

Moral Value and Character Education Found In The Movie Upside-Down Magic

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ABSTRACT

Moral values are very closely related to character education where the goal is to continuously shape and train individual abilities for self-improvement towards a better life. This journal discusses moral values and character education through the medium of a film entitled reverse magic at SMP Kemala Bhayangkari 1 Medan. This study aims to find moral values and character education in the film Upside-Down Magic and also to determine the relevance of moral values and character education contained in the film for class VIII students of SMP Kemala Bhayangkari 1 Medan. The type of research used is a type of qualitative research. The research instruments are note-taking and interviews. The source of the research data was the results of note taking obtained by students through watching films and interviews conducted by researchers with 21 grade VIII students and 2 teachers at SMP Kemala Bhayangkari 1 Medan. The results obtained by the researcher proved that there were moral values and character education that were found by the students themselves in the film entitled Upside-down magic and were proven to be relevant to students which were obtained through interviews with 21 students and 2 teachers. As for the implementation process, the researcher gave instructions to students to be able to discover moral values and character education for themselves in the Reverse magic film by showing the film directly to students. The results of this study have an impact on character education, namely increasing students' motivation to pay more attention to their character. Students are also inspired to apply moral values and character education in everyday life such as never giving up, discipline, courage and perseverance.

Keywords : Moral value, Character, Education

CHAPTER I

INTRODUCTION

Teaching students moral values is an excellent step in making them a generation of good character, ethical and human given the ongoing moral crisis. Examples of the impact of the moral crisis among today's young generation are lack of tolerance, wild racing, rape, theft, and even murder. It can be proven that on June 16th, 2023 Detiknews about a robbery in the town of Medan that killed an UMSU student named Insanul Anshori Hasibuan. CNN Indonesia on Monday, June 12th, 2023 police arrested 106 students in West Jakarta who allegedly made an offer and carried sharp weapons.

Moral value can be interpreted as the knowledge of a person about good or bad things, but apart from the knowledge of good or bad, the right or inappropriate to do something turns out to form the character of a good student is much more important than just the knowledge about moral values that are easily ignored. There are several types of moral values such as; courage, humility, honesty, justice, perseverance, respectability, sympathy, cooperation, gratitude, reliability, integrity, and others. (Hornby, 2010).

Character education is instilling good habits so that students understand, can feel and want to do good, this can be done by teaching the values of honesty, discipline, humility, responsibility, respect for differences and so on. According to (Putry, 2019a; Suyitno, 2017) character education is education that develops the cultural values and character of a nation so that they have and apply these values in their own lives as members of society and citizens who are religious, productive and creative. According to (Maunah, 2016; Tantri, 2017) states that there are eighteen character values that must be instilled in children, namely religious values, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, deep love, fond of reading, environmental care, social care, and responsibility.

The values that are instilled will shape the character of a person and also influence of determining a nation becomes an advanced nation or an underdeveloped nation. This is what makes the government try to form a generation of people with character through education. Article 3 of Law Number 20 of 2003 concerning National Education functions to develop capabilities and shape national character and civilization with noble character to reflect the life of the nation. The aim is to develop the potential of students to become human beings who believe in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.

According to Mukarromah (2019: 38) Film type media has an important influence in conveying information and conveying messages to the people who watch

it. Because film has the effect of being a means of information to its audience, where the information conveyed can contain moral values and character education.

In this study, the researchers chose the film "Upside-Down Magic". This study aims to acquire moral values and a good character education so that they can be applied in everyday life.

CHAPTER II

RESEARCH METHODOLOGY

2.1 Research Design

The approach used in this research is qualitative, Qualitative is an approach that is descriptive and leads to analysis. According to Hamidy (2003 : 23) a qualitative approach is an approach that will pay attention to quality aspects such as nature, circumstances, role (function) history, and values, such as nature, condition, historical role (function), and values.

2.2 Research Instruments

The instrument used by the researchers is note taking and interview :

a.Note-taking

The researcher uses a note-taking instrument, the researcher shows a film to students entitled Upside-Down Magic. The researcher instructs students to listen to the plot of the film so that they can find moral values and character education and then take notes.

b.Interview

Interview is a conversation conducted between two or more people or a question and answer session between the informant and the interviewer. Where the interviewer seeks information through the informant.

The interview was conducted by interviewing 21 grade 8 students and 2 teachers at SMP Kemala Bhayangkari 1 Medan with questions related to the films they had watched to find out whether there was relevance to students' moral values and character education in films.

2.3 Data Analysis Techniques

The data analysis technique used in this research is qualitative. Qualitative is research that is descriptive in nature and tends to use analysis. The stages of analysis used by the researcher are data collection. After collecting the data, the researcher presents the data in the form of tables and interviews. Then the researcher draws conclusions.

CHAPTER III

RESULT AND FINDINGS

Based on research conducted by researchers, data were obtained through note-taking instruments and interviews. After that the results of the note-taking and interview instruments are described as follows. The following table and interview results show that there are moral values and character education in the film Upside-Down Magic.

No	Name Students	Moral values and character education in the film Upside-Down Magic.
1	Carol	appreciate differences, courage, never give up, hard work
2	Aura	Courage, never give up, discipline
3	Naufal	Courage, help each other, never give up
4	Musa	Perseverance, sympathy, never give up, courage
5	Winky	Courage, hard work
6	Agnes	Never give up, hard work, help each other
7	Arrie	Humble, courage, never give up
8	Tarwi	Courage, never give up, discipline
9	Aurel	Hard work, courage, help each other
10	Bryneta	Courage, never give up, Perseverance
11	Charity	Hard work, never give up, Perseverance, courage
12	Choy	Discipline, courage, perseverance
13	Dayang	Courage, never give up, help each other
14	Gede	Never give up, hard work, discipline, courage
15	Laonika	Courage, perseverance, discipline
16	Muzaki	Perseverance, courage, never give up, discipline
17	Naila	Never give up, perseverance, courage
18	Ridho	Help each other, courage, perseverance, never give up
19	Satria	Courage, help each other, never give up
20	Vania	Never give up, perseverance, courage
21	Zuzu	Courage, hard work, perseverance

The following is interview data from several students and two teachers.

Students and Teachers Interviews

Students

1. First Student (Carol)

Researcher : "Good morning, Carol, may I interview you?"

Student: "Yes, please ma'am"

Researcher: "Previously you gave instructions to look for moral values and character education that you got from the film you watched in class, namely a film called Upside-Down Magic, so here you write down whatever you get about moral values and character education, namely respecting difference, brave, never give up, and work hard."

Student : : "Yes Ms"

Researcher: "Here you wrote that you value differences, so Ms's question is how is your attitude towards ethnic differences in your class?"

Student : "I am friends with all of them Ms without discriminating"

Researcher: "So you don't have a problem with the differences?"

Student : "No Ms."

Researcher: "Then, do you dare to take action if you see your friend being bullied and why?"

Student : "Of course Ms, because we are all the same Ms no one is weak or strong."

Researcher: "Yes, that's right, the next question is if you fail to get a good grade, do you immediately feel down or do you never give up and want to fix that failure?"

Student : "I will never give up Ms. My failure to get good grades at that time did not make me feel down and did not want to learn or correct my failure Ms."

Researcher : "If so, have you worked hard to learn and understand the material given by your teacher in class?"

Student : "There are some subjects that I always go back to, Ms."

Researcher: "Why?, is it because the lessons are difficult? Even so, you still have to repeat all the lessons at home."

Student: "Okay Ms, there are some difficult subjects especially those related to math Ms."

Researcher: "You have to keep trying no matter how hard it is, okay Carol, thank you for your time."

Student : "Yes Ms, you are welcome."

2.Second Student (Aura)

Researcher: "Good morning Aura, may Ms interview you?"

Student : "yes Ms."

Researcher: "Previously you gave instructions to look for moral values and character education that you got from the film you watched in class, namely a film called Upside-Down Magic, so here you write down whatever you get about moral values and character education, namely Courage , never give up, discipline."

Student: "That's right Ms."

Researcher: "Here you write courage, so do you dare to take a stand if you see your friend being bullied by your classmate?"

Student: "Yes, Ms. Bullying is not a good attitude, Ms. And I feel sorry for the friends who are being bullied, Ms."

Researcher: "That's right Aura, everyone is in the same position so no one has the right to bully or has the right to be bullied."

Student : "yes Ms."

Researcher: "Let's move on to the next question, if you fail to get a good grade, do you immediately feel down or do you never give up and want to fix that failure?"

Student : "I don't give up master and I will also study the material again ms."

Researcher: "Okay, good. Then, are you as a student disciplined in terms of time, how to dress and discipline at school?"

Student: "Not bad ma'am, I came to school on time, I am also neat in dress and follow the rules at school ma'am."

Researcher: "Yes, follow and obey every rule made by the school."

Student: "Of course Ms."

Researcher : "Thank you for your time Aura."

Student: "Yes Ms, you're welcome."

3. Third Student (Naufal)

Researcher: "Good morning Naufal, may Ms interview you?"

Student : "Of course Ms."

Researcher: "Previously Ms. gave instructions to look for moral values and character education which you got from the film you watched in class, namely a film called Upside-Down Magic, so here you write down whatever you get about moral values and character education, namely Courage, help each other, never give up."

Student: "That's right Ms."

Researcher: "Here you write courage, so do you dare to take a stand if you see your friend being bullied?"

Student: "Yes, ms. I will defend my friend who is being bullied so that my friend is not bullied again, ms."

Researcher : "ok, second question, do you want to help your friends who have learning difficulties?"

Student : "I will help as much as I can ms."

Researcher: "Then, if you fail to get a good grade, do you immediately feel down or do you never give up and want to fix that failure?"

Student : "I don't give up easily Ms, I will improve it in the next exam and if there is a remedial I will maximize Ms so that I get a good grade Ms."

Researcher: "Yes, that's right, failing doesn't mean not trying again."

Student: "Yes Ms."

Researcher: "Okay, thank you for your time naufal"

Student: "Yes Ms, you're welcome."

4. Fourth Student (Musa)

Researcher : "Good morning, Musa, may I interview you?"

Student : "Of course you can miss"

Researcher : "Previously I gave instructions to look for moral values and educational character that you got from the film you watched in class, namely a film called Upside-Down Magic, so here you write down everything you get about moral values and educational character, namely Perseverance , sympathy, unyielding, courage."

Student: "That's right Ms."

Researcher: "Here you write perseverance, does Musa feel diligent in studying at school all this time?"

Student : "So far I feel that I have studied diligently, Ms. I always do the assignments given and I also take the time to study every night Ms."

Researcher: "good Musa, next you write down sympathy, so the question is... do you already have sympathy with your friends at school?"

Student: "I think it's Ms, if any of my friends need help, I'll help as much as I can, Ms."

Researcher: "Yes, that's a good attitude. Then, if you fail to get good grades, do you immediately feel down or do you never give up and want to fix that failure?"

Student : "Not giving up Ms. I also sometimes ask the teacher why I am wrong in that section so I can correct it ms."

Researcher: Yes, that's right, Musa, but not only when your grades are not good...you also have to keep asking if your grades are good, ask which part you are working on is wrong so you know the correct answer."

Student : "Yes Ms."

Researcher: "Well then, thank you for your time Musa"

Student : "Yes Ms, you are welcome."

5. Fifth Student (Winky)

Researcher : "Good morning Winky, may Ms interview you?"

Student : "Yes Ms."

Researcher: "Previously Ms. gave instructions for looking for moral values and character education which you got from the film you watched in class, namely a film called Upside-Down Magic, so here you write down whatever you get about moral values and character education, namely Courage, work hard."

Student: "That's right Ms."

Researcher: "Here you write courage, so do you dare to take a stand if you see your friend being bullied?"

Student: "Of course Miss, I will not let my friend be bullied, bullying is not justified Ms"

Researcher : "Yes, have you worked hard to learn and understand the material given by your teacher in class?"

Student : Of course Ms. I like to study so I like to study again the material that has been studied and taught by the teacher at school."

Researcher: "Yes, when you learn the knowledge you get is for you not for other people."

Student : "Yes, Ms."

Researcher : "Thank you very much for your time Winky."

Student : "You're welcome Ms."

Teachers

1. Teacher 1

Researcher : "Good afternoon sir, may I interview you briefly sir?"

Teacher 1 : "Sure"

Researcher: "Do you think that grade 8 students already have the moral values and educational character that they instill in this school?"

Teacher 1 : "The school always tries to build moral values and character education in every student, especially here in grade 8 by always teaching the values of honesty, discipline, perseverance, sympathy, tolerance and so on where it is hoped that the school can form a quality generation of the nation. I see children -Grade 8 children are good at owning and implementing moral values and character education, especially

what is taught at school. Where they still respect and do not differentiate between each other regardless of religion or ethnicity. So far, I have never heard of a case from Grade 8 regarding losing goods or money in class so that it can be judged that the value of honesty in grade 8 is good."

Researcher: "Then, have you ever seen acts of bullying among students at this school?"

Teacher 1 : "Yes, in grades 7 and 9 there are students who have deficiencies physically and thinking skills so that several other students bully but now the same bullying is no longer happening."

Researcher: "Indeed, bullying can happen anywhere, but it's good to keep reminding students that bullying is wrong. All right, sir, thank you very much for your time."

Teacher 1 : "yes, you're welcome"

2. Teacher 2

Researcher : Good afternoon ma'am, may I have an interview with you for a moment mam?

Teacher 2 : Of course

Researcher: Do you think that grade 8 students already have the moral values and educational character that they instill in this school?

Teacher 2: I think grade 8 is good enough in having and implementing every moral value and character education such as the values of discipline, honesty and mutual assistance. But the lack of bullying that occurred, I as a counseling teacher occasionally hear complaints of bullying from this class to the same person."

Researcher: Then, have you ever seen bullying among students at this school?

Teacher 2: I, as a counseling teacher, occasionally deal with bullying, just like from grade 8 until the school made a policy by making rules not to bully and sticking posters in several corners to always remind students to stay away from bullying."

Researcher: "Yes, that's right, ma'am, I'm afraid it will damage the mentality of the students who receive the bullying. Alright, ma'am, thank you very much for your free time, ma'am."

Teacher 2: "no problem."

Result :

From Note-taking

1. Appreciate differences

Respecting and heeding something that is different, be it religion, ethnicity, opinion, background, or other things.

2. Courage

A characteristic of defending, fighting for and defending something that is considered right by facing all forms of trivialism, danger, difficulty and pain.

3. Never give up

The attitude of not giving up easily and always trying when you get failures and challenges.

4. Work Hard

An effort that is carried out in earnest to achieve the target to be aimed at.

5. Discipline

An awareness to be willing and able to control oneself to comply with agreed rules or values.

6. Help each other

An attitude of helping each other.

7. Perseverance

A person's way of achieving goals by overcoming obstacles and challenges.

8. Sympathy

The tendency for someone to feel what others feel.

9. Humble

A trait that is not arrogant.

From Interview

Based on data obtained by researchers from interviews, that there is relevance to moral values and character education that have been found and carried out by students in their lives and also based on the results of interviews conducted by researchers to teachers stating that some students have carried out moral values such as hard work, discipline, perseverance and so on in their lives but there are some students who still bully other students.

CHAPTER VI

CONCLUSION

Based on the results of the data obtained by the researchers, the researchers concluded that a film entitled *Upside-Down Magic* proved to contain moral values and character education which could be used as a reference for students to have good morals. This has been proven by students discovering the moral values and character education for themselves in the *Upside-down magic* film they have watched. And it has been proven that there is a relevance of moral values and character education in students' lives obtained from the results of interviews with students by researchers.

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