And the fifth is An Analysis of Human Values and Character Building in Indonesia Reflected in Hancock’s the Blind Side Movie by Marcelina Boleng (2018). Both use a descriptive qualitative design is the similarity of this research. The difference is that previous research related to dialogue film The Blind Side that contains human values, while now it is related to the Cars film which contains moral values and character educations.

1.2. The Statement of Problem

In this research the researcher finds two problem:

1. There are moral values and character educations in Cars movie.
2. There are relevance of the Cars movie to the moral values and character educations of students.

1.3. The Problem of Study

1. What are the moral values and character educations contained in the Cars movie?
2. How is the relevance of the animated movie Cars to the moral values and character educations of students?

1.4. The Objectives of Study

1. To know what are the moral values and character educations contained in the Cars movie.
2. To know the relevance of the animated movie Cars to the moral values and character educations of students.

1.5. The Scope of Study

The research will focus on the Cars movie which contains moral values and character educations in it.

1.6. The Significance of Study

For student: this research will help students understand the moral values and character education in Cars movie.

For teacher: this research will can be used as a guide in instilling moral value and character education to students.

For next researchers: as reference material for researchers indulging in the same field of topic.