

Analysis of Character Educational Values in the Main Characters of the Lion King's Movie

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Abstract: Character is the most basic and very important and fundamental thing that every human being must have. Strengthening character education in the current context is very important to overcome the moral crisis or social phenomenon that is currently happening in our country. The behaviour of today's youth is also characterized by cheating, habit of breaking school rules, and conflicts. This research aims to investigate, (1) What types of Character Educational Values are found in the Lion King's movie?, (2) What is the implication of Character Educational Values in The Lion King's movie? and (3) What are the correlations between Character Educational Values in The Lion King's Movie and Social Psychology in students'. This study applied descriptive qualitative method to describe characters educational values inside The Lion King movie and presented it as students' characters building. The results of this study showed that there are two groups to analyze the educational values. There are values of being and values of giving. Then, Simba and Mufasa's characters enter into 3 social contexts, namely self-concept, self-image and self-efficacy. Therefore, Simba's characters and behaviour were influenced by his family and social environment.

Keywords: Characters, Educational values, the Lion King's Movie.

Introduction

Learners' attitudes in this period of globalization, education is not only glued to the intellectual factors that someone possesses at the same time studying but must also be integrated with other factors such as character. Therefore, education not only educates students to be intelligent human beings but also their personality to have a noble behavior.

Character is the most basic and very important and fundamental thing that every human being must have. People with character are people who have self-respect because of the character itself compared to life that distinguishes humans from animals. Sri Sultan Hamengkubuwono X stated, "loss of property and wealth will not eliminate anything, death will only eliminate half of what is owned, but loss of self-esteem is the same as losing everything.

Strengthening character education in the current context is very important to overcome the moral crisis or social phenomenon that is currently happening in our country. The behavior of today's youth is also characterized by cheating, habit of breaking school rules, and conflicts. This shows that the character possessed by individuals is still lacking, especially now they tend not to have characters with the values and norms that apply in society.

The formulation of national education goals reflects the general picture of the Indonesian human figure that is expected and must be produced through the implementation of every educational program. The formulation of national education goals is the basic for developing the cultural values of the nation's character in schools based on Pancasila, the 1945 Constitution and the culture of the Indonesian nation. Therefore, character studies cannot be separated from learning values or behavior, norms and morality.

Watching movies have become a new habit in various circles today, regardless of age, occupation, gender and life history. Movies have been very successful as a means of calming people's minds because plots that are attractive and easy to watch. Teaching by movies is also an innovative method for engaged learning that education requires today. For dealing with emotions and attitudes, while promoting reflection, life stories derived from movies fit well with the learners' context and expectations. movies create new learning process, movie experiences act as an emotional memory to develop students' learning.

The lion king is one of movies that has a lot of character educational values for the audiences that released in 2019. This film is interesting and often seen by moviegoers. On the other hand, movie and education have a very close relationship, because now movie can be an effective medium which can be used by teacher to instill the values of life in their students. Movie can be used as a medium of learning to inculcate good values to the students by watching the movie.

On the basic of the background of the study stated above, this research aims to investigate, (1) What types of Character Educational Values are found in the Lion King's movie?, (2) What is the implication of Character Educational Values in The Lion King's movie? and (3) What are the correlations between Character Educational Values in The Lion King's Movie and Social Psychology in students' social lives?

THEORITICAL BACKGROUND

Character education is a positive thing that taught and effected by teachers to their students. Character education has become an educational movement that supports emotional development by schools and governments to help students developing core points of ethical and performance values, such as caring, honesty, expertise, tenacity and fortitude, responsibility, respect for self and others. Core character education is an effort to foster sensitivity and social responsibility, build emotional intelligence, and create students to have high ethics.

According to Zaim El Mubarak (2008), educational values are divided into two groups: There are values of being and values of giving. The values of being are the values that are within human beings evolved in behavior and in the way we treat others, include; honesty, brave, peace, confidence and potential, self-discipline and moderation self, purity. On the other side, the values of giving are that values must be practiced or given which would then be accepted as given. The values of giving, include; loyalty and trustworthiness, respect, love and affection, sensibility and not selfishness, kind and friendly, fair and humanist.

On the previous studies, the researcher confirms the previous research findings which conducted by the researchers before. First, the previous research finding that can be a consideration theory is taken from thesis of Siti Mukarromah entitled "Character Educational Values in „Zootopia“ Movie Script". This study is based on the 18 characters educational values stated by Educational Minister of Indonesia (KEMENDIKNAS), that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospitality, love peace, fondness of reading, environmental care, sociality, and responsibility. The result of the study found that in „Zootopia“ movie script after the researcher read the "Zootopia" movie script, the researcher found some utterances of the characters that contains of character educational value. This study has a similarity with the researcher that is focus on educational values based on 18 characters educational values stated by Educational Minister of Indonesia (KEMENDIKNAS) while the writer focuses on 5 educational values.

The second one is the thesis of Mishbachul Anam Irvani entitled "Character Educational Values in "The Ron Clark Story" Movie". This study is based on the 18 characters educational values stated by Educational Minister of Indonesia (KEMENDIKNAS), that are: religious, honesty, tolerance, discipline, hardworking, creativity, independent, democracy, curiosity, national spirit, patriotism, appreciating achievement, hospitality,

love peace, fondness of reading, environmental care, sociality, and responsibility. The result of the study found that in "The Ron Clark Story" movie there are 13 characters of educational values above, except: religious, independent, national spirit, patriotism, and environmental care. The most intensive values appeared in this movie are appreciating achievement and sociality with 5 data, then followed by creativity, hardworking, curiosity, and hospitality with 3 data. The next intensive value is discipline which appeared twice. And then the other values are just appeared once, they are tolerance, honesty, democracy, patriotism, responsibility, and fondness of reading. The title of the movie is different with the writer's study, but the focus of this study is same because this study focuses on the educational values of the movie.

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Materials and Methods

In this study, the researcher used descriptive qualitative method to describe characters educational values inside The Lion King movie and presented it as students' characters building. Primary data is directly provided to researcher. While Secondary data are written sources that interpret or record primary data, which tend to be less reliable such as news bulletins, magazines, newspapers, documentaries, advertising, the internet, etc. When analyzing The Lion King movies, there are two data sources for analysis: The Lion King movie videos and subtitle files.

In this research, the writer used content analysis to analyze the data. Content analysis also defined as a technique for analyzing the text and context inside books, newspaper, film and other sources.

Results and Discussion

In this study, the object of the research was The Lion King's Movie as an analysis material regarding the educational values contained. Researcher has succeeded in analyzing five types of educational values of being contained in The Lion King's Movie. The five types are brave, peace, confidence and potential, self-discipline and moderation self, and purity. These types of educational values are in line with the theory of Mubarok (2008) that divided educational values into two parts, education values of being and educational values of giving.

1. Educational Values of Being

The values of being are the values that are within human beings evolved in behavior and in the way we treat others (Mubarak, 2008). There are honesty, brave, peace, confidence and potential, self-discipline and moderation self, and Purity. However, in this study there are no educational values in the honesty category because the learning in this film focuses on identity and struggle.

a. Brave

Brave leads to the cultivation of values between characters that instill the courage that every

human being must possess. According to Mubarak (2008), brave is an attitude which appears from the human being and which can be the courage to try things however difficult. The planting of this value is carried out by several characters, namely the characters of Simba, Sarabi, Nala and Pumba. In this movie, it was found that there were 5 data containing educational values in the brave category. The presentation of the data is presented as follows:

Data 1

Simba : *I just wanted to show you I could do it. That I could be brave like you. (00:31:22)*

In the data above, there is an education value with the category of brave through a quote spoken by Simba. The dialogue in the data shows that there was a situation where at that time Simba had just violated what his father had forbidden. He said *"I just wanted to show you I could do it."* Which he wants to show his father that he can face his own world without depending on his father. In addition, he also said *"That I could be brave like you"* in which he showed that he wanted to have a brave attitude like his father.

Data 2

Nala : *So, what are you gonna do?*

Simba: *My father once told me to protect everything the light touches. If I don't fight for it, who will? (01:29:53)*

Simba in the quote above explains to Nala that his father once advised Simba to always protect everything that is touched by the light, which means being touched by light, namely the kingdom that Simba will rule later. But there is a brave value shown by Simba. This can be seen in the quote *"If I don't fight for it, who will?"*. She made a rhetorical question about who would dare to fight for him if not Simba.

b. Confidence and Potential

Confidence and potential may be a human perspective, which seems to be the boundary consciousness of ability (Mubarak, 2008). The characteristic of trust is to believe in oneself, which means that a confident person believes in himself and firmly believes that his life is achieving

a special and important purpose in the world. Of course, they knew their strengths and accepted their weaknesses. In this film, it is found that the instillation of these values is dominant by the characters of Simba and Mufasa. Mufasa as a father really wants his son to be the next king who is confident and has good potential, therefore, he often instills this value in Simba. The presentation of the data can be seen below:

Data 3

Simba : *You rule all of that?*

Mufasa: *Yes. But a king's time as ruler... rises and falls like the sun. One day, Simba... the sun will set on my time here... and will rise with you as the new king. (01:12:15)*

The data 3 contains one of the values of education values with the category of confidence. Where in the scene a conversation is taking place between Simba and his father, Mufasa. The value of education can be seen in the quote uttered by Mufasa, where he teaches his son about the king who will continue to change over time until the power comes to his son. This Mufasa did so that Simba had high confidence so that he could overcome all the problems that arose when he served as king later.

Data 4

Simba : *But I thought a king could do whatever he wants. Take any territory.*

Mufasa : *While others search for what they can take... a true king searches for what he can give. Everything you see exists together in a delicate balance. As king, you need to understand*

The dialogue excerpt in the scene again shows the conversation between Simba and Mufasa. Based on his dialogue quotes, Mufasa explains that a king has no right to take everything he wants personally. He also explains that the true king is tasked with finding whatever he can give to his people. With this learning, it can be seen that the data above contains education values in the confidence category because he is trying to build self-confidence in Simba.

Data 5

Mufasa : *Simba, let me tell you something my father told me. Look at the stars. The great kings of the past... look down on us from those stars.*

Simba : *Really?*

Mufasa : *Yes. So whenever you feel alone... just remember that those kings... will always be up there to guide you. And so will I.*

Simba : *But I can't see them, Dad.*

Mufasa : *Keep looking, son. Keep looking. (00:32:36)*

Data 5 shows a conversation that took place between Mufasa and Simba. The scene shows Mufasa trying to teach his son Simba a lesson, who has just violated his father's prohibition. Mufasa stated "whenever you feel alone... just remember that those kings... will always be up there to guide you. And so will I." He said these words in order to build self-confidence and the potential that exists in Simba. So it can be concluded that data 10 contains one of the education values in the category of confidence and potential.

c. Purity

In this section, the researcher finds educational values in The Lion King's movie in the Purity category. Purity is the cultivation of values related to the purity of thinking about the basics of life. This is in line with the theory of Mubarak (2008) which states that Purity is the condition or quality of being pure; freedom from everything that contaminates, contaminates, pollutes, etc. In this movie, the cultivation of purity values is done by Scar, Pumbaa, Timon, Rafiki, and Sarabi. Presentation of the results of data analysis can be seen below:

Data 6

Pumbaa : *But we can help him. We're in a position to help him. (00:53:40)*

The dialogue above shows Pumbaa who is persuading Timon to be willing to help Simba get back up again. In this scene, Simba just feels guilty for his father's death. Pumbaa who saw Simba helpless felt helpless and suggested Timon to help him to help Simba. He also stated that it is the duty of living beings to help each other. Through

the quote above, it can be concluded that data 14 contains an education value which is included in the purity category because he stated that it was based on his purity of heart to help others.

Data 7

Timon : *...if I'm being honest. I mean, change the past? It already happened. Pumbaa: Yeah, so you can't change that.*

Timon : *But you know what you can change? The future. That's our specialty. (00:54:09)*

Timon's character in this quote data is described as a kind and friendly character. This can be seen through his statement in answering Simba's questions, he wisely answered that changing the past is not the right term, Timon stated that what is worth changing is not the past but the future. Through the message addressed to Simba, it can be seen that Timon is trying his best to arouse Simba's passion for life so that he can get back up and live his days like a normal day and can forget what has happened to him. So through the description above, it can be concluded that this data contains an education values with a purity.

Data 8

Simba : *How can you change something that hasn't happened?*

Timon : *Well, to change the future, you gotta put your past behind you. Pumbaa: Way behind.*

Timon : *Look, kid, bad things happen and you can't do anything about it, right?*

Simba : *Right.*

Timon : *Wrong! When the world turns its back on you... you turn your back on the world!*

Pumbaa : *And only embrace what's next!*

Timon : *And turn the "what" into "so what?" (00:54:12)*

Still related to the previous data, this data still explains the continuation of Simba's questions. Pumbaa and Timon are depicted as wise characters and try hard to make Simba a steadfast figure. This is evidenced by some of their wise sayings. The character building carried out by Pumbaa and Timon indicates that the data above is included in the purity.

2. Educational Values of Giving

Mubarak (2008) stated that the values of giving are the values must be practiced or given which would then be accepted as given. He provided six parts educational values of giving. The values of the giving include Loyalty and Trustworthiness, Respect, Love and Affection, Sensibility and Not selfishness, Kind and Friendly, and Fair and Humanist. This study found that in The Lion Kingfilm, there are all aspects of educational values of giving. The detailed presentationof the data can be seen below:

a. Respect

Respect is a way of treating or thinking about something or someone. It can also be defined as acting in a way that shows that you are aware of your rights,desires, etc. some. Respect can be applied for property rights, respect for father and mother, respect for elders, respect for nature and respect for the beliefs and rights of others civil and polite behavior. Characteristics of respect are treating others with respect, being tolerant and accepting of differences, showing good manners, not speaking badly, being respectful of the feelings of others, not threatening, hitting or hurting anyone be it, deal peacefully with anger, insults anddisagreements. Presentation of the results of data analysis can be seen below:

Data 9

Mufasa : *While others search for what they can take... a true kingsearches for what he can give.*

Everything you see exists

together in a delicate balance. As king, you need to understand that balance...and

Simba : *But, Dad, don't we eat the antelope?*

Mufasa : *Yes, Simba. But let me explain. When we die, our bodies become the grass... and the antelope eat the grass... and so we are all connected in the great circle of life.*

In this data, Mufasa as a father teaches his son to respect creatures. He instilled educational values into Simba that as a king they should not act arbitrarily, they must respect even an ant and a deer that became their food. It is required to respect each other because all beings are connected to the circle of life. Therefore, this data

found educational values of giving in the respect category.

b. Love and Affection

Love and affection are the positive feeling that you can have or express forother people or things. Affection is defined as a feeling of sympathy and caring for someone or something. Love is more than just loyal and respectful. Love can be shown to dear friends, dear to the neighbor, who also loves to hate us. And it emphasizes the lifelong responsibility of telling the family. Presentation of the resultsof data analysis can be seen below:

Data 10

Simba : *But you're not scared of anything.*

Mufasa : *I was today.*

Simba : *You were?*

Mufasa : *Yes. I thought I might lose you.*

This data shows that Mufasa shows his affection for his son, Simba. Simbatells Mufasa that he thinks he is not afraid of anything. However, Mufasa reproaches him by stating that he is currently afraid because Mufasa is afraid of losing Simba to the horde of Hyenas. This shows the father's love for his son whois afraid of losing his child.

c. Sensibility and Not Selfishness

Selfishness is a feeling in which one cares and considers others. Non- selfish is an attitude that cares more about others, learns to feel unity and compassion towards others. Selfish generally manifested by empathy, tolerance, respect and brotherhood. Sensitive is having a sharp mind or emotional sensitivity, aware of responding to the feelings of others. Presentation of the results of data analysis can be seen below:

Data 11

Mufasa : *You could have been killed. And what's worse, you put Nala in danger. Do you understand what's at stake? Youjeopardized the future of our pride.*

This data shows the existence of educational values of giving with the category of sensibility and not selfishness. This is evidenced by the advice Mufasagave to Simba. Mufasa says don't be selfish to show courage for yourself. Even though

he is not only endangering himself but other people, Nala. Therefore, Mufasa reminded that Simba must also think about others in his actions and avoid acting out of his own interest.

The Implications of Character Educational Values in the Lion King's Movie

The previous discussion has been presented about educational values in the film *The Lion King*. In this section, we would discuss the implications of the value of education on phenomena in the real world of society. This film tells the story of an animal kingdom led by a king who is a lion. Problems then arise when on the other hand the king's younger brother wants to control the throne so that propaganda appears which he instills in the royal stronghold with the opposing camp, namely Hyena. The incident eventually caused the lion king, Mufasa, to die in the secret story of his younger brother, Scar. The story turns to the life of little Simba who is prepared to lead the throne of his father in the future. Therefore, researcher found the implications of the value of education in this film is about the authority of a leader.

This movie is very good at describing how authoritative a true leader is. This film teaches that being a leader must be responsible, brave, not vengeful and able to defend his identity. This can be seen from the conversation between Simba and his father, Mufasa as well as from Simba's actions. Therefore, the implication that occurs is to teach how to behave as a good leader. The data below explains about a leader must have courage.

Simba : *I just wanted to show you I could do it. That I could be brave like you. (00:31:22)*

This Simba dialogue quote reflects that a leader or king must have courage. He said that he wanted to be like his fearless father when defending his people from opponents. Therefore, he wanted to show his father that he dared to do something to prove that he was ready to become the next leader even though he was still young. It shows the true spirit of a leader. The next quote explains that a leader should not have a grudge.

Scar : *Simba... you wouldn't kill your only uncle.*
Simba : *No, Scar. I'm not like you. (01:42:09)*

This scene occurs at the end, Simba returns to reclaim the throne and fix the state of the kingdom which has deteriorated due to the leadership of Scar, his uncle. Scar has been revealed as the main cause of Simba's father's death. However, when the opportunity arose, Simba didn't want to do the same as Scar. This illustrates that good leaders do not repay evil with evil. The next quote describes the responsibility of a leader who must understand the balance between give and get.

Simba : *But I thought a king could do whatever he wants. Take any territory.*

Mufasa : *While others search for what they can take... a true king searches for what he can give. Everything you see exists together in a delicate balance. As king, you need to understand that balance...and respect all the creatures (00:12:57-00:13:10)*

In this situation, Simba is having a conversation with his father. He thought that being a king could freely use his power to gain anything. However, his father taught that being a leader must look for what he can give to society. To get that right, we have to look at the balance between what we have given and what we get. The next quote is that a good leader is one who has free responsibility.

Simba : *All of this will belong to me?*

Mufasa : *It belongs to no one, but will be yours to protect. A great responsibility. (00:12:33)*

This scene appears when Mufasa shows the royal area then Simba asks that he will own all of this. Then his father advised him that this belonged to no one. But it is Simba's job to protect this area with his sense of ownership. This can be done only with great responsibility. So that a good leader is a leader who has good responsibility. The next quote will describe the attack on a leader who must defend his identity.

Mufasa : *Simba. You must take your place in the circle of life.*

Simba : *I can't.*

Mufasa : *You must remember who you are. The one true king. (01:26:54)*

In this quote, Mufasa tries to convince his son, Simba, about his identity. At that time, Simba was wavering about who he was. Then Mufasa

reminded Simba that he had to remember who he was and what his responsibilities were. With all that, Simba can be said to be a true King.

The Correlation between Character Educational Values in the Lion King's Movie and Social Psychology in Students' Social Lives

If it is related to social psychology, the characters of the main actors in the lion king movie can be related to social psychological theories such as self-concept. Self-concept is an understanding of oneself that arises as a result of interactions with other people. Self-concept is a determining factor in our communication with others (Riswandi, 2013). Self-concept is the view and feeling about ourselves. This self-perception can be psychological, social and physical, according to William D Brooks in Jalaludin Rakhmat (2015:). Self-concepts began to emerge since Simba was born, stories from the life of little Simba have been considered as the successor to the throne of his father's leadership in the future by the residents of the pride lands.

Among the attitudes that describe other social psychological theories found in Simba's conversation with his father, this film teaches him to be an authoritative leader, to have courage, a sense of responsibility and to be able to defend his identity. Hadiwibowo (2003) defines self-image as a person's picture of oneself or one's thoughts about other people's views of him, related to how a person views himself and how to think about other people's assessments of him. It is included in the category of self-image. A person presents himself in a social environment that forms a certain impression about him.

There is also a picture of the character played by Simba which shows from the theory of self-efficacy. Bandura (2005) defines self-efficacy as people's belief in their ability to exercise a number of control measures over their own functioning and events in their environment. Simba's attitude that wants to be like his father who is fearless and feels able to take care of his people. By showing his father if he dares to do something to prove that he is ready to be a leader even though he is still young.

From the social context described above. In the lion king film, it can be concluded that Simba and

Mufasa's characters enter into 3 social contexts, namely self-concept, self-image and self-efficacy. Therefore, Simba's characters and behaviour were influenced by his family and social environment. Furthermore, there is a moral values in a movie lion king can be taken in that movie especially for children. The first is listen well to your parents' advice counsel is a lesson, a warning, an encouragement or a reproof in order to do good. The movie lion king data points to the behavior of Mufasa (Simba's father) as advice to Simba (his son). Mufasa's moral behavior with his son Simba pointed out that the picture the lion king corresponded to the theory of Thomas Lickona, where the moral value of "knowing that good" that Mufasa taught Simba.

The second, teach hard work to achieve something they want. The lion king was the scene of Mufasa's behavior as a father training his son to do what he had to do get what he wanted. Mufasa's behavior with his son Simba harmonizes with the theory that Thomas Lickona, where the moral "knowing the good" that Mufasa taught Simba. It is proven by the behavior of Simba to do and mimicking what his father trained him to do when pouncing on prey. The behavior or the work that Simba has been practicing, shows an attitude toward hard work. The last is give yourself a chance to redeem yourself from your mistakes. Improvement is one of the attitudes to change what he has done before to become better. As it appears, Mufasa's father forgave Simba for the wrong that had been done, and maintained a good family relationship between parent and child.

Conclusions

The result of this study shows that there are two groups to analysis the educational values. There are values of being and values of giving. The educational values of being included brave, confidence and potential, and purity, while the educational values of giving included respect, love and affection, sensibility and not selfishness. Furthermore, the implication that occurs is to teach how to behave as a good leader. This film teaches that being a leader must be responsible,

brave, not vengeful and able to defend his identity. Therefore, the correlations between character educational values in The Lion King's Movie and Psychology Social can be concluded that Simba and Mufasa' characters into 3 social contexts, namely self-concept, self-image, and self-efficacy.

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