

AN ANALYSIS OF MORAL VALUE IN *LUCA* MOVIE

BY PIXAR ANIMATION STUDIOS

THESIS

Submitted as A Partial Requirements

For Writing The Thesis



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Thank you for the attention

Wassalamu'alaikum Wr.Wb

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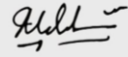
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DEDICATION

This thesis is dedicated to:

1. My Beloved Parents
2. My Beloved Brothers, Sister-in-law, and Nephew
3. My Big Family
4. My Beloved Friends
5. My Thesis Advisor
6. My Beloved Idol EXO
7. Class A of English Language Education 2019
8. My Almamater UIN Raden Mas Said Surakarta

MOTTOS

“iso ra iso, hal su isseo”

-Kim Wonpil DAY6

“for all of you who are striving for your dreams, I just want to tell you that you should believe in yourself and don't let anyone bring you down, you know? Negativity does not exist it's all about positivity, alright? So, keep that on mind but anyways, have good friend around you, have good peers surround yourself with good people 'cause you're good person too.”

-Mark Lee NCT Dream

“dear future me. It's okay if you didn't turn out the way you wanted, because I'm still the one who loves and roots for you the most. So tell me? Can you confidently say that you cherish me every single day?”

-Hello,Me! Episode 16

“if you don't study hard don't even think of liking me or EXO. Study hard and meet me proudly in the future. Don't forget your dreams, work hard to persue them”

-Kai EXO

“there aren't many things that we can do as we want in this world. So,don't be so hard. Cheer up!”

-Twenty Five Twenty One Episode 15

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Moral Value in *Luca* Movie By Pixar Animation Studios” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 19th June 2023

Stated by,



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ACKNOWLEDGMENT

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 19th June 2023

The researcher



Marwa Aulia Istigfariana

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ABSTRACT

Marwa Aulia Istigfariana. 2023. *An Analysis of Moral Value in Luca Movie By Pixar Animation Studios*. Thesis. English Language Education, Cultures and Languages Faculty.

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This research discusses the moral values contained in the *Luca* movie based on Linda and Eyre's (1993) theory and 2013 curriculum. The objectives of this study were (1) To find out the types of moral values in the *Luca* movie, (2) To find out the moral values in *Luca*'s movie that correspond to the character values in 2013 curriculum.

The research design of this research was descriptive qualitative. The subject of this research is the movie entitled *Luca*. The data in this research were taken from the script of *Luca* movie which directed by Enrico Casarosa and produced by Andrea Warren, where the data is obtained from the dialogues of the characters in the movie that represent moral values. The instrument in this research is the researcher herself who collects, analyzes, and observes the data. The researcher used external auditor as the validator of the data.

The result showed that *Luca* movie contained 11 types of moral values based on Linda and Eyre's theory which divides into two groups consisting of value of being and value of giving. Value of being consists of honesty, courage, peaceability, self-confidence, and discipline. Meanwhile, value of giving consists of loyalty, respect, love, unselfishness, kindness, and justice. And the most dominant moral value in the movie is the moral value of love. Furthermore, there are 8 out of 18 character values in the *Luca* movie based on 2013 curriculum including honesty, discipline, hard work, creative, independent, curiosity, friendship, and love peace.

CHAPTER I

INTRODUCTION

A. Background of The Study

Movie is a communication medium to convey a message that is transferred from visual elements and audio elements, namely: lies in the power of living images and sounds. The two elements are combined into a medium to convey information in the form of entertainment, social, education and commerce. Therefore, movie has a creative ability that is capable of depicting reality with an imaginary image to be able to provide entertainment, contemplation, and reflection for the people who witness it (Dwiyanti, 2021).

Watching movies is one of the activities that many people like and become their daily activities. Their goals for watching movies also different such as increasing knowledge, as refreshing, as a hobby, to learn foreign languages, to find moral values, and many more. At this time, the number of movie viewers is extraordinary, because there are many movies that are exciting and attract the interest of many people.

Whether we realize it or not, movies have a big impact on real life. They inspire us to be better person. It can also have a significant impact on personal growth and motivation (Fasikh & Natali, 2021). When watching movies, we can find characters related to real life. Through movies we can find new perspectives that will help change our attitude. A good movie, there is a moral value in it that can be picked up by the audience as a good example in real life.

According to Wantah in Sitepu *et al.* (2022), Moral is an instrument that connects or relates to the ability to determine right and wrong or good and bad behavior. From this definition, it can be seen that morality is a very important thing in human life. With the existence of moral it can regulate human behavior so that they know what is good to do and what is not good to do, and the existence of morals can improve the quality of the human itself.

Moral value is a logical conception of whether a human principle or action or character is true or false, right or wrong, good or bad (Nurjani & Efendi, 2018). Therefore, moral values can be used as doctrines of right and wrong for a person's behavior in everyday life as an individual or a social creation. From the above statements it is clear that the definition of moral values is about people's beliefs about right and wrong. Moral values serve as models of good behavior and culture inspired by the behavior of society.

In literary works, moral values concern the author's message to the reader about good manners and bad manners. Therefore, the author hopes that the reader will be able to understand the message. Moral values actually exist in people's daily lives. This is because all human behavior is based in practice on lessons that can be learned from people's experiences in everyday life (Pusumakeja, 2018).

In this study, the researcher used the moral value theory from Linda and Eyre in Nasir *et al.* (2019) which divides the value of education into two types consisting of value of being and value of giving. Value of being is an attitude within people to determine how they treat others and ourselves. Values of being consists

of honesty, courage, peaceability, self-confidence, and discipline. While values of giving is comes from other people who affect ourselves. Values of giving consist of loyalty, respect, love, unselfishness, kindness, and justice.

According to Ryan and Bohlin in Tanis (2013), character is a pattern of a person's behavior. People who have good character certainly have an understanding of goodness, like goodness and do good. A person with good character is someone who tries to do something good for God, themselves, the people around them, the environment, the nation and the country by optimizing the potential of their knowledge along with their feelings. According to David Elkind and Freddy Sweet in Supriyadi (2010), said that character education is an effort to help students understand, care about, and behave according to applicable ethical values.

In Indonesia, one of the focus in education is character building, this is based on government policy through the Ministry of Education and Culture regarding character values in the 2013 Curriculum. There are 18 values according to 2013 curriculum such as: religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love the motherland, appreciate achievements, friendship, love peace, likes to read, care for the environment, care social, and responsibility. With these 18 values, the government expects the formation of a generation that has faith, morals, knowledge, and has mature skills in welcoming a brighter and better future.

In the pre-research that researcher have done, the character values in the 2013 curriculum are implemented in the *Luca* movie. There are some character

value, such as honesty, discipline, hard work, creative, independent, curiosity, friendship, and love peace. An example of character value of hard work showing the hard working attitude shown by Luca, Alberto, and Giulia. Luca, Alberto and Giulia who worked hard to train so they could win the competition and get a vespa. Luca trained hard to ride a bicycle and Alberto learned to use a fork so he could eat pasta. Then Giulia also worked hard selling her father's fishing rods from door to door in order to get money to register for the competition.

The relationship between moral values and character building is interrelated. Defining a person's character can be seen from the morals they have. Because with the existence of moral values, a person will be able to distinguish between right and wrong and be able to make wise choices in respecting and thinking about the environment around them. These will all lead to more peaceful relationships with others. Our character is a combination of the moral values that have been taught to us. In addition, our interactions with other people and their influences can also shape our current character.

Character is a person's behavior based on values in accordance with applicable norms. Building children's character has been carried out in character education in Indonesia, and has even become the most important lesson in every school or college. Character education aims to improve the quality and results of school education leading to the achievement of character building and the noble character of students as a whole, integrated and balanced in accordance with national education.

Luca is one of the animated movie was produced by Pixar Animation Studios and distributed by Walt Disney Studios Motion Pictures. This movie is directed by Enrico Casarosa, written by Mike Jones and Jesse Andrews, and produced by Andrea Warren. This movie features the voices over of Jacob Tremblay, Jack Dylan Grazer, Emma Berman, Maya Rudolph, Marco Barricelli, Jim Gaffigan and Saverio Raimondo. *Luca* has been released on Disney+ on June 18, 2021. IMDb gave a rating of 7.4/10 and according to “The Numbers” website which is a film industry data website that tracks box office revenue in a systematic and algorithmic way states by December 2021, this movie has grossed \$49.8 million worldwide.

This movie tells the story of the friendship of a sea monster named Luca and Alberto, Luca wants to find out new things that are forbidden by their parents. They try to hide their identities as sea monsters because the humans in Portorosso really hate them, in the end they can finally live side by side. In the pre-research that researcher have done, this movie has a lot of moral values in it. Based on the Linda and Eyre’s theory, this movie contains moral values such as honesty, courage, peaceability, self-confidence, discipline, loyalty, respect, love, unselfishness, kindness, and justice.

An example of the moral value of self-confidence in *Luca's* movie is in Alberto's dialogue “*Yeah. Hard to Lose. We're going to win!*” which means that he has high confidence and optimism to win the competition. Giulia also answered “*I love your confidence*” to Alberto which meant that she liked Alberto's confidence. Those dialogues prove the moral value of self-confidence.

The development of moral values must continue to be given in all education fields. Implantation of moral values can be done through by learning media, one of them is through movie. Through movies, implantation of moral values is easier for children to understand because children easily imitate what they hear, see or feel. Furthermore, Driyarkara in Mubarak (2019) indicated that moral awareness directs children to be able to consider carefully their behavior in everyday life, both at school or society.

The researcher found five precious studies related to this research. The first previous study related to moral value is a thesis entitled *An Analysis of Moral Value Teaching in "The Fate of The Furious" Movie (Based on Its Main Characters)* by Sena Marhaendra Pusumakeja, 2018. The second previous study is a thesis entitled *An Analysis of Moral Aspect in "Beauty and The Beast" Movie* by Inda Riani, 2019. The third previous study is a thesis entitled *An Analysis of Moral Value in "Captain Marvel" Movie* by Febrian, 2021. The fourth previous study is a journal entitled *Moral Value in Charlotte Bronte's Novel Jane Eyre* by Elya Susana, 2018. And the last previous study is a journal entitled *An Analysis of Moral Values in The Movie "Coco"* by Chairina Nasir, Iskandar Abdul Samad, Tria Maisal Jannah & Eda Suhana Sharudin (2019).

This research is similar to the previous studies, which used movies as an important source of moral values to be taught to children. However, the difference in this study lies in the movie used, namely *Luca*. Based on the explanation in the background above, this study will analyze the moral values in the *Luca's* movie and

the researcher gives the titles “AN ANALYSIS OF MORAL VALUE IN *LUCA* MOVIE BY PIXAR ANIMATION STUDIOS”.

B. Identification of The Problem

Based on the background of the study above, the problems of the research are identified as follows:

1. Some people think that movies are only for entertainment, despite the fact that movies can be inspire many people and also as a medium of learning in teaching moral values to students.
2. Moral values are often forgotten to use in daily life and education life.
3. Some people find it difficult to interpert the moral values in movies.
4. Teachers find it easier to teach moral values using technological media such as movies, because it is easily accepted by students.

C. Limitation of The Problem

In this research, the researcher limited to the types of moral value in *Luca* movie directed by Enrico Casarosa using Linda and Eyre’s theory and 2013 curriculum.

D. Problem Statement

Based on the focus of the study above, the researcher formulates the problem in following:

1. What are the types of moral values in the *Luca* movie?
2. What are the moral values in *Luca*’s movie that correspond to the character values in 2013 curriculum?

E. Objectives of The Study

According to the problem of statement, the objectives of the study are:

1. To find out the types of moral values in the *Luca* movie.
2. To find out the moral values in *Luca*'s movie that correspond to the character values in 2013 curriculum.

F. Benefits of The Study

The researcher expects that the result of this research will useful for two major benefits. There are theoretical benefits and practical benefits. The benefits of this research are:

1) Theoretical Benefit

This research is conducted as the contribute to the development of moral values taken from *Luca* movie by Pixar Animation Studios. The researcher hopes that this result give the information to the readers about how to study deeper about the moral value from the movie and also can be useful in the world of literature.

2) Practical Benefit

a. For the students

The students can get more reference about moral value for learning education in *Luca* movie by Pixar Animation Studios.

b. For the teachers

The teachers can get additional information in the teaching and learning process about aspects of moral value for education that can be found in a movie.

c. For the researcher

In the future, this research can be used as a reference and inspiration for the next researchers if they want to do the similar research about moral value in a movie.

G. Definition of The Key Terms

Some of these terms are important to describe research related to the title “An Analysis of Moral Value in *Luca* Movie by Pixar Animation Studios”.

1. Analysis

According to Wiradi (2009), analysis is an activity that includes the activity of sorting, breaking down, differentiating things to be classified and grouped according to certain criteria and then looking for their significance and their relevance. So, it can be concluded that analysis is a process of breaking something complex into smaller parts so that it can be understood better.

2. Moral Value

Moral value is the concept of good and wrong that is recognized by an individual and a social group. Morals develop from human consciousness to help individuals and societies grow, providing a way to fix mistakes and build on successes. Morals serve as the foundation of human existence and serve as the guide for living a perfect life (Susana, 2018).

3. Movie

Hornby (2006) defines a movie as a collection of moving images captured with sound and broadcast in a theater. A movie is also a form of mass communication with audio-visual capabilities that may be viewed by a sizable audience. As a result, the movie is a live production with a producer-created tale from a particular character and media communication in the form of audio-visual to reach a mass audience. In today's society, the cinema exists only for entertainment purposes.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

a. Moral Value

Moral value derived from 2 words, namely: moral and value. In Latin, moral comes from the word “*mos*” (*Moris*) means habits, values, and life roles (Fitriani *et al.*, 2016). Moral is very important in social life. Moral is about the good and bad behavior of a person, while value is about something desirable or undesirable. Moral values serve as reference norms for a person or group to determine whether an attitude and action is good or not (Wibawa, 2013).

According to Linda & Eyre in Febrian (2021), moral values are the result of a valuing process that includes understanding and applying values to God and humanity in life. Moral values have a good purpose to achieve a good life. Teaching about moral values is necessary and arises as a result of problems that occur in the social scope. The reason moral values should be taught is because they provide a framework, guide and track for purposeful, swift and effective life movement (Istighfarah, 2021). These makes moral values very important for human life.

Moral values can be taught and instilled in individuals from an early age so that these moral values are always attached and become habits or

behaviors that are carried out into adulthood. Education about moral values provides an understanding of good character to each individual, especially students. Moral values can be taught both in formal and informal education.

In formal education, the teacher will be responsible for their duties to teach good moral values to their students in the school environment. Meanwhile, in informal education, the family is responsible for instilling moral values in their children in the home environment. Because, family has a role in determining the moral value of a child. In this case, the role of parents is very important because they are the closest and the most affectionate with children.

According to Nucci *et al.* (2014), socializing agents like parents and teachers can instill moral values in students through role-building, emotional attachment to groups, and the appropriate use of rewards and consequences. Learning moral values can help students to build good relationships in society. By understanding these moral values, students can be more emotionally intelligent. Moral values will always be the main goal in education. Moral in education is how schools can influence students to think, feel, and act regarding issues of right and wrong (Hastatriningtyas *et al.*, 2021).

According to Linda and Eyre (1993), moral value can be divided into two groups:

1. Values of Being

The value of being is the value exist in humans that develops into behavior and the way we treat others. Value of being such as:

1) Honesty

According to Linda & Eyre (1993), honesty is towards other people, society, organizations, and ourself. Honesty is estimable character. Honesty is saying, acknowledging, and providing information in accordance with the truth and reality (Albert, 2017). Another opinion said that honesty is a behavior based on an effort to make himself a person who is always trusted in words, actions, and work (Wibowo, 2017).

2) Courage

According to Linda & Eyre (1993), courage is when doing something right without following others even though it is hard to do. Being brave is difficult, because someone has to overcome fear and doubt in taking steps and decisions. When someone tried to take this step, they deserved a lot of praise even if it was just a try.

3) Peaceability

Peaceability is the ability to control ourself calmly and patiently in the face of an incident or challenge. Peaceability is described as a person's capacity to try to control themselves to avoid arguments and create peace. Understanding how others feel and not reacting to them. This does not mean eliminating or ignoring

emotions, but also known as control of temper (Linda & Eyre, 1993). Calmness, peacefulness, and serenity are also characteristics of peaceability. It means to avoid conflict and hurt other people.

4) Self-confidence

Confidence can be described as a belief in one's ability to succeed. Linda and Eyre (1993) explained that self-confidence is the same as making decisions about our actions and giving ourselves an superiority. In other words, self-confidence is an attitude to eliminate anxiety in us.

5) Discipline

Discipline is one of the values which means being able to control, manage, and balance all activities and actions both in managing themselves and their time. This includes self-discipline towards something as well as self-discipline in terms of physical, mental, and financial (Linda & Eyre, 1993).

2. Values of Giving

The value of giving is the value to be practiced or provided and then viewed as a giving, which includes something invisible but valuable.

Value of giving such as:

1) Loyalty

Loyalty is doing something with sincerity without complaining or expecting anything in return. Loyalty is not just an action but also a matter of way of thinking and how to motivate.

Loyal people are willing to help, serve, and support others and are able to keep their promises. Loyalty can be shown to family, work, country, schools, organizations, institutions that are responsible for us (Linda & Eyre, 1993).

2) Respect

Respect is appreciate to the someone's beliefs. It can be a deep feeling towards something or someone because of one's abilities, qualities, and achievements. There are several types of respect that can applied in life such as: respect and polite to the family, to the elders, to the nature, to the neighbor, to the environment, to the others religion and rights, respect yourself and avoid self-disruption (Linda & Eyre, 1993).

3) Love

Love is a natural feeling of deep affection and has a meaning that is difficult to explain in words, it can be expressed through attention and actions. Love is one of the human instincts. Love can be love for family, friends, even loving someone who hates us (Linda & Eyre, 1993).

4) Unselfishness

Unselfishness is an attitude of caring for others, willing to sacrifice, and more concerned with others than themselves. According to Sinha in Nasir *et al.* (2019), said that unselfishness is the same as helping others when they are in trouble. Examples of these values

are empathy, tolerance for others, and brotherhood (Linda & Eyre, 1993).

5) Kindness

Kindness is a human strength that affects well-being (Linda & Eyre, 1993). Kindness is the highest moral value. Kindness is a basic attitude for communicating and being accepted by others. Kindness is also a human strength that influences well-being and remove gaps in relationship. In other words, being kind is better than rude.

6) Justice

Justice is human obedience to law, justice, work and play (Linda & Eyre, 1993). Justice is an attitude and action to show humanity. It all must be based on honesty, intelligence, and courage in one's self. It is determined that humans are protected from unfair behaviors. Another statement from Aristotle in Sulayani *et al.* (2022), justice is an attitude that wants to give something to others according to the rights and portions they get.

b. Character Values in 2013 Curriculum

Character is a person's character or personality which is formed from the results of deepening various virtues that are believed and used as a basis for perspective, thinking, behaving, and acting. Therefore, the development of national character can only be done through the development of individual character. Because of each individual lives

within a certain social and cultural scope, so the development of one's individual character can only be carried out within the social and cultural environment concerned (Kurikulum, 2010).

Based on the Ministry of National Education Research and Development Center Curriculum (2010), there are 18 educational values and national characters that must be developed as follows:

1) Religious

Obedient attitude and behavior in carrying out the teachings of the religion they adhere to, tolerant of other religious practices, and living in harmony with adherents of other religions.

2) Honesty

Behavior based on efforts to make it as a person who can always be trusted in words, actions, and work.

3) Tolerance

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

4) Discipline

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

5) Hard Work

Behavior that shows genuine effort in overcoming various obstacles and tasks, and can complete task as well as possible.

6) Creative

Think and do something to produce or create something new from what you already have.

7) Independent

Attitudes and behaviors that are not easy to depend on other people in completing their tasks.

8) Democratic

The way of thinking, behaving, and acting that evaluates the rights and obligations equally between themselves and others.

9) Curiosity

Attitudes and actions that always try to find out more deeply and broadly about something that has been studied, seen, or heard.

10) National Spirit

Ways of thinking, acting, and insightful that place the concerns of the nation and state above personal and group interests.

11) Love The Motherland

Ways of thinking, behaving, and acting that show loyalty, caring, and high appreciation for the nation's language, physical, social, cultural, economic, and political environment.

12) Appreciate Achievements

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

13) Friendship

Actions that show pleasure in talking, socializing, and working with others.

14) Love Peace

Attitudes, words, and actions that cause others to feel happy and secure in their presence.

15) Likes to Read

The habit of providing time to read various readings that provide virtue for him.

16) Care for The Environment

Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has already occurred.

17) Care Social

Attitudes and actions that always want to provide assistance to other people and communities in need.

18) Responsibility

A person's attitude and behavior to carry out their duties and obligations, which they should do, towards themselves, society, the environment (natural, social and cultural), the state and God.

In this research, the researcher used the main theory from Linda and Eyre's (1993) theory because this theory is more universal where all the values contained are more related or compatible with *Luca's* movie. Which

all the values that exist in this theory are contained in this movie. And also, this theory is still used in previous studies. While the second theory used by the researcher is the character value in the 2013 curriculum which comes from the Ministry of National Education Research and Development Center Curriculum (2010). The researcher want to connect and relate this research with the value of education according to our educational curriculum.

c. Movie

Movies are a type of entertainment that has always appealed to many people of all ages. For some people, watching movies is their daily routine. The reasons people watch movies are to fill their free time, to learn languages, to refreshing, to gather new knowledge, and to try to understand other cultures in the movies. Even though movies are visual, movie can educate and help people to develop their understanding of certain topics. Movies are the most popular form of entertainment among all generations because watching movies is fun.

According to Barsam & Monahan (2016), movie is short for motion pictures. Movie is produced from the recording process using a camera. Movie displays the results of complete moving images accompanied by sound, because it is an interesting audio-visual medium. According to Ismail in Hastatriningtyas *et al.* (2021), movie is an pleasant source of entertainment and language acquisition.

Movie has several types of genres that have different characteristics. Currently, the most popular movies genres are horror, action, comedy, animation, etc. The animated movie genre is very popular among children, because it is packed with an interesting and funny atmosphere of humor. As the movie industry develops, they begin to develop it so that everyone can enjoy it.

According to Bordwell *et al.* (2017) there are 7 movies genre:

1. Western

Western movie is one of the earliest movie genres since its founding in the 1910s. This is based on historical realities, because in the American West there were outlaws, cowboys, settlers, and Native Americans. They are often depicted wearing stetson hats, bandanas, guns, and buckskins. Their movie delivered of the frontiers of song, popular fiction, and Wild West performances (Bordwell *et al.*, 2017). This movie embodies passion, struggle and the collapse of new frontiers. The examples of this genre are: *Once Upon a Time in The West (1968)*, *Unforgiven (1992)*, *Tombstone (1993)*, *True Grit (2010)*, and many more.

2. Horror

The horror genre is most recognizable by the emotional effect it tries to cause. This genre seeks to elicit a negative emotional reaction from the audience as well as to frighten and shock effect. Horror movies often feature scenes based on ghosts, spirits, black

magic, the supernatural, and terrible things. Another statement from Zeeshan Rasheed and Mubarak Shah in Humaira (2018), This type of movie have a mean gray-scale to dark scale of existence and has a low standard deviation. Therefore, directors often use dark tones and dim lights. There are the examples of horror movie, such as: *Insidious (2010)*, *Annabelle (2014)*, *The Conjuring 2 (2016)*, *Train to Busan (2016)*, *Orphan: First Kill (2022)*, *Pengabdil Setan 2 (2022)*, and many more.

3. Musical

Musical movies are movies that combine elements of music, song, dance, and a movement or choreography (Prarista, 2008). The most important elements in musical movies are song and dance. These two elements play an important role in a musical movie. Therefore musical movies are very minimal with dialogue between players. The examples of musical movies are: *The Sound of Music (1965)*, *Moulin Rouge (2001)*, *La La Land (2016)*, *The Greatest Showman (2017)*, and many more.

4. Sports

According to Bordwell *et al.* (2017), Sports movies reveal their plot patterns, images and themes. Competitions and tournaments create conflict, while the ultimate big-break game resolves the action and brings closure. Excitement and surprise are part of sporting events. Just as importantly, sports movies can raise

larger ideological questions. Success in amateur sports can emphasize individual performance or team performance.

Professional sports give athletes money and power, so the genre can surprisingly develop themes of social mobility, whereas sports movies deal with race and gender roles. There are the examples of sport movies are: *Eddie The Eagle (2016)*, *Susi Susanti: Love All (2019)*, *Overcomer (2019)*, *Spinning Out (2020)*, *Born a Champion (2021)*, and many more.

5. Documentary

Documentary movies present factual information about the world related to real people, characters, locations, and events. Documentary movies contain facts and opinions about an event. The strength of documentaries lies in their authenticity. Documentary movies are not a passive reflection of reality, but there is a process of interpretation of reality carried out by filmmakers (Sumarno,1996). There are the examples of documentary movies, such as: *BBC History of World War II – Hiroshima (2005)*, *Negeri di Bawah Kabut (2011)*, *The Look of Silence/Senyap (2014)*, *Tilik (2020)*, and many more.

6. Experimental

Experimental movies generally does not tell about anything, does not have a plot but still have structure. The structure is highly influenced by the subjective instincts of the critical filmmaker, such

as: thoughts, ideas, emotions, and inner experiences. Experimental movies are generally abstract and not easy to understand, because the makers use personal symbols that they create themselves (Hakim, 2019).

In other words, experimental movie is considered as a very personal and personal expression in using non-commercial movie medium and in seeking the specificity of movie, always in dialogue with other medium. The examples of experimental movies are: *Ritual in Transfigured Time (1946)*, *The Dante Quartet (1987)*, *Beaches of Agnes (2008)*, *Enter The Void (2009)*, and many more.

7. Animation

According to Wright (2005), the word animate comes from Latin word “*animare*” means to make alive or to fill with breath. In animation we can completely reorganize reality. Animated movie is a movie in the form of a series of images which are filmed one by one with attention to the continuity of motion so that, it appears as one movement in the movie and then arranged according to the storyboard. So as to produce a complete animated movie.

The types of animated movies, such as:

a) Stop-Motion Animation

Often referred to as claymation, stop-motion animation is animation that uses clay media. This technique was first discovered

by Stuart Blakton in 1906 by drawing facial expressions of cartoon characters on a blackboard, then taking pictures using a still camera, then erasing and replacing facial expressions and continuing to do it with the same technique. This technique takes a long time to make, because it requires precision in making every move. The examples of stop-motion animation movies are: *The Nightmare Before Christmas (1993)*, *The Lego Movie (2014)*, *Coraline (2009)*, *Shaun The Sheep Movie (2015)*, and many more.

b) Traditional Animation

This animation is made manually using hand drawings, each movement of which requires at least 20 frames, so it takes a long time to make. This animation is made from sheets of drawing paper which are then "rotated" so that, a moving picture effect appears. The first image is displayed on the screen. Then, a second image which may be smaller or the same size as the first image is stacked on the first image. This process is repeated several times, each time the new image shows a slight change. The examples of traditional animation movies are: *Pinocchio (1940)*, *Cinderella (1950)*, *The Little Mermaid (1989)*, *Beauty and The Beast (1991)*, *Animal Farm (1999)*, and many more.

c) Computer Animation

At this time, animation makers prefer to use computers as an alternative means. Computer animation can be done more quickly and efficiently using computer software. Computer animation can be 2D or 3D. The difference lies in the process, namely 2D still uses manual drawings, while 3D has mostly been done on a computer.

The examples of computer animation movies are: *Shrek 2* (2004), *Avatar* (2009), *Toy Story 3* (2010), *Cars 2* (2011), *Life of Pi* (2012), *Luca* (2021), and many more.

d. The Relationship between Movie and Education

Movie and education have a close relationship. If accompanied and used wisely, movies can be a medium for parents to teach moral values in life to their children. Movies can provide good moral values if parents can wisely accompany their children while watching movies. At the age of three to five years, the positive impact of watching a movie just clearly visible. Because at this age, children can already read and can be improved by watching movies. According to Jane Murphy and Karen Tucker in Arianty (2016), if parents can use television to watch movies as a medium of education for their children, then parents can make movies a second school for children who keep it smart and have good morals.

Parents play an important role in accompanying children when watching movies, parents must inform and provide understanding to their children about the behavior that occurs in the movie. Good

communication with children will reduce the negative impact of watching movies. Because the main education lies in the family, where the role and responsibility of parents is very necessary in educating their children's morals.

In addition to being a medium for parents, movie is also a teaching medium for a teacher. Good learning medium is that can stimulate students' interest and also stimulate the motivation of student activities in the learning process. In this digital era, technology makes the learning process easier. One of the proper and supportive medium is movie. Movie is a teaching medium that is easily accepted by students. The selection of movie as medium in learning is the right choice in conveying messages and will greatly help students' understanding. With movie as a medium, students are able to achieve abilities in the cognitive, affective, psychomotor domains and improve interpersonal skills.

Movie as teaching medium is by showing quality movies which will later provide a message that can be emulated and applied in students' daily lives. In addition, teachers can use movies as teaching materials by directing students to listen and observe the movies that have been given and then students explain the meaning of the messages contained in the movies so that they can provide learning motivation for students. And also through dialogue in movies, teachers can improve students' language skills, such as: vocabulary, listening, and speaking skills.

By listening to movie dialogues, students will learn how to pronounce words correctly so that they can increase their vocabulary. From the explanation above, movie can be a medium for parents or teachers both in teaching moral values and as an effective teaching medium in learning process. It is also necessary for parents and teachers to pay attention to the selection of suitable and educational movies, so that the movies given can motivate and provide positive values for children.

e. *Luca* Movie

Luca is a animation movie released on June 18,2021 in the United States, with the duration 95 minutes. Directed by Enrico Casarosa, produced by Andrea Warren and written by Jesse Andrews and Mike Jones. This movie features the voices over of Jacob Tremblay, Jack Dylan Grazer, Emma Berman, Maya Rudolph, Marco Barricelli, Jim Gaffigan and Saverio Raimondo. *Luca* was produced by Pixar Animation Studios and distributed by Walt Disney Studios Motion Pictures.

This movie begins from the hatred of fishermen for monsters under the sea. Luca Paguro (Jacob Tremblay) the good boy is described as someone who always obedient to the messages and orders of his parents, but keeps a sense of curiosity that makes him do things that are forbidden by his parents, including playing up to the surface of the sea.

A chance meeting between Luca and Alberto Scorfano (Jack Dylan Grazer), who first settled on the mainland, brings all of Luca's curiosity to find his best friend. One day, the two sea monsters, with the dream of owning a Vespa, made up their mind to join the lives of humans in Portorosso. They think of always keeping the body dry so that their identity as a monster is not revealed. From there, they meet Giulia (Emma Berman), a passionate little girl who becomes Luca and Alberto's first human friend, so the story begins by showing the effort and sincerity of the three of them in winning a competition.

Luca presents a variety of moral messages that are not only touching, but also heartwarming. The messages about the role of sincerity in achieving something you dream of or about having a sense of calm when you succeed in being yourself really make this movie suitable to be enjoyed with children. This movie won an award as The Family Movie of 2021 in the People's Choice Award ceremony.

B. Previous Related Studies

Previous study is previous research that has the same topic with the research conducted. The researcher took five previous related studies to assure the authenticity of the study. The first previous study related to moral value is a thesis written by Sena Marhaendra Pusumakeja (State Institute for Islamic Studies of Metro, 2018). His thesis is entitled An Analysis of Moral

Value Teaching in “The Fate of The Furious” Movie (Based on Its Main Characters).

The result of his research, he found 14 moral values in the film *The Fate of The Furious (Fast and Furious 8)*, namely: honesty (15%), courage (29%), peace ability (8%), self-reliance and potential (3%), discipline and moderation (17%), loyalty (10%), respect (12%), love (49%), kindness and friendliness (24%), justice and mercy (12%), religiosity (27%), tolerance and social care (9%), and responsibility (21%). The researcher uses the percentage to display the data scenes of moral values appear in the movie.

The second study is a thesis entitled *An Analysis of Moral Aspect in “Beauty and The Beast” Movie* written by Inda Riani (Alauddin State Islamic University of Makassar, 2019). In Inda’s research, she classified the type of moral aspect based on Neiman’s theory. The result of her research, she found 4 moral aspects in “Beauty and The Beast” movie, such as: individual, social, religious, and natural. There are 1 natural moral aspect, 2 social moral aspects, 3 individual moral aspects, and 1 religious moral aspect. She reveals more on individual moralities among others. She also use herself as the investigating tool.

The third previous study is a thesis written by Febrian (State Institute of Islamic Studies Ponorogo, 2021). The title of his thesis is *An Analysis of Moral Value in “Captain Marvel” Movie*. In Febrian’s research, he classified the types of moral value based on Linda and Eyre’s theory. The result of his research, he found 9 types of moral value by taking utterance

from the dialogue in “Captain Marvel” movie, namely: respect (found in scene 4), courage (found in scene 7), honesty (found in scene 9), love and affection (found in scene 14), friendliness (found in scene 15 and 22), self-confidence (found in scene 19), justice and mercy (found in scene 23), sensitivity (found in scene 17), and help each other (found in scene 14).

The fourth previous study is a journal written by Elya Susana (Islamic University of Sumatera Utara, 2018). The title of her journal is Moral Value in Charlotte Bronte’s Novel Jane Eyre. In Susana’s journal, she classified the type of moral value based on Hurlock’s theory. The result of her research, she found the moral values through the actions and statements of the characters and the depiction of the atmosphere in the novel. These moral values are about 3 issues. The first, human relationships with themselves (individuality), such as: honesty, humility, sincerity, patience, responsibility, yearning, tenacity, self-control, bravery, regret, hard work, fear, hatred, hypocrisy and grudge. The second, the relationship of humans with other (society), such as: friendship, kinship, loyalty, superior and subordinate, harmony and mutual help. And the last, human relationship with God (god), such as: obedience, have positive thought, gratitude and repentance.

The last previous study is a journal written by Chairina Nasir, Iskandar Abdul Samad, Tria Maisal Jannah & Eda Suhana Sharudin (University of Syiah Kuala, 2019). This journal is entitled An Analysis of Moral Values in The Movie “Coco”. In Nasir *et al*’s journal, they classified

the type of moral value based on Linda and Eyre's theory. The result of their research, they found 9 types of moral values which were consisted in 44 scenes, namely: honesty, courage, peace of ability, self-confidence and potential, loyalty and dependability, respect, love and affection, unselfishness and sensitivity, kindness and friendliness. Love and affection type was the dominant type of moral value in the movie, there were 17 scenes of moral values that contained love and affection type in the movie "Coco".

Table 2. 1 Previous Study

No.	Writer, Title, Year	Similarities	Differences
1	Sena Marhaendra Pusumakeja, An Analysis of Moral Value Teaching in "The Fate of The Furious" Movie (Based On Its Main Characters), 2018.	The similarities between the previous study and this research are the object of the study and both use descriptive qualitative research.	The difference between the previous study and this research is the theory used to analyze.
2	Inda Riani, An Analysis of Moral Aspect in "Beauty and The Beast" Movie, 2019.	The similarities between the previous study	The differences between the previous study

No.	Writer, Title, Year	Similarities	Differences
		and this research are the object of the study and both use descriptive qualitative research.	and this reasearch is the theory used to analyze and the title of the movie used.
3	Febrian, An Analysis of Moral Value in “Captain Marvel” Movie, 2021.	The similarities between the previous study and this research are the object of the study and both use descriptive qualitative research.	The difference between the previous study and this reasearch is the title of the movie used.
4	Elya Susana, Moral Value in Charlotte Brontes’s Novel, 2018.	The similarities between the previous journal and this research are the object of	The differences between the precious journal and this study are the subject and

No.	Writer, Title, Year	Similarities	Differences
		the study and both use descriptive qualitative research.	the theory used to analyze.
5	Chairina Nasir, Iskandar Abdul Samad, Tria Maisal Jannah, Eda Suhana Sharudin, An Analysis of Moral Value in The Movie “Coco”, 2019.	The similarities between the previous journal and this research are the object of the study and both use descriptive qualitative research.	The difference between the previous study and this reasearch is the title of the movie used.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the research methodology. The topics including research design, research setting, research subject, data and source of the data, research instrument, techniques of collecting the data, trustworthiness of the data, and techniques of analyzing the data.

A. Research Design

This research use descriptive qualitative method to collect the data, classify, analyze, and draw conclusions. According to Sugiyono (2013), the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. In other words, descriptive research is research conducted to determine the value of an independent variable, either one variable or more (independent) without making comparisons, or connecting with other variables.

According to Bogdan and Biklen in Laily (2020), qualitative research are descriptive data “The data collected is in the form of the word or picture rather than numbers”. Descriptive qualitative research does not use numerical data in analyzing the data and the results of the data are descriptive. The data are presented various sources, such as: watching the movie and using dialogue transcripts in the *Luca* movie. The results are presented in sentences rather than in numerical form.

B. Research Setting

The researcher use qualitative research with a library research model which the data obtained from transcript, books, journals, previous research, or other appropriate sources. The time of the research as follows:

Table 3. 1 Research Setting

Activity	2022			2023					
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Writing Proposal									
Consultant and Guidance									
Submission and Seminar Proposal									
Analyzing Data									
Consulting and Writing the Research Report									
Thesis Examination									

C. Research Subject

The subject of this research is the movie entitled *Luca*. The researcher use this movie because it contains a lot of moral value that can be educated.

D. Data and Source of the Data

The data in this research were taken from the script of *Luca* movie which directed by Enrico Casarosa and produced by Andrea Warren, where the data is obtained from the dialogues of the characters in the movies that represent moral values. According to Lofland in Purnawati (2021), the main sources in qualitative research are words and actions, other sources are additional data such as documents, etc. The data source in this study is the movie entitled *Luca* and downloaded from Disney+ Hotstar.

E. Research Instrument

The instrument in this research is the researcher herself. The researcher have the main role to collect, analyze, and observe the data. This case is known as a human instrument. In qualitative research, human investigator is the primary instrument to collect and analyze the data. Lincoln and Guba in (Ary *et al.*,2010) said that the concept of human as instruments emphasizes the unique rules that qualitative researchers play in their research. Because qualitative research studies about human experience and situation so that experience is an instrument that is able to adapt and respond to the environment. It is also believed that only human instruments are capable of this task.

F. Techniques of Collecting the Data

According to Creswell (2016), the steps for collecting data include gathering information through observation, interviews, documents, and


visual materials. Data collection techniques are carried out to obtain the information needed to support research objectives. In this study, the researcher uses documentation and apply several steps such as:

1. Researcher choose the *Luca* movie to analyze the moral values contained in the movie.
2. The researcher watches the movie several times and read the movie script in order to understand each dialogue to find the moral value in *Luca's* movie.
3. The researcher chooses the dialogue text and marks important lines to identify the moral values in the movie. This moral value must be in accordance with the Linda and Eyre's theory about the classification or types of moral values and correspond to the character values in 2013 curriculum.

Coding

The researcher also uses code to classify the data so that it is easy to understand. The code as follows:

Table 3. 2 Table Coding

No	Data Number/Character/Type of Moral Value/Minutes	Screenshot
1.	01/L/Respect/00:02:49	

The explanation of table coding:

- 01: the number of the data
- L : the name of the character in the movie (L is coded for Luca, A is coded for Alberto, G is coded for Giulia, D is coded for Daniela (Luca's Mom), UU is coded for Uncle Ugo (Luca's Uncle), M is coded for Massimo (Giulia's Father), and SM is coded for Signora Marsigliese (The Judge).
- Respect: the types of Moral Values (honesty, courage, peaceability, self-confidence, discipline, loyalty, respect, love, unselfishness, kindness, and justice.)
- 00:02:49: minutes to indicates the time when the moral value appears in the movie screen.

G. Trustworthiness of the Data

After collecting the data, it is necessary to check the trustworthiness of the data. Data trust is important to ensure data results. According to Craswell (2016), validity is an effort to examine the accuracy of research results. Validity is one of the strengths of qualitative research and is based on determining whether the findings obtained are accurate from the point of view of the researcher, participant or reader.

According to Creswell (2016), there are three validation strategies such as: triangulation, member checking, and external auditor. In triangulation, the data is collected through various sources so that the results

of interviews, observations, and documents can be analyzed completely. While member checking is the informant will check the entire process of data analysis to determine the accuracy of the truth value of the data research results. And the last is the external auditor is to invite an auditor to review the entire research project. The presence of an auditor can provide an objective assessment, starting from the process to research conclusions. An external auditor must be experienced in qualitative methods. Based on the explanation of validation strategies above, the researcher use external auditor as the validation.

H. Techniques of Analyzing the Data

According to Miles and Huberman (2014), there are three steps of activities to analyze qualitative research, such as:

A. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes or written transcriptions. In this study, the researcher sorts the data by focusing on the classification of the script or dialogues of moral values between characters on moral values in *Luca* movie.

B. Data Display

Data display is an organized and compressed collection of information that allows conclusions and action to be drawn. In this study, the researcher displays the research data using table coding and groupings to analyze the data for easy understanding.

C. Conclusion Drawing

The last step of activity is conclusion drawing and verification. After displaying, describing or explaining the existing data, then the researcher drew conclusion. Conclusion are made clearly to make the readers easier to know the result of this study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results of research and discussion. This chapter is divided into two parts, the first is to present the research results in the movie. The second is to discuss the moral values that found in *Luca's* movie according to the Linda and Eyre's (1993) theory and 2013 curriculum.

A. Research Findings

1. Types of Moral Values Found in *Luca* Movie Based on Linda and Eyre's Theory

In this research, the researcher uses the theory of Linda and Eyre (1993) to analyze the types of moral values. Here are the moral values that found in *Luca's* movie:

1.1. Values of Being

a. Honesty

There are 3 of 38 data that contains the value of honesty. Data coding of the value of honesty is in the table below.

Table 4. 1 Honesty

Data Coding	(07/L/Honesty/00:24:08)(22/L/Honesty/01:02:52) (23/A/Honesty/01:04:02)
Total	3

The examples of the value of honesty in *Luca's* movie are as follows:

07/L/Honesty/00:24:08



Figure 4. 1 Luca telling the truth about sea surface to his parents.

LUCA: But Mom, we're always careful—

DANIELA: “We?”

LORENZO: “We?”

LUCA: *Me and my friend, Alberto.*

The moral value of honesty appears in the *Luca* movie occurs when Luca accidentally said the word "we" when he was caught going to the surface of the sea. Finally Luca explained to his parents that he was going with his new friend named Alberto, even though he had told the truth that his friend was also a sea monster but his parents still did not accept it.

23/A/Honesty/01:04:02



Figure 4. 2 Alberto showed his true identity to Giulia

“Yeah, I know, it’s kinda hard to imagine. *So let me just show you.*”

The following example of the value of honesty is also occurs when Luca and Alberto are having a conflict due to Alberto's jealousy of Luca and Giulia, thus making Alberto show his true identity as a sea monster to Giulia. In the line *"So let me just show you"* suggests that Alberto is trying to reveal his true identity by jumping into the water which will transform him into sea monster. So Giulia knew that Alberto was a sea monster.

b. Courage

There are 4 of 38 data that contains the value of courage. Data coding of the value of courage is in the table below.

Table 4. 2 Courage

Data Coding	(06/A/Courage/00:20:17)(09/G/Courage/00:32:19) (17/A/Courage/00:47:44)(29/L/Courage/01:15:37)
Total	4

The example of the value of Courage in *Luca's* movie are as follow:

29/L/Courage/01:15:37

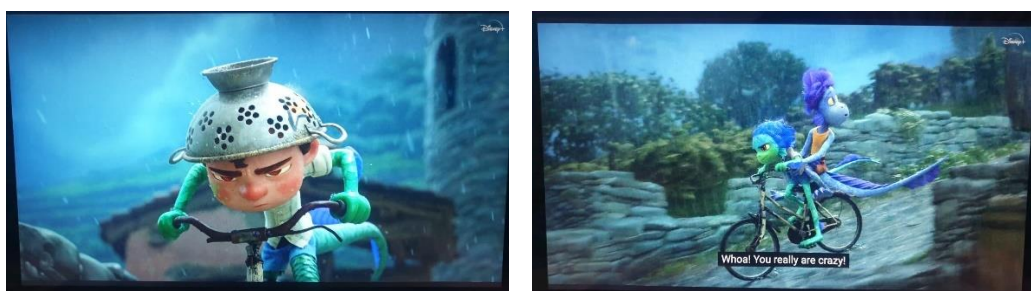


Figure 4. 3 Luca's courage to help Alberto

And they speed down the hill.

ALBERTO: You really are crazy

LUCA: Learned it from you.

The moral value of courage appears in the *Luca* movie occurs when Luca bravely braved the rain to save Alberto who was trapped in Ercole's net, he was willing to brave the rain even though in the end everyone knew his true identity as a sea monster. In the line *“You really are crazy.”* showing that Alberto was proud of Luca's bravery that saved him from Ercole.

c. Peaceability

There are 3 of 38 data that contains the value of peaceability.

Data coding of the value of peaceability is in the table below.

Table 4. 3 Peaceability

Data Coding	(18/G/Peaceability/00:47:51)(20/L/Peaceability/00:58:19) (25/L/Peaceability/01:07:33)
Total	3

The examples of the value of peaceability in *Luca*'s movie are as follows:

18/G/Peaceability/00:47:51



Figure 4. 4 Giulia tries to stop Alberto

The moral value of peaceability appears in the *Luca* movie occurs when Giulia tries to break up Alberto when he wants to fight with Ercole. This happened because Ercole prided himself and looked down on them if they

could not beat him in the competition later. In the line **“Stop”** it shows moral value of peaceability.

20/L/Peaceability/00:58:19



Figure 4. 5 Luca does not like to make a fuss

The following example of the value of peaceability is also occurs when Luca said **“Why did you make him mad? We should have left!”**—“ This dialogue shows that Luca avoids conflict or fuss between them and the Ercole gang. It means that Luca does not like to fights.

d. Self-confidence

There are 3 of 38 data that contains the value of self-confidence.

Data coding of the value of self-confidence is in the table below.

Table 4. 4 Self-confidence

Data Coding	(11/A/Self-confidence/00:34:40) (12/G/Self-confidence/00:34:50) (16/A/Self-confidence/00:46:48)
Total	3

The example of the value of self-confidence in *Luca*’s movie are as follow:

16/A/Self-confidence/00:46:48



Figure 4. 6 Alberto's confidence to win the competition

The moral value of self-confidence appears in the *Luca* movie occurs when Luca did not feel confident about winning the competition but Alberto said confidently “*Yeah. Hard to Lose. We’re going to win!*” as if he was sure that they would win this competition. This is what makes Giulia like Alberto's confidence by saying “*I love your confidence*”.

e. Discipline

There are 3 of 38 data that contains the value of discipline. Data coding of the value of discipline is in the table below.

Table 4. 5 Discipline

Data Coding	(03/D/Discipline/00:06:31) (08/UU/Discipline/00:25:20) (21/G/Discipline/00:59:30)
Total	3

The examples of the value of discipline in *Luca*'s movie are as follows:

03/D/Discipline/00:06:31



Figure 4. 7 Luca's mom called Luca for lunch

The moral value of discipline appears in the *Luca* movie occurs when Luca's mother calls Luca for lunch but Luca arrives late. Through this line ***“You're two minutes late. Was there a boat?! Huh?! Did you hide?!”*** it shows that Luca's mother is very disciplined in time even though Luca is only 2 minutes late.

21/G/Discipline/00:59:30



Figure 4. 8 Giulia wakes up Luca and Alberto to practice

The following example of the value of discipline is also occurs when Giulia wakes up Luca and Alberto to practice preparation for the competition. The line ***“Rise and shine! Only two days till the race!”*** shows that Giulia is very disciplined towards herself and her friends, so she makes good use of her time and is mature.

1.2. Values of Giving

f. Loyalty

There are 4 of 38 data that contains the value of loyalty. Data coding of the value of loyalty is in the table below.

Table 4. 6 Loyalty

Data Coding	(25/L/Loyalty/01:09:15)(27/A/Loyalty/01:14:30) (28/A/Loyalty/01:15:04)(36/L/Loyalty/01:22:58)
Total	4

The example of the value of loyalty in *Luca*'s movie are as follow:

27/A/Loyalty/01:14:30



Figure 4. 9 Alberto ran towards Luca

The moral value of loyalty appears in the *Luca* movie occurs when suddenly Alberto ran with an umbrella to help Luca so he would not get caught in the rain so Luca's true identity would not be revealed. In the line ***“Just stay right there! I’m coming for you-“*** shows that he still cares for and is loyal to Luca even though they had fought before, but all of that did not prevent Alberto's loyalty to Luca so they could win the vespa together.

g. Respect

There are 4 of 38 data that contains the value of respect. Data coding of the value of respect is in the table below.

Table 4. 7 Respect

Data Coding	(01/L/Respect/00:02:49)(02/L/Respect/00:03:49) (04/L/Respect/00:06:54)(13/G/Respect/00:37:47)
Total	4

The example of the value of respect in *Luca*'s movie are as follow:

02/L/Respect/00:03:49



Figure 4. 10 Luca greets everyone

LUCA: Hello! MR. GAMBERETTO: Good morning!
 LUCA: Hi, Mrs. Aragosta. MRS. ARAGOSTA: Hey, Luca!
 LUCA: Good morning! MR. MERLUZZO: Morning

The moral value of respect appears in the *Luca* movie occurs when Luca greets all sea farmers. Through the line above, it shows that Luca likes to greet other people even though he is with his fish or is busy looking for his fish.

h. Love

There are 7 of 38 data that contains the value of love. Data coding of the value of love is in the table below.

Table 4. 8 Love

Data Coding	(05/D/Love/00:08:15)(14/M/Love/00:39:55) (32/D/Love/01:18:51)(33/L/Love/01:18:54) (34/G/Love/01:21:04)(35/L/Love/01:22:17) (37/A/Love/01:23:53)
Total	7

The examples of the value of love in *Luca*'s movie are as follows:

05/D/Love/00:08:15

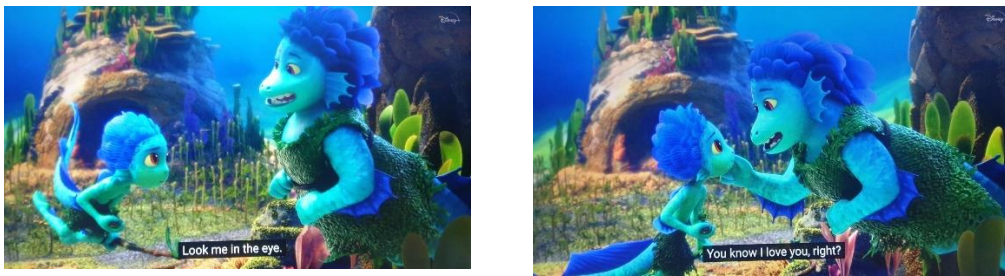


Figure 4. 11 Luca's mother shows her love for Luca

The moral value of love appears in the *Luca* movie occurs when Luca's mother said to Luca *"Hey. Look me in the eye. You know I love you, right?"* which she assures Luca that she loves Luca and cares for him despite her overly protective attitude towards Luca. But she did everything for the good and safety of Luca himself.

34/G/Love/01:21:04



Figure 4. 12 Giulia shows her love for her dad before leaving

The following example of the value of love is also occurs when Giulia said to her dad *“For the millionth time, si. I love you too, Papà.”* before she left. It means that Giulia loved her dad infinity.

i. Unselfishness

There are 1 of 38 data that contains the value of unselfishness.

Data coding of the value of unselfishness is in the table below.

Table 4. 9 Unselfishness

Data Coding	(24/G/Unselfishness/01:05:57)
Total	1

The example of the value of unselfishness in *Luca*’s movie are as follow:

24/G/Unselfishness/01:05:57



Figure 4. 13 Giulia unselfishness towards Luca

GIULIA: My father hunts sea
monsters! Luca, you have to get out
of here—

LUCA: (pleading) But I thought we
were underdogs.

GIULIA: (anguished) Do you think I
 want you to leave? This is the
 happiest I've--

The moral value of unselfishness appears in the *Luca* movie occurs when Giulia accidentally finds out Luca's real identity. In the line “*Luca, you have to get out of here—*” and “*Do you think I want you to leave? This is the happiest I've—*” has an implied meaning such as, Giulia had no intention of driving Luca away from her house, she was forced to say that because she wanted to save Luca from her father because her father was a hunter and hated sea monsters. And she does not want to endanger Luca if Luca continues this competition, she is not selfish for the safety of her friends. And that is proof of the unselfishness of Giulia.

j. Kindness

There are 5 of 38 data that contains the value of kindness. Data coding of the value of kindness is in the table below.

Table 4. 10 Kindness

Data Coding	(10/G/Kindness/00:32:35)(15/G/Kindness/00:40:49) (19/G/Kindness/00:56:02)(30/L/Kindness/01:16:57) (26/G/Honesty/01:12:32)
Total	5

The example of the value of kindness in *Luca*'s movie are as follow:

19/G/Kindness/00:56:02



Figure 4. 14 Giulia gave her book to Luca

The moral value of kindness appears in the *Luca* movie occurs when Luca wanted to borrow Giulia's book, but without a second thought she immediately gave her book to Luca by saying ***“You can have it. The universe is literally yours!!”***.

k. Justice

There are 1 of 38 data that contains the value of justice. Data coding of the value of justice is in the table below.

Table 4. 11 Justice

Data Coding	(31/SM/Justice/01:17:59)
Total	1

The example of the value of justice in *Luca*'s movie are as follow:

31/SM/Justice/01:17:59



Figure 4. 15 Signora Marsigliese announce the winner

The moral value of justice appears in the *Luca* movie occurs when Giulia's father said that the winners were Alberto and Luca, but Ercole did not agree because they are not human and have no right to win. So Giulia's father asked Lala to check and Signora Marsigliese as the judge said ***“Technically... legally... Yes. They won”*** and it shows that justice has been done in this competition and everyone deserves to win including sea monsters like Luca and Alberto.

The table and chart below displays a list of moral values found in *Luca*'s movies based on Linda and Eyre's (1993) theory.

No.	Types of Moral Value		Number of Data	Percentage
1.	Values of Being	Honesty	3	8%
2.		Courage	4	10%
3.		Peaceability	3	8%
4.		Self-confidence	3	8%
5.		Discipline	3	8%
6.	Values of Giving	Loyalty	4	10%
7.		Respect	4	11%
8.		Love	7	18%
9.		Unselfishness	1	3%
10.		Kindness	5	13%
11.		Justice	1	3%
TOTAL			38	100%

Table 4. 12 Data of Moral Values

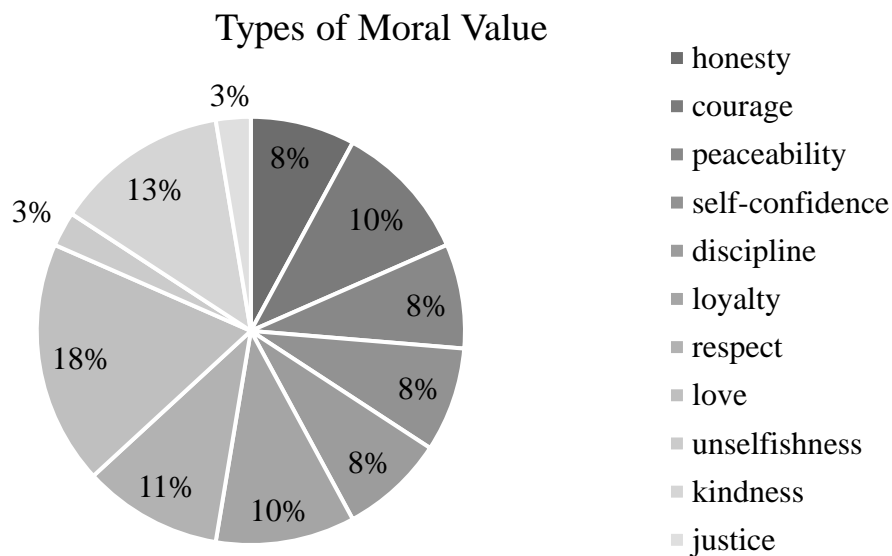


Chart 4. 1 Percentages of Moral Values

Based on table and chart above, the researcher found 38 data of moral value in *Luca* movie. The value of honesty appears 3 times or 8% of the data, the value of courage appears 4 times or 10% of the data, the value of peaceability appears 3 times or 8% of the data, the value of self-confidence appears 3 times or 8% of the data, the value of discipline appears 3 times or 8% of the data, the value of loyalty appears 4 times or 10% of the data, the value of respect appears 4 times or 11% of the data, the value of love appears 7 times or 18% of the data, the value of unselfishness appears 1 time or 3% of the data, the value of kindness appears 5 times or 13% of the data, and the last is the value of justice appears 1 time or 3% of the data.

Based on the explanation above, it can be concluded that the moral value of love is most dominated found in *Luca* movie which a total 7 out of 38 data and 18% of the data.

2. Moral Value Found in *Luca* Movie that Correspond to The Character Values in 2013 Curriculum

In this research, the researcher uses the theory from Ministry of Education and Culture regarding character values in the 2013 Curriculum.

Here are the character values that found in Luca's movie:

a. Honesty

Same with the point of honesty that has been explained before. The character value of honesty appears when Luca told his parents the truth about the situation on the sea surface and his new friend, Alberto.

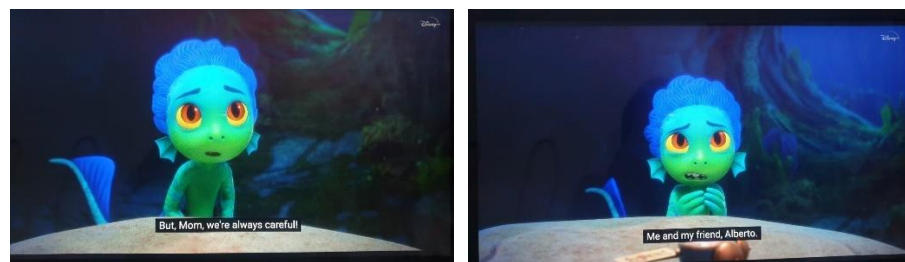


Figure 4. 16 Luca being honest to his parents

LUCA: But Mom, we're always careful—

DANIELA: “We?”

LORENZO: “We?”

LUCA: Me and my friend. Alberto.

Besides that, when Luca being honest to Alberto that he really wanted to go to school with Giulia after winning the Portoroso competition, and also when Alberto revealed the truth of his identity to Giulia.

b. Discipline

In this movie, the character value of discipline appears when Luca's mother realizes Luca is late when she calls him for lunch. This is the attitude of time discipline from Luca's mother that is applied to him. Besides that when Luca's uncle says



Figure 4. 17 When Uncle Ugo ask Luca to go with him

“Well! Come on! No time to waste!” which means inviting Luca to go with him as soon as possible, this also proves that Luca's uncle is a person who is perceptive of time. And the last, when Giulia wakes up Luca and Alberto to practice preparing for the competition that will start soon, here Giulia's attitude shows a disciplined attitude towards time.

c. Hard Work

In this movie, the value of the hardworking character is demonstrated by Luca, Alberto and Giulia. Luca, Alberto and Giulia who worked hard to train themselves so they could win the competition to get a vespa.



Figure 4. 18 Luca learned to ride a bicycle and Alberto learned to use a fork

Luca trained hard to ride a bicycle and Alberto learned to use a fork so he could eat pasta properly for the competition.



Figure 4. 19 Giulia convinced her father

GIULIA: I'll work double shifts at the pescheria—
whatever you need--

Then Giulia also worked hard selling her father's fishing rods from door to door in order to get more money to register for the competition.

d. Creative



Figure 4. 20 Luca and Alberto try to make a Vespa together

LUCA: Are you gonna make one? I think
you have all the parts...

ALBERTO: I do have the parts. I am gonna
make one!! You wanna help?

In this movie, the character value of creative appears when Luca and Alberto trying to make a vespa with used items such as cans, wood, old chairs, rice baskets, and many more. Even though their vespa was always destroyed when they were driven off a cliff.

e. Independent

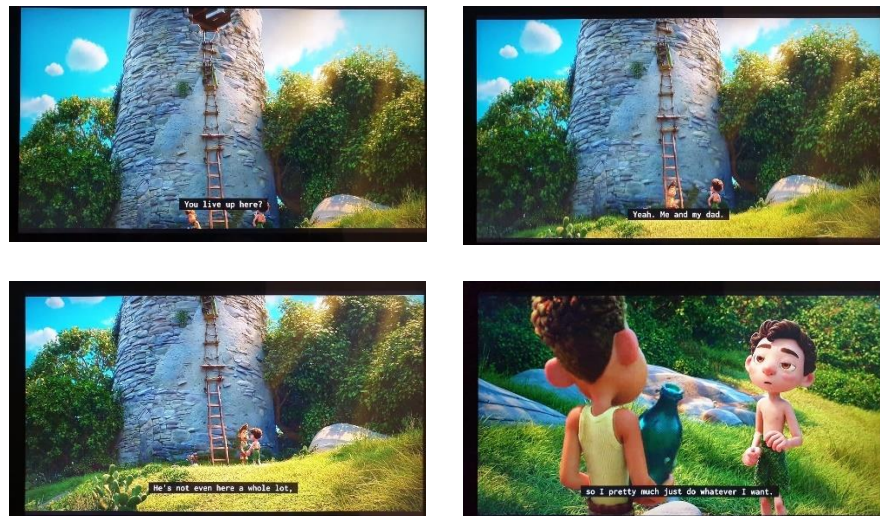


Figure 4. 21 When Alberto said that he lived alone

LUCA: You live up here?

ALBERTO: Yeah. Me and my dad. He's not
even here a whole lot, so I pretty much
just do whatever I want.

In this movie, the character value of independent appears in Alberto's story that he has lived alone on the surface of the sea. He lives with his father but he is often left by his father for long periods of time. This made Luca realize that Alberto had been living alone because he was abandoned by his father. But with all that, Alberto can do as he pleases. Starting from collecting used goods from the beach to adapting to human life.

f. Curiosity

In this movie, the character value of curiosity appears when Luca wanted to go to the surface of the sea, but his mother always opposed him. His mother always told him that the sea surface was very dangerous and humans could kill sea monsters like them. Because his big curiosity but restrained by his mother, he leaves home and finds comfort on the surface of the sea with his friends.



Figure 4. 22 When Luca asked Alberto about stars

LUCA: What are all those tiny lights?

ALBERTO: Anchovies. They go there to sleep.

Luca is dumfounded.

Likewise, when Luca wanted to know what objects were in the sky, Alberto told him that what shone at night were fish, but Giulia confirmed that what really shone were stars. Luca and Alberto were curious about what it was like to ride a vespa so they made a vespa out of used goods.

g. Friendship

In this movie, the character value of friendship appears between Luca and Alberto who are willing to help Giulia to win the Portoroso competition. Then the relationship between Giulia's father with Alberto and Luca, he allowed them to stay at his house, feed him, teach Alberto how to use a fork.

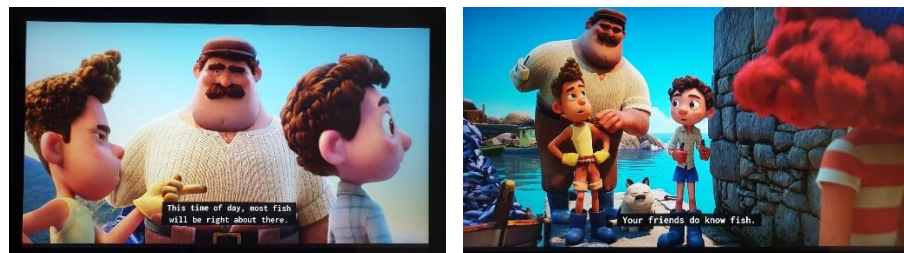


Figure 4. 23 Alberto told Giulia's father where the fish were

ALBERTO: This time of day, most fish will be right about there.

MASSIMO: (to Giulia) Your friends do know fish.

With pleasure, Alberto and Luca pointed out a location where there were lots of fish to fish for as an expression of their gratitude to Giulia's father.

h. Love Peace



Figure 4. 24 When Luca apologize to Alberto

LUCA: (needing the words, but not having them)

I'm--sorry. I never should have done that.

I wish I could take it back--

In this movie, the character value of love peace appears when Luca apologizes to Alberto because he had called him a monster. Likewise, when Giulia intervened for Alberto not to cause a fight with Ercole. And also when Luca said to Alberto that he should not have angered Ercole and just walked away. This is proof that Luca does not like fighting. A peace-loving attitude can provide experience for children to solve conflicts peacefully and creatively.

B. Discussion

After collecting and finding the data, the researcher answers the problem statement using the results of the discussion. The researcher found 38 data containing moral values in the *Luca* movie based on Linda and Eyre's theory and also the researcher found 8 out of 18 character values that correspond to 2013 curriculum.

1. The Types of Moral Values in *Luca* movie Based on Linda and Eyre's Theory

The researcher found 38 data of moral values in the *Luca* movie. According to Linda and Eyre's (1993) theory, there are 11 types of moral values which are divided into 2 groups, namely value of being and value of giving. Values of being consists of honesty, courage, peaceability, self-confidence, and discipline. While values of giving consist of loyalty, respect, love, unselfishness, kindness, and justice.

First is the moral value of honesty. The moral value of honesty is found in 3 data in the movie. Honesty is an attitude that states what actually happened or according to facts. This value appears in the dialogue between Luca and his mother (07/L/Honesty/00:24:08) where Luca accidentally reveals the truth to his parents that he went to the surface of the sea with his new friend and told him that it was not as dangerous as his parents said to him.

And in the dialogue (23/A/Honesty/01:04:02) between Luca and Alberto occurs when Alberto reveals the truth of their real identities to Giulia

which they have been hiding all this time. Alberto reveals his true identity because he is annoyed with Luca, who has the ambition to follow Giulia to school. He asked Giulia *“Your school... does it take all kinds of people? I mean, what if some of them were... not human? What if some were... Oh, I don't know... sea monsters?”* so Alberto dives into the sea and he turned into a sea monster which scared Giulia to see.

Second is the moral value of courage. Courage is the nature of daring to take risks in the decisions that have been made. The moral value of courage is found in 4 data in the movie. This value appears in the action between Luca and Alberto (29/L/Courage/01:15:37) where Luca bravely braves the rain to save Alberto who is caught in Ercole's net, although in the end his identity is revealed that makes other people shocked. Luca's actions amazed Alberto and he said *“You really are crazy.”* And Luca answered *“Learned it from you”*, it means Luca get the courage from Alberto.

Third is the moral value of peaceability. Peaceability is the absence of internal (inward) or external conflict. The moral value of peaceability is found in 3 data in the movie. This value appears in the dialogue between Alberto and Giulia (18/G/Peaceability/00:47:51) where Giulia tries to stop Alberto from fighting Ercole. Giulia wants no conflict between them and Ercole. And then in Luca's dialogue with Alberto (20/L/Peaceability/00:58:19) where he says *“Why did you make him mad? We should have left!”*—“ to Alberto. Luca wanted Alberto not to respond to Ercole's debate, he did not want to make a

mess but Alberto refused. It can be concluded that Giulia and Luca have a peaceful attitude that avoids chaos.

Fourth is the moral value of self-confidence. Self-confidence is a trait possessed by a person who will feel confident and trust in himself. The moral value of self-confidence is found in 3 data in the movie. This value emerges when Alberto convinces Luca (16/A/Self-confidence/00:46:48) who is not confident that they can win the competition. With great confidence Alberto said ***“Yeah. Hard to lose. We're going to win!”***. The dialogue means that Alberto has high self-confidence and strong belief or optimistic, this makes Giulia like Alberto's self-confidence ***“I love your confidence. But don't forget. We have to go through—“***.

Fifth is the moral value of discipline. The moral value of discipline is found in 3 data in the movie. Discipline is an ability to manage yourself so that you can become an efficient and effective person. This value appears in Luca's mother dialogue (03/D/Discipline/00:06:31) and Giulia's dialogue (21/G/Discipline/00:59:30). Here we can see that Luca's mother and Giulia have discipline, especially time discipline. Luca's mother was disciplined about lunch time and realized that Luca was 2 minutes late since she called him for lunch ***“You're two minutes late. Was there a boat?! Huh?! Did you hide?!”*** Likewise, Giulia is also disciplined with time, she does not waste time practicing for competitions. She was persistent in training Alberto and Luca by saying ***“Rise and shine! Only two days till the race!”***.

Sixth is the moral value of loyalty. Loyalty is an action that shows support, sincerity to someone. Loyalty also includes behaving well toward others. The moral value of loyalty is found in 4 data in the movie. This value appears in Alberto's dialogue (27/A/Loyalty/01:14:30) where he runs while carrying an umbrella to help Luca not get hit by the rain which makes his identity known. Alberto has the trait of loyalty to Luca even though he has been betrayed by Luca, but his sense of loyalty is greater than anything. ***“Just stay right there! I'm coming for you-”*** this line has proven Alberto's loyalty.

Seventh is the moral value of respect. Respect is a form or way we give respect to others. The moral value of respect is found in 4 data in the movie. The example of respect in daily life is greeting others politely, this is evident in Luca's dialogue (02/L/Respect/00:03:49) where he greets Mr. Branzino and the sea farmer. Even though Luca was busy looking for and collecting his fish, he always greeted others like ***“Hi, Mrs. Aragosta.” “good morning!”***.

Eighth is the moral value of love. Love is a constant feeling of affection for someone. The moral value of love is found in 7 data and is the most dominant moral value in the movie. This moral value appears (05/D/Love/00:08:15) when Luca's mother gives a message to Luca that his mother loves him ***“Hey. Look me in the eye. You know I love you, right?”***, even though Luca's mother was strict in educating Luca, all of that was solely a form of affection for Luca.

Ninth is the moral value of unselfishness. Unselfishness is a trait of someone who is not selfish and always thinks about the fate of others. Moral value of unselfishness found in 1 data in the movie. This value appears during Giulia's dialogue with Luca (24/G/Unselfishness/01:05:57) where Giulia accidentally finds out Luca's true identity. In this dialogue has the implied meaning of unselfishness Here Giulia said ***“My father hunts sea monsters! Luca, you have to get out of here—”*** what Giulia meant was that she actually did not want Luca to leave her house, but Giulia also thought about Luca's safety if he had to be at her house because her father was a sea monster hunter. His identity could have just been revealed in front of Giulia's father, therefore Giulia told Luca to leave her house.

The tenth is the moral value of kindness. Kindness is a behavior that has a positive impact on someone around us. The moral value of kindness is found in 5 data in the movie. This value appears when Luca asked permission to borrow Giulia's book (19/G/Kindness/00:56:02). Giulia showed kindness, without thinking twice, she gave her book to Luca directly by saying ***“You can have it. The universe is literally yours!!”***. This is a small example of the act of kindness itself and often happens around us.

And the last is justice. Justice is a condition that is fair to a nature, action or treatment of a thing. The moral value of justice is found in 1 data in the movie. This value appears when Signora Marsigliese as the judge, announces the victory (31/SM/Justice/01:17:59). Here, Signora Marsigliese announced that Alberto's team would become the winners, but this made Ercole not accept

that they were the winners. However, Signora Marsigliese with her nature of justice said ***“Technically... legally... Yes. They won”*** which means that anyone has the right to be the winner, whether human or sea monster, as long as it complies with the existing rules.

From the explanation above, it can be proven that moral values can also be found in a movie. A good movie has good moral values that can be taken and applied in everyday life. We can take the good moral values that are in *Luca's* movie or other movies that we have watched before. Besides that, it is necessary to have assistance and control from parents and teachers in selecting movies that suit children's needs. Apart from the moral values above, there is another message in this that we can learn was about the struggles that we must be faced and passed to achieve goals or dreams. And it is also important for parents to be able to understand and give freedom to their children so they can choose what they aspire to in the future as long as it good for them. So that, this movie suitable to be enjoyed with children and also parents.

2. Moral Value in *Luca* Movie that Correspond to The Character Values in 2013 Curriculum

According to Ministry of Education and Culture regarding character education in the 2013 Curriculum. There are 18 character values according to 2013 curriculum such as: religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love the motherland, appreciate achievements, friendship, love peace, likes to read, care for the environment, care social, and responsibility.

The researcher found 8 out of 18 character values. Such as honesty, discipline, hard work, creative, independent, curiosity, friendship, and love peace.

a. Honesty

Same with the point of honest that has been explained before. Honesty is telling the truth according to the facts. Honesty needs to be instilled from an early age, even though instilling honesty is not easy and fast, with constant effort everything will become a habit. The role of parents is very important in educating children's honesty.

It is told when Luca told his parents the truth about the situation on the sea surface and his new friend, Alberto. Besides that, Luca told Alberto that he really wanted to go to school with Giulia after winning the Portoroso competition, and also when Alberto revealed the truth of his identity to Giulia by saying *“Yeah, I know, it’s kinda hard to imagine. So let me just show you..”*

By being honest someone will have a calmer feeling in living life. Accustomed to being honest will form a person who is responsible and can be trusted by many people, thus keeping away from various actions that violate norms and laws.

The following is an examples of implementation the character value of honesty in school such as: (1) Facilitating students to compete in a healthy manner to improve learning achievement, (2) Schools can provide a program called honesty canteen for all students where students

make transactions in the canteen which are carried out independently. With this program will train student honesty, (3) And provide facilities for finding lost items, where if students find lost items or lost items, they can put them or look for them there.

b. Discipline

Discipline is getting used to children to do things according to the rules in their environment. Applying discipline to children aims to make children learn as social beings and achieve optimal growth and development. In this movie, discipline appears when Luca's mother realizes Luca is late when she calls him for lunch by saying "*You're two minutes late*". This is the attitude of time discipline from Luca's mother that is applied to him. Besides that when Luca's uncle says "*Well! Come on! No time to waste!*" which means inviting Luca to go with him as soon as possible, this also proves that Luca's uncle is a person who is perceptive of time.

And the last, when Giulia wakes up Luca and Alberto to practice preparing for the competition that will start soon, here Giulia's attitude shows a disciplined attitude towards time. When someone used to discipline, they can direct themselves without influence or orders from others. Discipline is also able to foster a sense of responsibility in children.

The following is an examples of implementation the character value of discipline in school such as: (1) Introduce school rules to students, then ask them to carry out these rules. This makes students grow as a generation that obeys the rules in order to achieve success in teaching and learning activities in the classroom, (2) And enforce the rules by giving fair sanctions for offenders of school rules. This will provide lesson for offenders so they do not commit offense again.

c. Hard Work

There is a proverb saying "*There is no success without hard work*". Hard work symbolizes persistence in achieving goals or dreams. Like the hard working attitude shown by Luca, Alberto, and Giulia. Luca, Alberto and Giulia who worked hard to train so they could win the competition and get a vespa. Luca trained hard to ride a bicycle and Alberto learned to use a fork so he could eat pasta. Then Giulia also worked hard selling her father's fishing rods from door to door in order to get money to register for the competition.

When a child is used to working hard, they are able to overcome all difficulties and obstacles so that they can achieve their goals and dreams. Someone who works hard will not depend on other people for their life. An example of implementation the character value of hard work in school is creating a class atmosphere that is challenging and

encourages the students to work hard by using a variety of learning approaches, learning media and other learning resources.

d. Creative

Creative is a person's ability to create something new in the form of an idea or real work that has never existed before. There are many ways to get children to be creative such as let the children be free to imagine and explore according to their wishes. It's the same as Luca and Alberto trying to make a vespa with used items such as cans, wood, old chairs, rice baskets, and many more. Even though their vespa was always destroyed when they were driven off a cliff.

Creative is one of the values of character education that aims to improve the learning process so that students are able to express their ideas. And also creativity makes students to always be active in class and reduces student passivity. The following is an examples of implementation the character value of creative in school such as: (1) Facilitating students through giving assignments, discussions, etc to come up with new ideas both orally and in writing so that students are always active in class, (2) Providing opportunities to think, analyze, solve problems, and act without fear so that students can express ideas or thoughts freely.

e. Independent

Independent is an individual's ability to manage themselves and not depend on others. Independent cannot be formed by itself, especially for children. There needs to be help or guidance from other people such as family, educational institutions, or society. In this movie, Alberto has a story that he has lived alone on the surface of the sea. He lives with his father but he is often left by his father for long periods of time. This made Luca realize that Alberto had been living alone because he was abandoned by his father.

But with all that, Alberto can do as he pleases. Starting from collecting used goods from the beach to adapting to human life. Independence needs to be instilled from an early age so that children are able to develop their potential and abilities. Parents must provide opportunities for children to develop their independence by trying new skills or things.

An example of implementation the character value of independent in school is with a way more often to involve students in a decision so that students are accustomed to facing problems and can solve problems independently.

f. Curiosity

Children have great curiosity. Curiosity is one of the important aspects that a child has in order to encourage them to learn and solve problems. The role of parents is very important in guiding their children

to find the right answers to their curiosity. In this movie, Luca has great curiosity. For a long time, Luca had wanted to go to the surface of the sea like when Luca asked his grandma by saying *“I... Well, I was just wondering... where do boats come from?”*, but his mother always opposed him. His mother always told him that the sea surface was very dangerous, and humans could kill sea monsters like them.

Because his big curiosity but restrained by his mother, he leaves home and finds comfort on the surface of the sea with his friends. Likewise, when Luca wanted to know what objects were in the sky *“What are all those tiny lights?”* and Alberto told him that what shone at night were fish, but Giulia confirmed that what really shone were stars.

Luca and Alberto were curious about what it was like to ride a vespa so they made a vespa out of used goods. Curiosity will benefit children biologically and psychologically. Curiosity will encourage a person to be critical, creative, confident, problem solver, and not easily deceived.

The following is an examples of implementation the character value of curiosity in school such as: (1) Providing communication or information media (print or electronic media) for expression students, (2) And encouraging students by creating an atmosphere that encourages students to want to know more. Every opinion, view, or question

submitted must be appreciated and responded to properly. Likewise, students are also accustomed to appreciating what their friends convey.

g. Friendship

Friendship is a term that describe the behavior of cooperation and mutual support between two individuals. Like the relationship between Luca and Alberto who are willing to help Giulia to win the Portoroso competition. Then the relationship between Giulia's father with Alberto and Luca, he allowed them to stay at his house, feed him, teach Alberto how to use a fork.

With pleasure, Alberto and Luca pointed out a location where there were lots of fish to fish for as an expression of their gratitude to Giulia's father. Friendship is very useful for the development of a child. The more friends, they will have courage and have a place to complain that can generate motivation.

An example of implementation the character value of friendship in school is by teaching manners to students. Even though it sounds trivial, manners need to be taught to students so they can maintain mutual respect. As teachers, we must also have to polite and courteous behavior.

h. Love Peace

One of the characters in character education that is important to teach is love peace. Since childhood, a peace-loving attitude must be taught. Parents can train their children to say 3 magic words, namely

please, sorry, and thank you. These 3 words have tremendous power when spoken in the right way and at the right time. These 3 words have positive effects such as being able to turn enemy into friends, hate into love, and anger into affection.

In this movie it is shown when Luca apologizes to Alberto because he had called him a monster. Likewise, when Giulia intervened for Alberto not to cause a fight with Ercole. And also when Luca said to Alberto that he should not have angered Ercole and just walked away. This is proof that Luca does not like fighting. A peace-loving attitude can provide experience for children to solve conflicts peacefully and creatively.

The following is an examples of implementation the character value of love peace in school such as: (1) A comfortable, peaceful and harmonious classroom atmosphere, the teacher can create a comfortable, peaceful and harmonious classroom atmosphere by creating pleasant class conditions so that no students cause commotion in class, (2) Applying students so that they are not gender biased by establishing cohesiveness with students, so there are no differences between students, (3) Make students care about each other, for example the teacher invites students to tell stories and share with each other and work together in their groups. In this way, teachers can build familiarity among fellow teachers and students, giving rise to concern.

Based on the explanation above, *Luca's* movie contains character values that correspond to the 2013 curriculum and provides positive and educational values that can be given to children such as: just be yourself even though you are different, because being different is normal and we have to accept these differences. As our national's motto is "*Unity in Diversity*" which means different but still one. And also, by going to school we will get useful knowledge for our future. Like what Luca did, when he had great curiosity he chose to go to school with Giulia to answer all of his curiosity.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents about the conclusions and suggestions related to the previous chapter in this study that is research findings and discussion. This chapter is divided into two parts, the first is the researcher draw conclusion of moral value that found in *Luca* movie. The second is the researcher give some suggestions.

A. Conclusions

Based on the analysis that has been done by the researcher in the chapter fourth, *Luca's* movie presents moral values through scenes or dialogue of the movie. The result of the research as follows:

First, from this analysis, the researcher found 11 types of moral values based on Linda and Eyre's theory which divides into two groups consisting of value of being and value of giving. Value of being consists of honesty, courage, peaceability, self-confidence, and discipline. Meanwhile, value of giving consists of loyalty, respect, love, unselfishness, kindness, and justice. There are 38 data of moral value found in this movie and the most dominant moral value in the movie is the moral value of love.

Second, the researcher also found the character value based on 2013 curriculum in the *Luca* movie. The researcher found 8 out of 18 character values in the *Luca* movie including honesty, discipline, hard work, creative, independent, curiosity, friendship, and love peace. And also, the characters

in this movie who often show moral values are Luca, Alberto, Giulia, Daniela (Luca's Mom), Uncle Ugo (Luca's Uncle), Massimo (Giulia's Father), Signora Marsigliese (The Judge).

Third, this movie can be a learning medium for teachers in teaching moral values to students with a target age of 10-18 years or starting from grade 5 elementary school to grade 12 senior high school. Where for elementary school students, the teacher can convey the moral values contained in the movie to students and then can implement these moral values in the classroom, school, and outside the school environment.

For junior high school students, the teacher can direct students to look for any moral messages in this movie and then discuss them together. For senior high school students, in accordance with KD 4.18 (Basic Competencies 4.18) the teacher can direct students to be able to play one of the characters in a drama script that is read according to the character. So that, movie becomes a literary work that has education.

B. Suggestions

At the end of this study, the researcher will provide the following suggestions:

1. For teachers, a good movie can be an interesting learning medium for students because movie is not just an entertainment medium but can provide education, inspiration, motivation and moral values or character values according to the 2013 curriculum. For example, using

movie as a medium to improve students' abilities such as vocabulary, speaking, or listening. It can also be used as a medium to teach students about moral values like good and bad behavior so that it can be help to change student behavior for the better.

2. For students, movies that have good moral values can be useful for their lives and they can take messages or positive sides from the movies they watch and apply it in social life.
3. For future researchers especially for English Language college student, this research is expected to provide inspiration and references with different topics.

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APPENDIXES
VALIDATION SHEET

The following is a research validation entitled "An Analysis of Moral Value in *Luca* Movie By Pixar Animation Studios" which contains reviews and checked by the validator. Please give a checklist mark (✓) in the column **YES** if the data is valid and (×) mark in the column **NO** if the data is not valid. Please give a suggestion or recommendation in the notes column if the data is not valid.

Explanation about the coding of the analysis as follows:

Data
01/L/Respect/00:02:49

- 01: the number of the data
- L : the name of the character in the movie (L is coded for Luca, A is coded for Alberto, G is coded for Giulia, D is coded for Daniela (Luca's Mom), UU is coded for Uncle Ugo (Luca's Uncle), M is coded for Massimo (Giulia's Father), and SM is coded for Signora Marsigliese (The Judge).
- Respect: the types of Moral Values (honesty, courage, peaceability, self-confidence, discipline, loyalty, respect, love, unselfishness, kindness, and justice.)
- 00:02:49: minutes to indicates the time when the moral value appears in the movie screen.

Appendix 1 Expert Validator By Nestiani Hutami, M.A.

No.	Linda and Eyre's Opinion				Notes
	Dialogue	Data and Description	Validator Checklist		
			Yes	No	
1	<p>LUCA: But Mom, we're always careful—</p> <p>DANIELA: "We?"</p> <p>LORENZO: "We?"</p> <p>LUCA: Me and my friend. Alberto.</p>	<p>07/L/Honesty/00:24:08</p> <p>This dialogue shows moral of being because Luca telling the truth about sea surface and his new friend to his parents.</p>	✓		
2	<p>LUCA: I want to go to school.</p>	<p>22/L/Honesty/01:02:52</p> <p>Luca told the truth to Alberto that honestly he wanted to go to school like what Giulia had told him.</p>	✓		
3	<p>ALBERTO: Yeah, I know, it's</p>	<p>23/A/Honesty/01:04:02</p>	✓		

No.	Linda and Eyre's Opinion				Notes
	Dialogue	Data and Description	Validator Checklist		
			Yes	No	
	kinda hard to imagine. So let me just show you.	Alberto showed his true identity in front of Giulia.			
4	ALBERTO: I don't care. It doesn't matter. Call him whatever you want. Just shut him up. Repeat after me: SILENZIO BRUNO. LUCA: (hesitantly) Silenzio Bruno.	06/A/Courage/00:20:17 This dialogue shows the value of being that this word created by Alberto that makes Luca even bolder than before. "Silenzio Bruno" means "Silence, Bruno!".	✓		
5	GIULIA: Your reign of terror is	09/G/Courage/00:32:19	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	coming to an end-	This dialogue shows where Giulia defend Luca from Ercole's bullies.			
6	ALBERTO: That's it. Come on, Luca. ERCOLE: Ooh! The vagrants want to fight!	17/A/Courage/00:47:44 This dialogue is about Alberto's courage in wanting to fight Ercole because of his arrogance	✓		
7	<i>And they speed down the hill.</i> ALBERTO: You really ARE crazy. LUCA: Learned it from you.	30/L/Courage/01:15:37 Luca braved the rain to help Alberto who was caught in the net even though his identity had been revealed. This is an act of courage by Alberto to save Luca.	✓		
8	ALBERTO: (hushed, to Luca)	18/G/Peaceability/00:47:51	✓		

No.	Linda and Eyre's Opinion				Notes
	Dialogue	Data and Description	Validator Checklist		
			Yes	No	
	Silenzio Bruno. Remember this is for our Vespa! GIULIA: Stop.	This shows moral value of being where Giulia tries to stop Alberto from fight. She did not want Alberto to fight with Ercole.			
9	LUCA: Why did you make him mad? We should have left!--	20/L/Peaceability/00:58:19 Luca does not like to make a chaos, so he asked Alberto to go but Alberto refused.	✓		
10	LUCA: I'm-- sorry. I never should have done that. I wish I could take it back--	25/L/Peaceability/01:07:33 Luca feels guilty towards Alberto for calling him a sea monster.	✓		
11	ALBERTO: Okay, so we'll beat Ercole.	11/A/Self-confidence/00:34:40	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
		This shows moral value of being because Alberto confidently thinks he can beat Ercole.			
12	GIULIA: So no one's taking him down unless it's ME.	12/G/Self-confidence/00:34:50 She believes that only she can defeat Ercole so far in this competition.	✓		
13	LUCA: That all sounds pretty hard. ALBERTO: Yeah. Hard to LOSE. We're going to win!	16/A/Self-confidence/00:46:48 This dialogue contains Luca's anxiety about the competition they will take part in, but this anxiety is covered by Alberto's confidence because he thinks	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	GIULIA: I love your confidence. But don't forget. We have to go through--	their group will win the competition.			
14	DANIELA: You're two minutes late. Was there a boat?! Huh?! Did you hide?!	03/D/Discipline/00:06:31 This dialogue shows the value of being that his mother was very discipline when calling Luca for lunch.	✓		
15	UNCLE UGO: Well! Come on! No time to waste!	08/UU/Discipline/00:25:20 This sentence hastens Luca to come with him as soon as possible.	✓		
16	GIULIA: Rise and shine! Only two days till	21/G/Discipline/00:59:30	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	the race!	Giulia is very disciplined in time to train Alberto and Luca to practice in preparation for the competition.			
17	LUCA: Okay, I'll go. --I'll go win the race. (realizing) And then the Vespa will be ours! And we'll ride away, together!	26/L/Loyalty/01:09:15 This dialogue shows moral value of giving because Luca's sense of loyalty to Alberto to win the Vespa they have dreamed of together before.	✓		
18	ALBERTO: Luca!! LUCA: Alberto. ALBERTO: Just stay right there! I'm coming	28/A/Loyalty/01:14:30 This dialogue shows Alberto's sense of solidarity with Luca by giving him an	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	for you-	umbrella to protect Luca's true identity.			
19	LUCA: (aching) Alberto--! ALBERTO: No! Stop! Just stay there. You're still okay.	29/A/Loyalty/01:15:04 Alberto protects Luca from Ercole's attacks.	✓		
20	LUCA: I can't do it without you.	37/L/Loyalty/01:22:58 This shows loyalty value that Luca needs Alberto to always be by his side.	✓		
21	LUCA: Good morning, Mr. Branzino! And also, I'm sorry. And, uh. How's Mrs. Branzino?	01/L/Respect/00:02:49 02/L/Respect/00:03:49 These dialogue shows the value of giving that Luca is a respectful person, even	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
22	<p>LUCA: Hello!</p> <p>MR.</p> <p>GAMBERETTO:</p> <p>Good morning!</p> <p>LUCA: Hi, Mrs. Aragosta.</p> <p>MRS.</p> <p>ARAGOSTA:</p> <p>Hey, Luca!</p> <p>LUCA: Good morning!</p> <p>MR.</p> <p>MERLUZZO:</p> <p>Morning</p>	<p>though he is busy looking for his fish he still greets Mr.Branzino and sea farmer.</p>	✓		
23	<p>LUCA: (giving her a kiss) Hi, Grandma.</p> <p>GRANDMA:</p> <p>Hey, Bubble.</p>	<p>04/L/Respect/00:06:54</p> <p>He greeted his grandmother as well as his dad when he got home.</p>	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	LUCA: Hi, Dad.				
24	GIULIA: Hey, Papa!	13/G/Respect/00:37:47 She calls out her dad to introduce them for dinner.	✓		
25	DANIELA: Hey. Look me in the eye. You know I love you, right?	05/D/Love/00:08:15 This dialogue shows the value of giving that show love of Luca's mother to him.	✓		
26	MASSIMO: I don't want you doing the race again. You get so upset. GIULIA: Papà, per favore! (Papa,Please!) I have a team now!	14/M/Love/00:39:55 This conversation contains a sense of concern from the father to her daughter as a form of affection for Giulia.	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
27	DANIELA: ... and I'm so PROUD of you and I AM SO MAD AT YOU-	33/D/Love/01:18:51 Luca's mother who is proud of her son for having won this competition so extraordinary that his mother was amazed by Luca.	✓		
28	LUCA: (starting to come out of his shock) I love you, Mom--	34/L/Love/01:18:54 Luca loves his mother no matter what.	✓		
29	GIULIA: For the MILLIONTH time, si. I love you too, Papà.	35/G/Love/01:21:04 Giulia expresses her affection for her father before leaving.	✓		
30	DANIELA: (tearful)	36/L/Love/01:22:17	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	Just remember. We are always here for you. Okay? LUCA: Hey. Look me in the eye. You know I love you. Right?	They express affection for each other.			
31	ALBERTO: Go Luca! GOOOO!	38/A/Love/01:23:53 Alberto showed support by encouraging Luca when he left for school.	✓		
32	GIULIA: My father hunts sea monster! Luca, you have to get out of here—	24/G/Unselfishness/01:05:57 This dialogue show moral value of giving because it contains Giulia's unselfishness towards Luca,	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	<p>LUCA:(pleading) But I thought we were underdogs. GIULIA: (anguished) Do you think i want you to leave? This is the happiest I've--</p>	<p>she does not want to endanger Luca's safety if he has to stay here for the sake of a Vespa.</p>			
33	<p>GIULIA: They're coming with me. (to the boys) Hop on. I could use the extra weight.</p>	<p>10/G/Kindness/00:32:35 This dialogue shows moral value of giving because she saved Luca and Alberto from Ercole's bullies by giving them a ride.</p>	✓		
34	<p>LUCA: (woozy) It's fine. We're</p>	<p>15/G/Kindness/00:40:49</p>	✓		

Linda and Eyre's Opinion					
No.	Dialogue	Data and Description	Validator		Notes
			Checklist		
			Yes	No	
	gonna head back to, uhh... GIULIA: Do you guys need a place to stay?	Giulia offers them a place to stay			
35	LUCA: Could I maybe--borrow this? Just for tonight— GIULIA: You can have it. The universe is literally yours!!	19/G/Kindness/00:56:02 Giulia kindly gave her book to Luca.	✓		
36	GIULIA: (she demonstrates to him how to properly fork the pasta--)	27/G/Kindness/01:12:32 Even though Giulia and Luca were competing but Giulia helped Luca how to use the fork properly.	✓		

No.	Linda and Eyre's Opinion				Notes
	Dialogue	Data and Description	Validator Checklist		
			Yes	No	
	LUCA: Thank you!--				
37	<p>LUCA: (concerned)</p> <p>Giulia! Are you all right?!</p> <p>GIULIA: (dazed)</p> <p>Yeah... I'm, uh... okay... Thanks guys...</p>	<p>31/L/Kindness/01:16:57</p> <p>Luca and Alberto shows their care to helped Giulia who fell as a result of saving them from Ercole's attack.</p>	✓		
38	<p>SIGNORA MARSIGLIESE: (confirming)</p> <p>Technically... legally... Yes. They won</p>	<p>32/SM/Justice/01:17:59</p> <p>This dialogue shows the moral value of giving because it contains justice that the real winner of this race is The Underdogs's team.</p>	✓		

Appendix 2 External Validator Nestiani Hutami, M.A.

No.	Character Education in 2013 Curriculum			Notes	
	Character Value	Description	Validator Checklist		
			YES		NO
1	Honesty	It is told when Luca told his parents the truth about the situation on the sea surface and his new friend, Alberto. Besides that, Luca told Alberto that he really wanted to go to school with Giulia after winning the Portoroso competition, and also when Alberto revealed the truth	✓		

		of his identity to Giulia.			
2	Discipline	In this movie, discipline appears when Luca's mother realizes Luca is late when she calls him for lunch. This is the attitude of time discipline from Luca's mother that is applied to him. Besides that when Luca's uncle says "Well! Come on! No time to waste!" which means inviting Luca to go with him as soon as possible, this also proves that Luca's uncle is a	✓		

		<p>person who is perceptive of time.</p> <p>And the last, when Giulia wakes up Luca and Alberto to practice preparing for the competition that will start soon, here Giulia's attitude shows a disciplined attitude towards time.</p>			
3	Hard work	<p>Luca, Alberto and Giulia who worked hard to train so they could win the competition and get a vespa. Luca trained hard to ride a bicycle and</p>	✓		

		<p>Alberto learned to use a fork so he could eat pasta. Then Giulia also worked hard selling her father's fishing rods from door to door in order to get money to register for the competition.</p>			
4	Creative	<p>It appears when Luca and Alberto trying to make a vespa with used items such as cans, wood, old chairs, rice baskets, and many more. Even though their vespa was always destroyed when</p>	✓		

		they were driven off a cliff.			
5	Independent	<p>In this movie, Alberto has a story that he has lived alone on the surface of the sea. He lives with his father but he is often left by his father for long periods of time. This made Luca realize that Alberto had been living alone because he was abandoned by his father. But with all that, Alberto can do as he pleases. Starting from collecting used</p>	✓		

		goods from the beach to adapting to human life.			
6	Curiosity	<p>In this movie, Luca has great curiosity. For a long time, Luca had wanted to go to the surface of the sea, but his mother always opposed him. His mother always told him that the sea surface was very dangerous, and humans could kill sea monsters like them.</p> <p>Because his big curiosity but restrained by his mother, he leaves</p>	✓		

		<p>home and finds comfort on the surface of the sea with his friends. Likewise, when Luca wanted to know what objects were in the sky, Alberto told him that what shone at night were fish, but Giulia confirmed that what really shone were stars. Luca and Alberto were curious about what it was like to ride a vespa so they made a vespa out of used goods.</p>			
7	Friendship	the relationship between Luca and	✓		

		<p>Alberto who are willing to help Giulia to win the Portoroso competition. Then the relationship between Giulia's father with Alberto and Luca, he allowed them to stay at his house, feed him, teach Alberto how to use a fork. With pleasure, Alberto and Luca pointed out a location where there were lots of fish to fish for as an expression of their gratitude to Giulia's father.</p>			
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8	Love peace	<p>In this movie it is shown when Luca apologizes to Alberto because he had called him a monster. Likewise, when Giulia intervened for Alberto not to cause a fight with Ercole. And also when Luca said to Alberto that he should not have angered Ercole and just walked away. This is proof that Luca does not like fighting.</p>	✓		
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Appendix 3

There are 11 moral values that contained in the *Luca* movie based on Linda and Eyre's theory. Here is as follows:

No.	Types of Moral Value
1.	Honesty
2.	Courage
3.	Peaceability
4.	Self-confidence
5.	Discipline
6.	Loyalty
7.	Respect
8.	Love
9.	Unselfishness
10.	Kindness
11.	Justice

And also, there are 8 out of 18 character values in the *Luca* movie based on 2013 curriculum. Here is as follows:

No.	Types of Character Value
1.	Honesty
2.	Discipline
3.	Hard Work
4.	Creative
5.	Independent
6.	Curiosity
7.	Friendship
8.	Love Peace

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Expert Validator



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