

AN UNDERGRADUATE THESIS
AN ANALYSIS OF MORAL MESSAGE IN
“THE PHILOSOPHER” MOVIE

BY :

Cunti Dwi Pratiwi
Student Number: 1701070172



Tarbiyah And Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF MORAL MESSAGE IN
“THE PHILOSOPHER” MOVIE**

Presented as a partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

**Cunti Dwi Pratiwi
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English Education Department**

Sponsor : Dr. Umi Yawisah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**



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APPROVAL PAGE

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Matter : **In order to hold the munaqosyah of Cunti Dwi Pratiwi**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script
which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to
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Wassalamu'alaikum Wr. Wb.

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Assalamu 'alaikumWr. Wb.

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Sudah kami dapat persetujuan dan dapat diajukan untuk dimunaqosahkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu 'alaikumWr. Wb.

The head of English Education
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RATIFICATION PAGE

No. B-1006/111-28-1/0/PP-00-3/03/2022

An Undergraduate thesis entitled AN ANALYSIS OF MORAL MESSAGE IN THE PHILOSOPHER MOVIE by: Cunti Dwi Pratiwi , Student Number 1701070172, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday , March 16, 2022 at 13:00 – 15.00 p.m

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AN ANALYSIS OF MORAL MESSAGE IN “THE PHILOSOPHER” MOVIE

ABSTRACT

By:

Cunti Dwi Pratiwi

Moral message is a message conveyed or a lesson to be learned from a story or event. The statement of research problem is: what are the moral messages found in “The Philosopher” movie? The objective of the research is to know the moral message in “The Philosopher” movie.

Research method: the research design in this study is library research by using content analysis, the subject of the research is the moral message in “The Philosopher” movie, data and data sources from primary and secondary data, the data were collected by using documentation.

The result of findings in this research showed that are thirteen moral messages as the following: kindheartedness or friendly attitude makes us feel comfortable in everywhere, we must have discipline attitude in everything, enthusiasm attitude makes us highly motivated in this life, loyalty makes us believe in other, we have to be brave to do something difficult but it is correct and is the best choice for long-term, our lives will be more beautiful and happy if it is full of love and affection, strong belief makes us not be influenced by others easily, self-confidence can make us know everything in our life, peace loving attitude can bring us a peaceful life, sometimes we must make a sacrifice for others, although it is very hard, in this life, we must hold on to the religion that we believe, in this life, we can get the credibility from other if we have a responsibility, honesty can evade us from the problems can complicate ourselves. From here, in education case, the students can motivate to choose the literature research in their study. In addition, when the people watch the movie, they do not only watch the movie as the media of entertainment but also they can take the moral messages in that movie.

Keywords: Moral, Message, The Philosopher, Movie

ANALISIS PESAN MORAL PADA FILM “THE PHILOSOPHER”

ABSTRAK

Oleh:

Cunti Dwi Pratiwi

Pesan moral adalah pesan yang disampaikan atau sebuah pelajaran yang dipelajari dari sebuah cerita atau peristiwa. Rumusan masalah dalam penelitian ini adalah: apa saja pesan moral yang ditemukan dalam film “The Philosopher”? Tujuan dari penelitian ini adalah: untuk mengetahui pesan moral dalam film “The Philosopher”?

Metode penelitian: desain penelitian dalam penelitian ini adalah penelitian kepustakaan dengan menggunakan konten analisis, subjek penelitian adalah pesan moral dalam film “The Philosopher”, data dan sumber data dari data primer (utama) dan data sekunder (pelengkap), data yang telah dikumpulkan menggunakan dokumentasi.

Hasil penemuan dari penelitian ini menunjukkan terdapat tiga belas pesan moral sebagai berikut: sikap ramah dan baik membuat kita merasa nyaman dimanapun berada, kita harus mempunyai sikap disiplin dalam segala hal, sikap antusias membuat kita semangat dalam kehidupan, kesetiaan membuat kita percaya pada orang lain, kita harus berani melakukan sesuatu yang sulit tapi benar, kehidupan kita akan lebih indah dan bahagia jika penuh dengan cinta dan kasih sayang, kepercayaan yang kuat membuat kita tidak mudah terpengaruh terhadap orang lain, kepercayaan diri dapat membuat kita mengetahui banyak hal dalam hidup, sikap cinta damai dapat membawa kita dalam kehidupan yang tenang, terkadang kita harus berkorban untuk orang lain meskipun sulit, dalam hidup kita harus berpegang pada agama yang kita yakini, dalam hidup kita bisa mendapat kepercayaan dari orang lain jika kita mempunyai sikap tanggung jawab, kejujuran dapat menghindarkan kita dari segala masalah yang dapat menyulitkan diri sendiri. Dari sini, dalam hal pendidikan, siswa-siswa dapat termotivasi untuk memilih penelitian sastra dalam penelitian mereka. Selain itu, ketika orang-orang melihat movie, mereka tidak hanya melihat movie sebagai media hiburan tetapi juga mereka dapat mengambil pesan-pesan moral dalam film tersebut.

Kata Kunci: Pesan, Moral, Film, The Philosopher

MOTTO

فَاعْفُ عَنْهُمْ وَاصْفَحْ إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ ﴿١٣﴾

But bear with them and pardon them. Lo! Allah loveth the kindly.

(QS. Al Maidah: 13)

DEDICATION PAGE

This piece of work is dedicated to:

1. My Lovely Parents (Mr. bambang Susilo and Mrs. Watini)
2. My Lovely Sister (Damar Tri antia)
3. My Little Brother (Pandu Wibi Pratma)
4. My Beloved Friends (Diah, Iki , Ayu, Vika, Friska, Fuad, Agung, Rangga)
5. My Beloved Lectures of English Education Department of State Institute for
Islamic Studies of Metro
6. My Beloved Campus IAIN Metro

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Student Id : 1701070172

Department : English Education

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States that this undergraduate thesis is originally the result of the research's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 1 March 2022

The Writer



GUNTI DWI PRATIWI

Student Id. 1701070172

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Cunti Dwi Pratiwi

NPM : 1701070172

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 1 Maret 2022

Penulis



GUNTI DWI PRATIWI

NPM. 1701070172

ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT, the Most Gracious and Merciful, for the guidance, blessings, and opportunities in completing this undergraduate thesis. Peace and salutation are always delivered to our precious prophet Muhammad Saw who has brought humankind from the era of ignorance into the era full of knowledge.

This undergraduate thesis is entitled "**AN ANALYSIS OF MORAL MESSAGE IN “THE PHILOSOPHER” MOVIE**". This undergraduate thesis is written as one of the requirements of the S-1 degree at English Education Department of Tarbiyah and Teacher Training Faculty, State Institute for Islam Studies of Metro.

However, this undergraduate thesis would not have been completed without the support, motivation and assistance from many people or institutions. The writer also would like to thank:

1. Dr. Hj. Siti Nurjanah, M.Ag as the Rector of IAIN Metro, who has given the opportunity to write this undergraduate thesis.
2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, who has given her permission to write an undergraduate thesis.
3. Andianto, M.Pd as the Head of English Education Department for their encouragement to write an undergraduate thesis.
4. Dr. Umi Yawisah, M. Hum as the Sponsor, thanks for all advices, knowledge, suggestion and time to complete the undergraduate thesis.

5. The entire lecture English Education Department who always give knowledge, support and motivation during the study in IAIN Metro.

Finally, the writer's limitation of ability skill many mistakes in written and still far from perfect. The writer hopes that at least the results of this study can make a significant contribution to learning English in schools or colleges.

Metro, December 2021

The Writer

A handwritten signature in black ink, appearing to read 'Cunti Dwi Pratiwi', written in a cursive style.

CUNTI DWI PRATIWI
STUDENT ID. 1701070172

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CHAPTER I

INTRODUCTION

A. Background of Study

Literature is an aesthetic aspect that gives pleasure and qualifies appreciation of human personal imagination toward life, expressing thought, and feeling. Literature includes form of writing which deliberately and creatively experiment with language in order to suggest images and ideas which engage the reader's imagination. Literature is classified in two ways, fiction and nonfiction. Fiction consists of the story of which concern is to give entertainment and all at once teach something to the readers. There are three kinds of fiction, they are: folklore, short stories, and novels.

Lombardi defines literature as a term use to describe written or spoken material. Generally, literature is used to describe written or spoken material to more technical or scientific work. In other words, literature is something that reflects society, makes us think about ourselves and our society, allows us to enjoy language and beauty, it can be didactic, and it reflects on "the human condition". If we learn literature it means that we do the activities in relation with imagination and play some beautiful language. The writer says this because literature is the creation of another world, a world that we can only see through reading literature. There are some genres in literature, such as novel, poetry, poem, film (movie), and so on.

Henry Hazlitt states that moral is deciding good or bad considered behavior. A morality is sacrifice from little goodness to big goodness.¹ Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people.²

Moral can define as a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad view of the goodness or badness of human action and character. Morality refers to concern with what is good or right in people's relationships with each other. Understanding morality is to be specific about definitions of good (or bad) and right (or wrong), since these terms can be used in several different ways.³

Moral values derives from two words, there are "moral" and "value". Moral refers to the most important code of conduct put forward by a society and accepted by the members of that society.⁴ Values are our standards and principles for judging worth. They are the criteria by which we judge „things“ (people, objects, ideas, actions and situations) to be good, worthwhile, desirable; or, on the other hand, bad, worthless, despicable.⁵

Moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad. So we can use moral value as the doctrine of good and bad about the person,s behavior in every daily life as being individual or societal creation.

¹ Hazlitt Henry, *The Foundations of Morality*, (New York: The Foundation for Economic Education, Inc., 1994), 91.

² *Ibid.*, 113.

³ Birnbacher Dieter, *Moral and Other Values*, (Germany: Kultura I Wartosci, 2013), 45.

⁴ Edwards Paul, *The Encyclopedia of Philosophy*, (New York: Macmillan, 1967). 223.

⁵ Taylor Monica J and Halstead J. Mark, *Values in Educational and Educational in Values* (London: The Falmer Press, 1996), 22.

From statements above, definition of moral value is about people belief on good and bad thing. Moral value gives the example of good attitude and culture, which is inspired from society's behavior. For literature work, moral value is about the writer message to reader about good and bad manner. So, the writer hopes the reader can learn the message. Moral value actually exist in exist in human daily life because in every action human being, it is actuallybased on the lesson that can be taken from people's experience in daily life.

While moral values are taught the audience to the action taken, the moral is never taught in schools or courses anywhere. Moral is formed from the environment in where he lives. Where the environment is good, the child will grow up with good morals. However, if the child's environment is not good then the child grows together with the environment as well. The movie is good if it has lots of educative messages. The purpose of the educative message is an example of good behavior which reflects a religious message, education and morality. Examples of good behavior are honesty, forgiveness, helping each other and so forth. The essence of good message is giving the good effect to the audience.

Movie is one of the communication medium that provides information to the audience through a story that made it attractive to use language that is easily understood by the audience. Interesting uses of language in the movie always aim to deliver the message to be accepted by the audience. Not only in

the form of a dialogue but every movie featuring cast expression to help facilitate understanding of the story is addressed to the audience.

Movie is the story or event recorded by a camera as a set of moving images and shown in a theater or on television; a motion picture. It is a complex, exclusive art, difficult to define, but the element of the movies is instantaneous and universal. Motion pictures are, in fact both an art form and a medium of mass entertainment, and in the latter capacity they have a significant impact in a sociological sense. In addition, they have a background rooted in science and technology.

Movies are mostly adapted from real story in the world and the other are adapted from books or novel. Most of people use movies in entertainment, critics, advertisement, and education. Movies will give us a message such as moral, motivation, faith, science, etc. In the developing era for example, moral degradation happened because of the influences of bad culture like free sex, alcohol, crime, "marriage by accident", suicide, abortion and so on. These matters also can be seen through a movie.

While the novel itself is a literary work in the book form and tells about the events those occurred with the sequence of events made it attractive out of a style that makes the reader can express the story with his own style. But, for children novel is not so interesting because of lack passion and motivation to read.

Movie has a different theme, from the theme of animal life, the world of children, friendships to domestic life. Each theme has always had a

different message. Scenario writer is required to make a movie interesting what the message is told in a story that aired movie. The children can accepted of both messages and cues from what they see.

In a movie or a novel a writer always give a message in the story is intended that the audience can follow the example from that. We can take the example of the values told in a story such as the value of education and moral values. Every movie has message conveyed toward the audience. The director covers it in a unique style, through the conversation and the actions of the characters. Moral values are part of the messages stated above. And by analyzing moral values, it is expected the good character for the audience can be built.

The writer's love to literature especially movie. The writer interested to watch some movie. One of them is the movie with the tittle "The Philosopher", which is include as of interesting movie. The philosopher is the one of the famous movie in the world. In "The Philosopher" movie, we can learn about friendship, sacrifice, and love. Besides, in this movie, we can learn about how we can determine the decision wisely, how we effort to hold out in the danger situation with our ability. In this movie, not only invites the viewer or audience to enjoy entertainment, but also involved in the story of this movie because of what the presented is mirror of life.

The teaching of moral message will change mental to audience, or just giving an insight. Movie is a teaching with put the message in conflict. Conflict in the movie will motivate the audience in accordance with the

movie. On the basis of the description above, the writer interested in conducting a research entitled **AN ANALYSIS OF MORAL MESSAGE IN “THE PHILOSOPHER” MOVIE**

B. Problem Formulation

In reference of the background of the study it can be formulated as follows: What are the moral messages found in “The Philosopher” movie?

C. Objective dan Benefit of the Study

1. Objective of the Study

The objective of this research was: To describe moral values in “The Philosopher” movie presented as students character building.

2. Benefit of the Study

The result of this research has both theoretical and practical values. Theoretically, this study is expected to enrich the analysis theory of sociolinguistics, especially in the field of islamic moral message in the movie. Practically, this study is hoped to broaden English Language Education Department students’ understanding about the islamic moral message in the movie, they can take the moral message and apply it in their daily life. In addition, the researcher hopes this study can be useful for the next researcher to have additional or source information about islamic moral message in the movie.

D. Prior Research

There are many researcher that have done the research about An Analysis of Moral Message In “The Philosopher” Movie.

To prove the originality of this research, the researcher presents some previous researchers that deal especially with English. There are researchers moral message in the movie. Those researchers presented similar topic but they observed or viewed from different aspect. The different aspects are the research approach, the technique of data collection and the technique of analyzing data.

The first research was “An Analysis of Moral Values in Karate Kid Movie”⁶ written by Anggitasari. In the research, she is implicating of education in the movie that has many values for children which can apply for their life.

The second research was “The Analysis of Moral Values Seen on the War Horse Movie”⁷ written by Ahmad Hadil Amin. In the research he is implicate of moral value about love relationship between children and parents, social society etc. .

The last previous research was “The Analysis of Moral Values Of The “Dangerous Minds Movie”⁸ written by Paramita Dewi Anggraeni. The result of this study is there are some of moral values in this movie. From the analysis, it can be. concluded that there are love and affection, respectful, bravely, kind and friendly, sensitive and not selfish, honesty, hard work, patriotism, and responsibility.

⁶ Anggitasari, “An Analysis of Moral Values in Karate Kid Movie”, *Thesis*, Ponorogo: STAIN Ponorogo, 2015

⁷ Ahmad Hadil Amin, “The Analysis of Moral Values Seen on the War Horse Movie”, *Graduating Paper*, Salatiga: Institute of Islamic Salatiga, 2013

⁸ Paramita Dewi Anggraeni, *The Analysis Of Moral Values Of The ‘Dangerous Minds’ Movie*, (Salatiga: State Institute of Islamic Studies (STAIN) Salatiga, 2012

After the writer read all of those result, the writer conclude that the differences in my result is; the writer just focused on the main characters of the movie, the writer adjusts the moral value with standard of moral value in this country (Indonesia).

CHAPTER II

THEORITICAL REVIEW

In this chapter, the writer would try to write some theories about moral, value, moral value, standard values of character formers, theories of literary elements, The Philosopher movie, synopsis of the movie.

A. The Concept of Moral Message

1. Definition of Moral

Henry Hazlitt states that moral is deciding good or bad considered behavior. A morality is sacrifice from little goodness to big goodness.¹ Morality according to Bentham is art to maximize happiness; it can be seen by achieving the existence of happy and joyful life of all people.²

Moral can define as a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad view of the goodness or badness of human action and character. Morality refers to concern with what is good or right in people's relationships with each other. Understanding morality is to be specific about definitions of good (or bad) and right (or wrong), since these terms can be used in several different ways.³

¹ Hazlitt Henry, *The Foundations of Morality*, (New York: The Foundation for Economic Education, Inc., 1994), p. 91

² Hazlitt Henry, *The Foundations of Morality*, p. 113

³ Birnbacher Dieter, *Moral and Other Values*, (Germany: Kultura I Wartosci, 2013), p. 45

Moral is relating to principles or considerations of right and wrong action or good or bad character; teaching a conception of right behavior. Morality is moral discourse, statement or lesson.⁴

There are some definitions about moral. The original descriptive definition of moral or morality refers to the most important code of conduct put forward by a society and accepted by the members of that society. According to Bernard Gert in *Encyclopedia of Philosophy* said that, “morality” refers to a code of conduct that applies to all who can understand it and can govern their behavior by it.⁵

A morality contains (1) beliefs about the nature of the man, (2) belief about ideals, about what is good or desirable or worthy or pursuit for its own sake, (3) rules laying down what ought to be done and (4) motives that incline us to choose the right or the wrong course. We learn as children that we should be unselfish, that we should not tell lies.⁶

Moral rules are not rules for achieving ideal ends, dependent for their validity for their success or failure in bringing about these ends, but are worthy of obedience in their own right, and a moral system is a system of rules in which some rules are regarded as depend on other. For example the rule that someone ought to keep promises and the rule that one should be not to kill is a special case of the most general rule that one must not to do injury toward others.

⁴ Webster's, *New Dictionary of Synonyms*, (USA: Merriam Webster Inc., 1984), p. 547

⁵ Edwards Paul, *The Encyclopedia of Philosophy*, (New York: Macmillan, 1967), p. 150

⁶ Edwards Paul, *The Encyclopedia of Philosophy*, p. 150

In contemporary English, the words “Moral” and “Ethical” are often used almost as synonyms. Ethic and ethical derive from the Greek “Ethos”, means usage, character, and personal disposition. Morality and moral derive from the Latin, and it means customs, manners, character.⁷

Moral issues concern both behavior and character, they arise when life presents people with such questions as “what should I do (or not do)?”, “how should I act?”, “what kind of person that should I be?” moral issues are inescapable and they come in all shapes and size.⁸

According to Carol K. Sigelman, the term moral implies an ability they are (1) to distinguish right from wrong, (2) to act on this distinction, and (3) to experience pride when one does the right thing and guilt or shame when one does not. Carol K. Sigelman, also stated that there are three basic components of morality. They are:

1. An affective or emotional component

An affective or emotional component contains the feelings of guilt concern for other feelings that surround right or wrong actions and that motivate thoughts and actions.

2. A cognitive component

A cognitive component focuses on the way we conceptualize right and wrong and make decisions about how to behave.

⁷ Tiles Jim, *Moral Measures*, (New York: Routledge, 2000), p. 4

⁸ Tiles Jim, *Moral Measures*, 4.

3. A behavioral component

A behavioral component reflects how we actually behave when for example we do or have something that we know is bad or wrong, or help a needy person.⁹

2. Definition of Value

Values are our standards and principles for judging worth. They are the criteria by which we judge “things” (people, objects, ideas, actions and situations) to be good, worthwhile, desirable; or, on the other hand, bad, worthless, despicable.¹⁰

There are some definitions of values from experts. Raths, Harmin and Simon describes values as beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm, has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly”. Fraenkel considers values as being “both emotional commitments and ideas about worth”. Beck defines values as those things (objects, activities, experiences, etc.) which on balance promote human wellbeing“. And based on Taylor statement, the term values is used to refer to principles, fundamental convictions, ideals, standards or life stances which act as general guides to behavior or as points of reference in decision-making or the evaluation of

⁹ Sigelman K Carol Shaffer and David R, *Life-Span Human Development*, (California:Brooks/Cole Publishing Company, 1991), Second Edition, p. 381

¹⁰ Taylor Monica J and Halstead J. Mark, *Values in Educational and Educational in Values* (London: The Falmer Press, 1996), p. 3.

beliefs or action and which are closely connected to personal integrity and personal identity.¹¹

In conclusion, we could say values are ideals that guide or qualify personal conduct and interaction with others. Values help to distinguish what is right from what is wrong and inform on how can conduct life in a meaningful way. Values are those things that are really important to us. The ideas and beliefs we hold as special.

3. Moral Message

Moral messages derives from two words, there are “moral” and “messages”. Moral refers to the most important code of conduct put forward by a society and accepted by the members of that society.¹² Values are our standards and principles for judging worth. They are the criteria by which we judge “things” (people, objects, ideas, actions and situations) to be good, worthwhile, desirable; or, on the other hand, bad, worthless, despicable.¹³

Moral value is a term in logic that a principle or action or character of human is true or false, right or wrong and good or bad.¹⁴ So we can use moral value as the doctrine of good and bad about the person’s behavior in every daily life as being individual or societal creation.

Manuel G Velasquez argues that there are two theories about the standards concern behavior that can be of serious consequence to human well-

¹¹ Taylor Monica J and Halstead J. Mark, *Values in Educational and Educational in Values*, p. 56.

¹² Edward Paul, *The Encyclopedia of Philosophy*, p. 150

¹³ Taylor Monica J and Halstead J. Mark, *Values in Educational and Educational in Values*, p. 56.

¹⁴ Webster’s, *New Dictionary of Synonyms*, p. 223

being. That can be profoundly injure or benefit people. For example, moral norms against lying, stealing, murder and soon deal with actions that can hurt people. Also, the moral principles that can human beings should be treated with dignity and respect represents a critical interest of human beings. Thus the seriousness of moral standards sets them apart from standards that do not seem to deal as critically with the interests of human beings, such as grammatical and artistic standard.¹⁵

Morality is a message that the creator wants to extend to the devotee, it is about the sense contained in literary work, the sense that is written in sequence of story, poems and so on.

Morality is viewed as simple theme, but not all themes are moral.¹⁶ Moral is about the composer views about truth value and it is becoming what the composer want to extend to the reader. Thus, the composer tries to share the knowledge or even experience about morality into their work either implicit or explicit.

In summary, moral values is about the people belief on bad or wrong conduct. Moral values show the rule of good attitude and culture of an individual or group including behavior. For literature work, moral value is about the writer message to share to the reader about good or bad conduct. So the writer hopes the reader can learn good behavior.

¹⁵ Barry Vincent. *Applying Ethic; A Text with Reading*, (California; Wadsworth Publishing Company, 1985), p. 6.

¹⁶ Barry Vincent. *Applying Ethic*, p. 430

Moral values are the result of valuing process of comprehension implementing of God and humanity values in life. So, these values will guide human knowledge and creativity appropriately.¹⁷

In general, character, good or bad, is considered to be observable in one's conduct. Thus, character is different from values in that values are orientations or dispositions whereas character involves action or activation of knowledge and values. From this perspective, values are seen as one of the foundations for character. In the context of the model of human behavior presented at this site, values include both cognitive and affective components, but not necessarily conative or behavioral components. Character includes all four components.¹⁸

According to Linda are values divide into two groups:

1. Values of being
 - a. Values of being

The value of being is a value that is within evolved humans beings in tothe behavior and the way we treat others. It includes:

- 1) Honesty

Honesty is estimable character; fairness and straight forwardness of conduct or adherence to the fact. Honesty is freedom from subterfuge orduplicity, truthfulness, and sincerity.¹⁹

¹⁷ Linda and Richard, *Teaching Your Children Values Today* (New York; Touchstone, 1993),p. 98.

¹⁸ Educational Psychology Interactive: *Moral and Character Development* in <http://www.edpsycinteractive.org/topics/morchr/morchr.html>, accessed at, May, 7, 2021

¹⁹ Webster's, *New Dictionary of Synonyms*, p. 406.

2) Courage

Courage is the synonym of bravery, bravery is face (something involving possible unfortunate or disastrous consequences) or endure (as hardship) use with self-control and mastery of fear and often with a particular objective in view. Bravery is able to meet danger or endure pain or hardship without giving in to fear. Bravery is arising from or suggestive of mastery of fear and intelligent use of faculties especially under duress. Or courage means doing the right thing when it's hard (and even if it means being called a "chicken").²⁰

3) Peace ability

Calmness and peace ability are values because they help others as well as ourselves to feel better and to function better. In addition to being values, they are contagious qualities. As you develop them within yourself, they are "caught" by others around you.

Peace ability means understanding, calmness, patience, control and accommodation - essentially to opposite of anger, losing one's temper and impenitence.²¹

4) Self reliance and potential

There are two separate but closely related principles involved here. The first is the self-reliance of accepting the

²⁰ Linda and Richard, *Teaching Your Children Values Today*, p. 98

²¹ Linda and Richard, *Teaching Your Children Values Today*, p. 102

responsibility for and the consequences of one's own actions and performance, rather than blaming luck or circumstances or someone else. The second is the finding of our full abilities by trying to be one's best self and asking the best from oneself - the conscious pursuit of individuality and potential - and the conscious rejection of avoidable mediocrity.²²

5) Self discipline and Moderation

Self-discipline means many things: being able to motivate and manage yourself and your time, being able to control yourself and your temper, being able to control your appetites (and here the companion word moderation comes into play).

Self-discipline and moderation are two sides of the same coin. Self-discipline is pulling up and away from the laziness of doing too little. Moderation is pulling in and away from the excesses of trying to do or to have too much.²³

b. Values of giving

1) Loyalty

Loyalty is loyal manner. Loyalness is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and the devoted to a private person; faithful or tenacious in adherence to cause, ideal, practice or custom.

2) Respect

²² Linda and Richard, *Teaching Your Children Values Today*, p. 105

²³ Linda and Richard, *Teaching Your Children Values Today*, p. 105

Respect is the basis and foundation (and often the motivation) for several of the other basic values of life. Children who learn both to implement and to understand the principle of respect will be better members of society, better friends, and better leaders.

Respect to other people is also important, but respect is not only in terms of attitude and said words that occur due to hard training. True respect is seriously concerned about the feelings of others.²⁴

3) Love

Love is full affection for. Love is a communications code word for the letters. Love is full referent adoration for (God). Loving to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbors, who also love to hate us, and emphasize the lifelong responsibility for saying to the family.

4) Kindness and friendliness

Simple kindness and friendliness is a great human value. It involves parts of several other values, such as the empathy of the value of sensitivities and the boldness of the value of courage, but it is a very separate and different value from these. This value is also partially an extension of the value of peace ability. In peace ability, we try to teach children not to hurt and to avoid conflicts. Here, we

²⁴ Linda and Richard, *Teaching Your Children Values Today*, p. 110

teach the positive, pro-active side of being a friend, acting friendly and kind, and becoming more polite and courteous.²⁵

5) Justice and Mercy

Justice is something we should all be prepared to accept - for justice will always come, in some form, sooner or later. It is the law of the harvest and of cause and effect.

After about justice, turn to mercy. Explain that while we should accept justice, we should try to give mercy. Do not be interested in making others “pay” for their mistakes. Do not hold grudges or carry a chip on your shoulder. These tendencies make us vindictive and vengeful and cause us to poison ourselves and our outlook.

4. Standard of Moral Value in (Indonesia)

In order to further strengthen the implementation of character education in educational unit, who has identified 18 values forming the character of the nation that comes from Religion, Pancasila, Culture, and National Education Objectives. The values are expected to be integrated in the learning activities so that will gradually form the character of learners.²⁶

The description of the 18 values of the nation's character formers is referred to as the following:²⁷

1. Religiosity

²⁵ Linda and Richard, *Teaching Your Children Values Today*, p. 112.

²⁶ Mansur HR, *Implementasi Pendidikan Karakter di Satuan Pendidikan*. (Sulsel: Widyaiswara LPMP, 2014), p. 6

²⁷ Mansur HR, *Implementasi Pendidikan Karakter di Satuan Pendidikan*., p. 6

Religiosity is word from religion and religious, religion means a system of religious belief and worship or the body of persons who accept such a system. Religious means an order whose members are bound by the monastic vows of poverty, chastity, and obedience and who lead to a greater or lesser extent a cloistered life.

2. Honest

Honest is freedom from subterfuge or duplicity, truthfulness, and sincerity.

3. Tolerance

Tolerance means imply the patience under provocation and deliberate abstention from judging harshly, exacting punishment, or seeking vengeance or revenge.

4. Discipline

Discipline means many things: being able to motivate and manage yourself and your time, being able to control yourself and your temper, being able to control your appetites.

5. Hard Work

Hard are comparable chiefly as meaning having a texture or consistency that markedly resists deformation by external force. Work can all denote a concrete thing that is made or brought into being by the exertion of effort and the exercise of skill. Hard Work itself according to oxford dictionary in (noun) is a great deal of effort or endurance.

6. Creative

Creative is relating to or involving the imagination or original ideas, especially in the production of an artistic work.

7. Independent

Independent are comparable when they mean not subject to the rule or control of another.

8. Democratic

Democratic is relating to support or supporting democracy or its principles.

9. Curiosity

Curiosity is a strong desire to know or learn something, a strange or unusual object or fact.

10. Spirit Nationality

Spirit means the quality of courage, energy, and determination or assertiveness. Nationality means status of belonging to a particular nation

11. Loves Homeland

Love is fell affection for. Love is a communications code word for the letters. Love is fell referent adoration for (God).⁴⁸ A person's or a people's native land.

12. Appreciate Achievement

Appreciate mean to have a clear idea or conception or full and exact knowledge of something. Achievement denotes a remarkable deed or performance.

13. Peace Ability

Peace ability means understanding, calmness, patience, control and accommodation - essentially to opposite of anger, losing one's temper and impenitence.

14. Like Reading

Like are comparable though seldom strictly synonymous terms which describe the relation between things or persons that closely resemble each other. Reading means the action or skill of reading written or printed matter silently or aloud.

15. Environmental Care

Environmental is relating to the natural world and the impact of human activity on its condition. Care are comparable when meaning either a state of mind in which one is engrossed and troubled by something pertinent to oneself or another, or the pertinent thing that engrosses and troubles one.

16. Social Care

Social care is the provision by society of what is necessary for the health and welfare of a person or group of people; specifically any of various types of support or supervision provided by social workers and allied professionals, typically (especially opposed to health care) excluding the medical treatment of existing conditions; (also, in later use) such provision considered as a profession or a subject for academic study.

17. Responsibility

Responsibility is the state or fact of having a duty to deal with something or of having control over someone.

5. Theories of Literary Elements

Movie is the telling of stories which are real. Movie usually adapted from a novel, by producer it is made a real character of actor and actress. The literary elements of novel and movie are almost the same. There are:

1. Character

Character is a participant in the story, and is usually a person, but may be any person, identity, or entity whose existence originates from a fictional work or performance.²⁸ Character may be of several types:

- a. Point of view character: the character from whose perspective (theme) the audience experiences the story. This is the character that represents the point of view the audience will empathize with, or at the very least, sympathize with. Therefore this is the main character.
- b. Protagonist: the driver of the action of the story and therefore responsible for achieving the story's Objective Story Goal (the surface journey). In western storytelling tradition the protagonist is usually the main character.
- c. Antagonist: the character that stands in opposition to the protagonist.
- d. Supporting character: a character that plays a part in the plot but is not major.
- e. Minor character: a character in a bit/ cameo part.

²⁸ Das Trisha, *How to Write a Documentary Script*, (USA: Focal Press, 2004), p. 30.

2. Plot

Plot or storyline is the rendering of the events and actions of a story. On micro level, plot consists of action and reaction, also referred to as stimulus and response. On a macro level, plot has a beginning, middle, and an ending.²⁹

Plot refers to the series of events that give a story its meaning and effect. In most stories, these events arise out of conflict experienced by the main character. The conflict may come from something external, like a dragon or an overbearing mother, or it may stem from an internal issue, such as jealousy, loss of identity, or overconfidence. As the character makes choices and tries to resolve the problem, the story's action is shaped and plot is generated. In some stories, the writer structures the entire plot chronologically, with the first event followed by the second, third and so on, like beads on a string. However, many other stories are told with flashback techniques in which plot events from earlier times interrupt the story's "current" events.

The important elements of plot:

- a. Conflict: the basic tension, predicament, or challenge that propels a story's plot.
- b. Complications: plot events that plunge the protagonist further into conflict.

²⁹ *Ibid.*, p. 31

- c. Rising action: the part of a plot in which the drama intensifies, rising toward the climax.
- d. Climax: the plot's most dramatic and revealing moment, usually the turning point of the story.
- e. Resolution: the part of the plot after the climax, when the drama subsides and the conflict is resolved.

3. Setting

Setting the location and time of a story is its overall context where, when and in what circumstances the action occurs.³⁰ There are here kinds of setting:

- a. Setting as place: the physical environment where the story takes place. The description of the environment often points toward its importance.
- b. Setting as time: includes time in all of its dimensions. To determine the importance, ask, "What was going on at that time?"
- c. Setting as cultural context: setting also involves the social circumstances of the time and place. Consider historical events and social and political of the time.

4. Theme

Theme is the central idea or insight serving as a unifying element

5. Point of View

Point of view is simply who is telling the story. Types of point of view:

³⁰ *Ibid.*, p. 32

a. First Person Point Of View

First person is used when the main character is telling the story. This is the kind that uses the "I" narrator. As a reader, you can only experience the story through this person's eyes. So you won't know anything about the people or events that this character hasn't personally experienced.³¹

First Person Peripheral: This is when the narrator is a supporting character in the story, not the main character. It still uses the "I" narrator but since the narrator is not the protagonist, there are events and scenes that will happen to the protagonist that the narrator will not have access to.

b. Second Person Point of View

Second person point of view is generally only used in instructional writing. It is told from the perspective of "you".

c. Third Person Point of View

Third person point of view is used when your narrator is not a character in the story. Third person uses the "he/she/it" narrator and it is the most commonly used point of view in writing.

6. Style

Style is the manner to the language conventions used to construct the story, incorporates non literal expression, and handles rhythm, timing and tone.

³¹ *Ibid*

B. The Philosopher Movie

The Philosophers (or *After the Dark*) is brimming with philosophical ideas. Writer-director John Huddles projects his thoughts on the celluloid and takes us into his world through a session inside a classroom. The teacher is Mr. Zimit (James D'Arcy), and his twenty students include Petra (Sophie Lowe) and her boyfriend James (Rhys Wakefield), Chips (Daryl Sabara), Jack (Freddie Stroma), Bonnie (Katie Findlay), Georgina (Bonnie Wright giving a major *Harry Potter*-nostalgia rush), etc. It's the last day of school, and Zimit decides to send the students off with a bitter taste via a series of fictional apocalyptic cases. All the scenarios have a bunker with limited capacity, so the ineffectual individuals are filtered out from the group - survival of the fittest, or you could also say shelter for the fittest.

It's curious how the "invented" world in *The Philosophers* looks more real and lived-in than the actual one. Huddles chooses to tint the real world with yellowish color, which makes the sunshine fall like magical rays, painting it like something out of a fairy tale. Maybe the fact that all the grittiness happens in the "other" world might be the reason behind this stylistic choice. While the role of every student is openly disclosed, Zimit's part is hidden from the students and the viewers. Though if you are one of those people who pay close attention to whatever is happening on the screen, you might be able to unmask the twists before they are eventually revealed. In one of the scenes, the camera confirmed my suspicion regarding one of the

romances by just pointing itself toward one of the characters in the film. And this was supposed to be a surprise for the end, I think.

That's the thing about *The Philosophers*. You don't need to be a philosophy expert to figure out what's going on inside the minds of the people or the film. Everything floats on the surface. Every trick falls out of the sleeves provided you know where to look on the screen. That does not mean that the film is bad or boring. I liked the unfolding of all the hypothetical scenes. But I also wondered how more effective the film could have been if it had solely focused on the apocalyptic setting and used the survival of the fittest element to delve into human psychology. Because, in the end, the hard decisions the students (or rather one or two of them) make don't accumulate or change their views on their surroundings. The exercise seems fun and challenging, but it never becomes cerebral or emotional, for that matter.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type and Characteristic of Research

The writer would analyze the moral value in “Tha Philosopher Movie”. In this case, the writer considered the moral value by seen the movie. It would conduct in Tha Philosopher Movie. Going from this statement, the writer decided to applied qualitative method as a type of this research to analyze the moral value in Tha Philosopher Movie.

Basically, Qualitative research is one of research types that can be used in education scope beside quantitative and classroom action research. Qualitative research is a method that useful for researcher in which researcher do not know the important variable to examine and need to explore.¹

The characteristic of this research is case study. Because the writer would focus on a single unit, it is the moral value in The Philosopher Movie. From explanation above this research is directed to the analysis of moral value in The Philosopher Movie. This is dedicated to know about the moral value in a movie, especially in The Philosopher Movie.

Descriptive research is designed to provide a picture of a situation as it naturally happens.² It may be used to justify current practice and make judgment and also to develop theories. For the purpose of this study,

¹ Creswell John W., *Research Design: Qualitative, Quantitative, and mixed method approaches*, (USA: Person, 2012), Second Edition, p. 23

² Mbogo, M. K., & Muturi, W., “The Effect of MFI Credit on Revenue of SMEs” in *International Journal of Science and Research (IJSR)*, (Nakuru Town:a survey of Small Medium Entreprises, 2014), p. 6.

descriptive research was used to obtain a picture of nurses' opinions of pain in patients who suffer from dementia with a view to improving the standard of care for this group of patients.

Descriptive research is a research which gathers data by observing participants in natural contexts - although nonparticipant observation is most typical.

B. Data and Source of Data

Data are information or fact that can be analyzed.³ They are classified into several kinds such as word, behaviour, written document, photos, and statistics data.⁴ Moreover, data source according to Donald Ary is divided into two kinds. Namely primary source and secondary source.⁵ Primary data is data sources that directly provide data to researcher.⁶ In addition, Khotari defined primary data as data that collected afresh and for the first time, and thus happened to be original.⁷ 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.⁸

³ Victoria Bull, *Oxford learners pocket dictionary*, (UK: Oxford University Press, 2008), 113.

⁴ Lexy J. Moleong, *Metode penelitian kualitatif*, 157.

⁵ Donald Ary, et all., *Introduction to research in education*, (USA: Thomson Learning, 2010), 435.

⁶ Hardani, et all., *Metode penelitian kuliitatif dan kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), 121.

⁷ Khotari, *Research methodology: methods and techniques 2nd revised edition*, (Jaipur: New Age, 2004), 95.

⁸ John W. Creswell, *Research method: qualitative, quantitative, and mixed methods approaches*, (California: SAGE Publication, 2014), 71.

The data of this study were in the form of sentences. While, this study used video and script of “The Philosopher” movie that contained moral value as primary source of the data. The file of movie was downloaded from telegram application and the script was downloaded from <https://sublikescript.com>. This primary source was analyzed to find any sufficient information among the characters to describe moral values in “The Philosopher” movie. For the secondary source the writer used data outside of the movie. They were book of Linda and Richard Eyre entitled *Teaching your children value* and book of Thomas Lickona entitled *Character Matters*.

C. Data Collection Technique

In conducting this study, the writer used documentation technique for collecting the data. It means that the writer used some document in the form of movie and its script. Documentation technique is a technique to collect the data from transcript, books, newspaper, magazine, script, etc.⁹ The writer got the data by reading the movie script and watching the picture of “The Philosopher” movie directed by John Huddles.

In accumulating the data from the data source, the writer followed some procedures as follow:

1. Downloaded the movie script.

The writer looked for the script in internet at <https://sublikescript.com>

2. Watched “The Philosopher” movie.

The writer got the movie in telegram application on group Mulan movie.

⁹ Sugiono, *Metode penelitian kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), 240.

3. Read and understood the movie script.

The writer read the movie script more than one to get understanding deeply about the movie script.

4. Collected the data by watching the movie.

The writer identified all the scene and utterances which containing moral value.

5. Classified them into categories of moral value based on Linda and Richard Eyre's formulation.

D. Data Analysis Technique

This research would apply the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure:

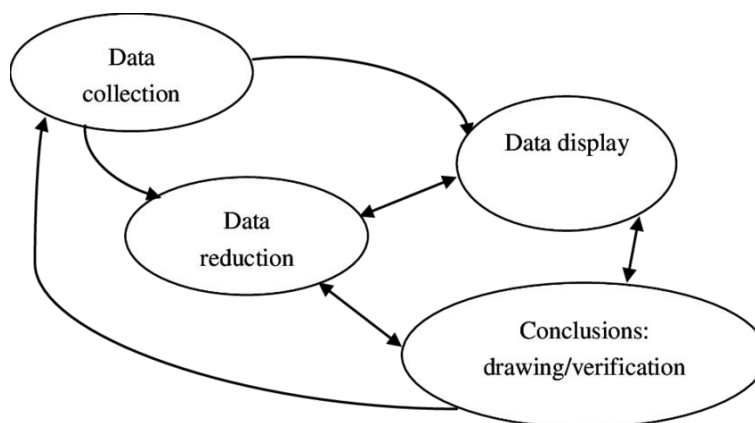


Figure 1 *Component of Data Analysis: Interactive Model*

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the first step in which the writer collected all data which were used to complete the research.
2. The writer reduced the data by summarizing and choosing specific things.

3. To display the data, the writer used graphics, figures, or charts. The display was to describe the content entire the data.
4. Lastly, the writer verifies the research by making conclusion of data findings.

Several steps will be applied in this research regarding the data analysis technique and procedures. Those steps are:

1. Identifying the primary subject of the research and formulating research question.

The writer concentrates to collect the primary data taken from the research instruments: Observation, and Documentation.

2. Classifying, and collecting the data.

The data which are collected will be reduced and classified comply with the research questions and focus.

3. Describing the data.

The writer would describe the data which already collected and classified.

4. Analyzing the data.

The described data would be analyzed by the writer using the data analysis technique.

5. Reporting the result of the research.

The writer would make some report to simplify the data in the form of formal summary

6. Describing the data.

The writer would describe the data which already collected and classified.

7. Analyzing the data.

The described data would be analyzed by the writer using the data analysis technique.

8. Reporting the result of the research.

The writer would make some report to simplify the data in the form of formal summary

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

This chapter is the main part of the whole research. In this research, the writer presents findings of the study and the discussion simultaneously. The findings of the study are very important, not only to show the object being researched but also as the data presentation.

A. Moral Messages in “The Philosopher” Movie

In every movie, a film maker always gives the message that makes us interested in watching it. The message of the movie also makes us learn about everything that can change our life to be better. So, in this subchapter the writer would like to present the moral messages in “The Philosopher” movie. The moral messages of the movie are as follows:

1. Kindheartedness or friendly attitude makes us feel comfortable in everywhere

This moral message is showed by the character of James and Petra in this movie. James is a foreigner. He lives in Jakarta. He is the student of Jakarta International School (JIS) in Jakarta. In the morning, James woke up to late, so he goes to school quickly. In front of his house, he saw some his neighbor chat with other. Although he went to school quickly, he still accosted with his neighbor by saying “**selamat pagi**”. This fact shows that James has a friendly attitude or kindhearted.

This dialogue below can help to describe the kindhearted attitude of James to other people in his life.

Datum 1

Character	Utterances
James	: <u>Selamat pagi.</u>
People	: Selamat pagi.

This dialogue above, it is showed that James is very comfortable in his life. Although James is a foreigner, he feels very comfortable in Indonesia because he has a friendly or kindhearted attitude.

Datum 2

Character	Utterances
Petra	: You want me not to college? And living in Jakarta? That's what you asked me?
Mr. Zimit	: There are several universities in the city. Can you imagine how we match each other?
Petra	: Yes. But, you know it cannot happen?
Mr. Zimit	: Of course, I know. You know the meaning of Apocalypse in fact?
Petra	: Tell me.
Mr. Zimit	: That's from the Greek. "Apocalypse" means open something you could not see before. The way out of the darkness.
Petra	: You still need to sweet talk the business.
Mr. Zimit	: I will do it.
Petra	: <u>You are a good teacher, Eric.</u>

In underline dialogue above, it also displays kindhearted attitude of Petra. This is the same as James. Petra is a foreigner and she lives in Jakarta. She is also the student of Jakarta International School (JIS) in Jakarta. In the end of this movie, Petra tries to be friendly with her teacher, although the teacher has a little bad attitude. This is showed by utterance of Petra that says **“You are a good teacher, Eric.”**

2. *We must have discipline attitude in everything*

Datum 3

Character	Utterances
Mr. Zimit	: You know who said Shakespeare about timelines? <u>Better three hours faster than one minute late.</u>
James	: My hand on the door on time.

Discipline attitude means that we must be on time in everything. Everyone must be on time in this life because it describes that we have discipline attitude. In this movie, James cannot be discipline with his time. He cannot divide his time carefully, so he comes late to the philosophical class. Mr. Zimit as his teacher reminds about it.

Datum 4

Character	Utterances
James	: <u>Better three hours faster than one minute late.</u>

In James's utterance above also shows about discipline attitude. In the first thought experiment in Prambanan temple, Mr. Zimit cannot be discipline with his time. He is still outside of the bunker when the students have been in the bunker. So, James closes the bunker and Mr. Zimit cannot go into the bunker. James says that **“Better three hours faster than one minute late”** to Mr. Zimit, and he is only being silent.

3. *Enthusiasm attitude makes us highly motivated in this life*

Enthusiasm is a big spirit in facing all the things. In the philosophical class with Mr. Zimit, all of the students seem very spirit. They can show their knowledge in philosophical class. They always speak up in the class one by one. They make Mr. Zimit proud of them. The student says in the following dialogue:

Datum 5

Character	Utterances
Mr. Zimit	: We've arrived at the last meeting. I have done my best what I can for you; now you go and think for themselves. Time to fly or die.
Georgina	: <u>Still retains Aristotle, Mr. Zimit. Up or down. Zero or one. True or false. Fly or die. You are slaves of binary logic, you know that?</u>
Mr. Zimit	: Logic, what?
Bonnie	: <u>The science of argument. Or more precisely? Decisions shaping power of the mind... Based on the principle of truth</u>
Mr. Zimit	: Logic... remaining after of 10,000 years of human experience, the best way through the day.
James	: <u>Still did not do much for you at night.</u>

Jack	: <u>Really. I read the famous row in bed last night. I will say this. Philosophy to real life, as masturbation to sex.</u>
Mr. Zimit	: At least you read
James	: <u>That raises an interesting question. Does philosophy make any difference to help people. I mean, you said most people. Who never studied philosophy alright in life?</u>
Mr. Zimit	: I do not care, though most people fine in life. I mean by faith the bland, what fine. With "the definition of meaningful existence?" If we really want to talk about most people. Most people were waddling the next round... Insert snack cheese into his throat. Most people brain blunt. They had no hope solve complex problem. They opposed the man as an adult. Most people aged 40 to madman who wept. At least on the inside. Fortunately, you are not "most people". For you, there is a chance. Clean the filth of the world, and see the truth in depth. That's why we spent the last year. Strengthen your mind with the same tools. The use of the geniuses in history. Descartes, Newton, Wittgenstein, to venture into the imagination, which is a barrier to exploring the physical world. Will we take a core subject of some thought experiments?
Chips	: <u>Infinite monkey theorem.</u>
Mr. Zimit	: Infinite monkey theorem. Classic way to wrap your mind about the concept of "infinite".
Chips	: <u>Endless if you put monkeys in front of typewriters. And let him work forever. In the end almost certainly typing at random a text "hamlet", word for word. The chances are very small but he will press all buttons right on the line. In a certain period, but the rest of the universe. All the time, without limit. Every event has a ...The mathematical probability of actually happening.</u>
Mr. Zimit	: Who else?
Jack	: <u>I love the trolley problem. Electric tram drove toward the outside of the control of the 5, which is</u>

	<u>bound on the rail. But, you can pull the lever, and makes electric tram turn to other rail. Where there is only one person who would be overrun. Will you do that?</u>
Vivian	: <u>If you act utilitarian you can show. You did the right thing letting 1 dead in order to save five people.</u>
Jack	: <u>But what if the situation is different? This time there was no lever to deflecting electric tram. But there is a fat man standing beside the rail, and you take into account when weighing enough. Derail the electric tram. What do you push?</u>
Vivian	: <u>Absolutely not!</u>
Mr. Zimit	: How is it less acceptable than the first version? You still have to sacrifice one person to save 5 people
Petra	: <u>They were both wrong. Do not be stupid by arithmetic. It was murder, anyway.</u>
Mr. Zimit	: There are more?
Georgina	: <u>The paradox of happiness for the uninformed. You rely on the highest tower in Jakarta. A thousand feet towards death. You call three friends to help. They rushed to save you. But they fear that if the pull up, they might snatch themselves. So they retreated. You're falling, and safe. You hope never tested before your friend? Now you cannot expect it. If it's a matter of life or death. Would it be better still not knowing the goodness of their and be friends forever?</u>
Parker	: <u>I want to know the truth. Discard sense to lose and keep moving forward. You'll find another friend.</u>

In the underline dialogue above, we know that all of the students have an enthusiasm attitude in the philosophical class. They want to show for their teacher if they can spirit in everywhere.

4. *Loyalty makes us believe in other*

Loyalty holds on promise to other, for example loyalty between two best friends. It is showed in Georgina's dialogue when she is in the philosophical class. Below is the Georgina's thought about the loyalty of her friends.

Datum 6

Character	Utterances
Georgina	: The paradox of happiness for the uninformed. <u>You rely on the highest tower in Jakarta. A thousand feet towards death. You call three friends to help. They rushed to save you. But they fear that if the pull up, they might snatch themselves. So they retreated. You're falling, and safe. You hope never tested before your friend? Now you cannot expect it. If it's a matter of life or death. Would it be better still not knowing the goodness of them and be friends forever?</u>

In there box, she tells about the situation when you fall from the highest tower in Jakarta and ask your friend to help you. But your friend leaves you. Finally you fall down but you are safe. So, in this situation you know who your friend is. They have loyalty or they have not.

5. *We have to be brave to do something difficult but it is correct and is the best choice for long-term*

This guidance is showed that life is a choice. There are many options that we can take. People should be brave to choose about

everything that they want in this life as long as it is true based on their opinion. In this movie, this guidance is showed by Petra, Bonnie and James.

Datum 7

Character	Utterances
Petra	: <u>Sorry but this is not my place, so...</u>
Mr. Zimit	: This is with respect to A +, during the semester grades come out. It is more than rare, it is almost a myth. And A+ in philosophy, none in history in this department. So I have to ask, how it feels to know, you could be the first, only if you do not walk out that door.
Petra	: <u>Sheer bribe not a thing that I like in the negotiations.</u>
Mr. Zimit	: How to sympathy? Just tell me if you go others bear. The difference between A + and A. Will not change your life, but let's say, James? Its value fell from B- to C +. It may disrupt the good The Cornell admissions office.
Petra	: <u>You're risking faculty examination, in order to keep me here?</u>
Mr. Zimit	: I am a rational person. I know I need the best students in this class, to stay here. If I wanted to experiment thought. Get the best results.

The first brave attitude is showed by Petra. Petra is a brave person to decide that she can get out of the class, because she feels that it was not her place. Although her teacher threatens Petra, she does not care about it because her decision is right to outside from the class. The utterances that is underlined above shows braveness of Petra.

Datum 8

Character	Utterances
Kavi	: We're the last person on earth 10. We got stuck in the bunker. We are under the influence of atomic war. For a number of reasons unknown, will happen again. Stress alone is enough stop fertilization. Her womb is not stupid, he knows he does.
Mr. Zimit	: So they need help.
Bonnie	: <u>I do not like to hear it.</u>
Mr. Zimit	: Do you really still do not see it? We are here not only save ourselves. We're here to make sure life man continues. Reproduce is our top priority. Doubles partner for women. Currently all men should contribute. Maximizing your opportunities. No matter how much one of them did not like it.
Bonnie	: <u>We too hard pushed logic to survive. We are a great philosopher because he has big problems to be solved. But philosophy is not morality even logic has its limits. So let me explain this to you. You're not going to make me, to be with each man. In addition to the man who I want or different guy every night. If you try, I will kill you.</u>

The second brave attitude in this movie is showed by Bonnie. She talks to Mr. Zimit about fertilization for the new generation after 10 people is outside from the bunker. In the second thought experiment, it takes a place in Mount Bromo. In the bunker, Mr. Zimit says that they must make sure life man continues by double partner for women, but Bonnies rejected it. This is conveyed by Bonnie's utterance that **"We too hard pushed logic to survive. We are a great philosopher**

because he has big problems to be solved. But philosophy is not morality even logic has its limits. So let me explain this to you. You're not going to make me, to be with each man. In addition to the man who I want or different guy every night. If you try, I will kill you." Here, Bonnie shows her brave attitude to oppose the command from her teacher if she feels her teacher's command is incorrect.

Datum 9

Character	Utterances
James	: I have a question. Why do you cough before?
Mr. Zimit	: What?
James	: <u>Right after I took my card, you seem like a cough. Once again right after Petra takes the card. After that you do not cough anymore. It was weird.</u>
Mr. Zimit	: I was taking cough medicine.
James	: I do not see, and I kept looking at you. This box has a hidden compartment, like a magic box. All this is saying the same thing. Organic farmers are gay. <u>That's why you want me to go first. So every card that I take is the same. Then you replace it so each card is taken Petra, will be the same. Then you replace the entire random cards to others. First you make important, to make me a farmer. Then you make me deviate to make me gay. Which is relevant and outstanding if it was real but, why does it? Just to throw me out of the genetic pool? I know that you never thought I'm pretty smart in class. What it really bothers if I am here? Therefore one serious crazy grudge. For ordinary students.</u>

The third brave attitude is showed by James that he is brave to reveal his teacher's deceitfulness. In this way, James took his teacher's box. Then, he opened the box. From that box, he knew that his teacher is deceitful. He tried to ask about that box. In fact, his teacher is lie. Finally, James expressed his teacher's deceitfulness by displaying the contents of that box, like is showed from James's dialogue that is underlined above.

Datum 10

Character	Utterances
Petra	: Looks like you need a friend. Can I hug you?
Mr. Zimit	: Why?
Petra	: Because I know how hard this is for you. <u>I will do the change now. You would not like it. I have a suggestion. We difficulty in deciding who is elected several times. But I have a different way we can take, if you are willing. You know me, you know people what kind of me, good or bad thing. So I want to be responsible on who's in and out. If you agree I promise to use best judgment and fair.</u>
Mr. Zimit	: I do not interfere, now you have to determine their own fate.

The last brave attitude is also showed by Petra again. According to Petra's dialogue that is underlined above, she becomes brave to lead and determine the game. She said to Mr. Zimit that she will lead to the game. Besides, she also takes all of the decisions without Mr. Zimit inside of the decisions.

6. *Our lives will be more beautiful and happy if it is full of love and affection*

People lives with their own problems, life is not easy. God never gives problem outside of human capability. God always give His love for the human. According to the Holy Quran said Al- Fathihah verse 3: *“Most Gracious, Most Merciful.”*

Datum 11

Character	Utterances
James	: <u>Are you ok?</u>
Bonnie	: We do not see the bathroom.
Jack	: There was no condom.
Andy	: Sex is not fun anymore.
Poppie	: <u>Come look at this. This place seclusion with the edge of a warm room. Artificial garden, phototherapy. Bed, all to reduce depression.</u>

The utterances that is underlined in the dialogue above shows love and affection between friends. When in the bunker, they are always together in everything and keep each other. They realize when they were in dangerous situation; they have to keep the togetherness.

Datum 12

Character	Utterances
Mr. Zimit	: This prediction what happens next. True the bomb never falls there. But the whole world was destroyed. But as most of you the skills less useful, you cannot go back to Jakarta or build a shelter even grow their own food. So, you die

	because there were you are, just smart to survive.
Petra	: <u>Tragic and so strong, but wrong. We live, briefly, yes. Imperfectly, of course. Stupidly, sometimes. But, we don't mind, because that's the way we were made. And when it's time to die, we don't reject death, we call it.</u>
Mr. Zimit	: This is no longer a philosophy.
James	: How are you here?
Mr. Zimit	: I found the cave. I went quite deep to prevent radiation, which is now I know never came. After several months, I lost track of time and I hear you. I have one bullet left. I would use to kill you, if you need me to stop action which is very absurd. That may be the end of human civilization.

According to underline utterances above, shows that all of the students have love and affection attitude. When they get out from the bunker in the last thought experiment, Mr. Zimit thought that they will die. But, he was wrong. Petra tells to him if they protect and dear each other in that place. So, they can long live until in the end they die. But, when the death will come in the last thought experiment, Mr. Zimit suddenly came and wants to kill James. Petra and all of them protect each other. Finally, the last thought experiment was end.

7. *Strong Belief makes us not be influenced by others easily*

Strong belief is about big expectation. When someone has little pessimists to do something, they will have many ways to ignore it. They will motivate their selves to still believe their selves. It is difficult to do but they could through it.

In this movie, the guidance is showed by all of the students in the bunker, especially Georgina. Georgina has a strong belief that there is no exit code. She thinks that Mr. Zimit only taunting them. This dialogue can help to show the strong belief of Georgina.

Datum 13

Bonnie	: It's lie, there is no exit code. Let's find out.
Jack	: No, no, no!
Chips	: You will overflow us with radiation when opened.
Bonnie	: What if we need a code to get out?
Jack	: We will live throughout the year without knowing the answer.
Georgina	: <u>I tell you, instead write only he knew the exit code. He could be newly written down the code.</u>
James	: Meaning?
Georgina	: <u>He's just taunting us. He knew it was going to a riddle bothers us for 12 months.</u>
James	: I do not believe so.
Poppie	: Why bunker need a code to get out?
Andy	: Security precautions. Prevent someone from opening the door, without realizing it would kill us.
Omosede	: He would not bury us here.
Geordina	: <u>Maybe he wants. We did dirty and locked him out.</u>
Andy	: 364 more days until we know who is right?

In underline utterances above, shows Georgina has a strong belief that there is no exit code. She thinks that Mr. Zimit just taunting them because they do something dirty and locks him out. So, she is not influence with the her other friends' utterances.

8. *Self-confidence can makes us know everything in our life*

Self-confidence is a good thinking that will affect to someone about what they do that make them be happy. So that, they will be ignore all words of other people, but if it makes a good thought they will do it. It's described by Petra's attitude as the following dialogue.

Datum 14

Character	Utterances
Petra	: Looks like you need a friend. Can I hug you?
Mr. Zimit	: Why?
Petra	: Because I know how hard this is for you. <u>I will do the change now. You would not like it. I have a suggestion.</u> We difficulty in deciding who is elected several times. But I have a different way we can take, if you are willing. <u>You know me, you know people what kind of me, good or bad thing. So I want to be responsible on who's in and out. If you agree I promise to use best judgment and fair.</u>
Mr. Zimit	: I do not interfere, now you have to determine their own fate.

According to dialogue above, Petra has a good self-confidence in the situation of the underline utterances. She decides to be a leader of the game in the last thought experiment confidently. In addition, she

can convince to her friends by her self-confidence. She said to her friends that she will be fair and responsible to take the decision. In this dialogue, we know that Petra asks to Mr. Zimit to be a leader of the game, and then Mr. Zimit allows her.

9. *Peace loving attitude can bring us a peaceful life.*

Datum 15

Character	Utterances
Mr. Zimit	: James mentioned your best character.
James	: <u>I am a man of peace.</u>
Mr. Zimit	: So he is a man of peace in our experiments. It was a close call, between two people of different sexes, always ahead of women. Because spawned into the main job after the apocalypse.

Peace loving attitude is pure intention to make everyone united in diversity. If everyone has the peace loving attitude, our life will be peaceful. In this movie, peace loving attitude is showed by dialogue of James and Mr. Zimit. When the teacher asked him about their good character, he said about peace loving. James is an organic farmer that has peace loving attitude in his life.

Datum 16

Character	Utterances
Mr. Zimit	: Get out of there! Out! Out!
Petra	: You're looking for this? Can I hug you? I put to you now. You're going to go and find beliefs alone with this. Save this, you're going to use it

	if you need it.
James	: <u>Put them away! Put the bullets and go!</u>
Mr. Zimit	: <u>You cannot shoot me, you people who love peace.</u>
James	: <u>I make an exception.</u>
Mr. Zimit	: You would not know the exit code without me.
Bonnie	: 7-3-8-7-2. Eidetic memory.

The dialogue above between Mr. Zimit and James also showed peace loving attitude. When Mr. Zimit asked all of the people in the bunker to get out from the bunker, James tries to oppose Mr. Zimit. James a peace loving man that tries to protect his friends with opposes Mr. Zimit. Mr. Zimit said that James cannot oppose him, because James is a peace loving man in this world. So, James must be peaceful man. It means that James answers the question of Mr. Zimit in which James makes an exceptional about it. Finally, Mr. Zimit goes from the bunker.

So, from the underline dialogue above, we know that James has a peace loving attitude. If James has not a peace loving attitude, of course he will kill Mr. Zimit. But, James asked to Mr. Zimit to go away from the bunker and he does not kill him. This is a peace loving attitude.

10. Sometimes we must make a sacrifice for others, although it is very hard.

Sacrifice for other means giving help to other without expecting counterclaim. In this life, we must be willing sacrifice for other, sometimes. But in fact, it is very rare a man who want to be brave to sacrifice for other without expecting counterclaim. Most of people would like to think about themselves than think about other. That's the fact in our life, now.

Datum 17

Character	Utterances
James	: Petra, come in.
Petra	: <u>I did not ask for this, I can save myself.</u>
James	: This is the last slot, Petra!
Petra	: <u>Bonnie gets inside.</u>
Bonnie	: <u>I am a soldier, I know to knock down everything, and you engineers build everything you know. I do not really feasible.</u>
Petra	: <u>My mind blurred. In my apocalypse everyone as valuable as others.</u>
James	: No.
Bonnie	: <u>Do not let you sacrifice yourself for me.</u>
Petra	: <u>Do not let you sacrifice yourself for me.</u>
Bonnie	: We both will fail. You're wasting slots for a person to live.
Petra	: <u>Chips?</u>
James	: Petra. No problem with the slot, we have to go now.

Petra	: We'll climb aboard and go. We will find the island outside the blasting zone. There is still time.
-------	--

In dialogue above, the sacrifice attitude is showed by Petra and her friends in this movie. When Petra become a leader in the game, it is appropriate with the last of thought experiment. She had better choose her friends than she must get inside in the bunker. She chooses fairly her friends and bases on her thought. Although her decision cannot be accepted by her teacher but she does not care about it. Finally, that game still leaves behind one slot again to get inside in the bunker. James asks for Petra to get inside in the bunker but she does not want to do it. Then, she asks for her friends (Bonnie) to get inside in the bunker. But, Bonnie also does not to do it. Finally, Petra asks for Chips to get inside in the bunker.

From the dialogue above, we can know that Petra and Bonnie have an attitude of willing sacrifice. Both of them willing sacrifice for other. Bonnie cannot let Petra sacrifice herself for her. And Petra cannot let Bonnie sacrifice herself for her. So, that is sacrifice for other without expecting counterclaim.

11. *In this life, we must hold on to the religion that we believe*

Datum 18

Character	Utterances
Kavi	: You said you're out of principle. Jack may be willing roll up your sleeves? So Jack out. Nelson already spoken. Chips unfortunately barren. <u>And sleep with the interfaith not banned. In my religion but, Sleeping with a partner which is not yet valid, is prohibited. So stay Mr. Zimit.</u>

In our life, whatever our religion become religious is very important. It can be our life aimed. In this movie, the religion attitude above is showed by the dialogue of Kavi. He explains about his belief to his friends. The underline utterance shows that Kavi has a religious attitude.

Datum 19

Character	Utterances
Petra	: <u>And finally we pray. We pray for our friends that are not with us. We pray for victims survivors worldwide. We pray for animals had no shelter. We pray for the elderly, we pray to the Lord. There is a sort of grand plan in his power. And a year has already passed.</u>

The religious attitude is also showed by the dialogue of Petra. In the utterances above, Petra prays for all of her friends that cannot be save in the atomic disease in thought experiment. In addition, she also prays for all of people in the world, their parents and another.

12. *In this life, we can get the credibility from other if we have a responsibility*

Responsibility can be defined as an assuming accountability for a task, decision or action. A person is said to be responsible for something when he or she accepts the consequences of something. The guidance above is showed by the dialogue of Mr. Zimit to their students in this movie. After finishing the last meeting in the philosophical class, Mr. Zimit asked for the students to submit their last book report. All of the students can submit their last book report on time.

Datum 20

Character	Utterances
Mr. Zimit	: Thanks to it, Chips. <u>Do not forget to collect your books.</u>

In the situation above, it is explained that after the last meeting in the philosophical class, Mr. Zimit asked for the students to submit their last book report for their assessment. Then, all of the students can submit their last book report on time. They have a responsibility in their life, especially in their assignment. So, Mr. Zimit can give the students a good value of their task.

13. Honesty can evade us from the problems can complicate ourselves

Datum 21

Character	Utterances
Petra	: You difficulties me, Eric. Brings us to the question of James. I was wrong about you.
Mr. Zimit	: He's not smart enough for you. How did you still do not see it?
Petra	: Being smart is not everything, what do you do as you expect? <u>Tortured him senseless, because he did not know about us. I'm not sure he needs to know. Especially after today's behavior. I love him, so leave him alone.</u> Guess why you cannot. I cannot put cut simultaneously. Who could?
Mr. Zimit	: You.

Honesty is telling about the truth, and everyone likes it. Telling about the truth allows everyone to know what is exactly happened, and it help people feel safe and peaceful inside. It is described in conversation between Mr. Zimit and Petra. When Petra chats with Mr. Zimit about their private problem, Petra became honest to Mr. Zimit if she loves James. So, Petra asked for Mr. Zimit to leave him and don't disturb him again.

Datum 22

Character	Utterances
Petra	: Nobody tried taking something from you.
Mr. Zimit	: <u>I am angry because you will go to Cornell. I</u>

	<u>still do not understand how he can accept.</u>
Petra	: I wrote the essay for him.
Mr. Zimit	: Do you?
Petra	: No.

In the conversation between Mr. Zimit and Petra above, Mr. Zimit also tells the truth to Petra, if he cannot understand how James can be accepted in the Cornell University. So, it makes him become angry. Mr. Zimit also tells the truth to Petra if he becomes angry because Petra will go to the Cornell University with James.

Datum 23

Character	Utterances
Mr. Zimit	: Winter in Ithaca is very bad. You will be cold.
Petra	: I'm going to buy a sweater.
Mr. Zimit	: <u>Do you honestly believe, if James can compete with you?</u>
petra	: <u>Only in excellent class like this. Anyone may be pointed at did not have the ability?</u> You want me not to college? And living in Jakarta? That's what you asked me?
Mr. Zimit	: There are several universities in the city. Can you imagine how we match each other?
Petra	: Yes.
Petra	: But you know it cannot happen.
Mr. Zimit	: Of course I know.

Honesty attitude is also showed by Petra in conversation above with Mr. Zimit. When Mr. Zimit asks to her about what she believes that James competes with her. She answers that only in the excellent class James can compete with her.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two elements, conclusions and suggestions of the research.

A. Conclusion

After analyzing “The Philosopher” movie, in this chapter the writer would like to draw the conclusion of the research result of moral message in “The Philosopher” Movie. Moral message is message that we can take and learn in daily life, in relation with a good or bad attitude of people.

Here, there are thirteen moral messages that are found and can be learned in “The Philosopher” movie. Based on the researcher analysis, moral messages in this movie are 1) kindheartedness or friendly attitude makes us feel comfortable in everywhere, 2) discipline attitude brings us to success, 3) enthusiasm attitude makes us highly motivated in this life, 4) loyalty makes us to believe in other, 5) we have to be brave to do something that is difficult but it is correct and is the best choice for long-term, 6) our life will be more beautiful and happy if it is full of love and affection, 7) strong belief makes us not influenced too easily, 8) self-confidence can make us know everything in our life, 9) peace loving attitude can bring us in the peaceful life, 10) sometimes we must make a sacrifice for other, although it is very hard, 11) in this life, we must hold on to the religion that we believe it, 12)

in this life, we can get the credibility from other if we have a responsibility attitude, 13) honesty can evade us from the problems that it can complicate ourselves. All of the moral message above can give influence to the viewer directly or indirectly.

In the previous study in chapter 2, there are some researchers who studied of an analysis of moral value in the movie. It is different result from other researcher. In this research, the result is formed of moral message such as kindhearted or friendly attitude makes us feel comfortable in everywhere, and so on. It is explained in explanation before. Whereas, in other researcher the result is formed of moral value such as discipline, enthusiasm, kindhearted, and so on.

B. Suggestions

In the end of this paper, the writer would like to give some suggestions as follows:

1. This research is expected to be useful for many people who are interested in the study of literature. In the State Islamic Institute (IAIN) of Metro, the research about literature is very lake. So, the writer hopes that this research can motivate for other researcher to take the literature for their research.
2. From this research, the writer suggests the people to watch the movie is not only as media of entertainment but also as media of education and knowledge. In this case, we should know about the

moral message in the movie when we watch the movie. So, we can take and learn about the moral messages and apply them in the daily life.

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APPENDICES 1

OBSERVATION GUIDELINES

Guidelines Moral Value based on Linda’s Opinion

Num.	Linda’s Opinion			Notes
	Aspect	Availability		
		Yes	No	
1	Honesty	✓		Petra chats with Mr. Zimit about their private problem, Petra became honest to Mr. Zimit if she loves James. So, Petra asked for Mr. Zimit to leave him and don’t disturb him again.
2	Courage/Bravery	✓		We have to be brave to do something that is difficult but it is correct and is the best choice for long-term
3	Peace Ability	✓		Peace loving attitude can bring us in the peaceful life
4	Self Reliance and Potential		✓	
5	Discipline and Moderation	✓		Discipline attitude brings us to success
6	Loyalty	✓		Loyalty makes us to believe in other
7	Respect	✓		We have to be brave to do something difficult but it is correct and is the best choice for long-term
8	Love	✓		Our life will be more beautiful and happy if it is full of love and affection
9	Kindness and Friendliness	✓		Kindheartedness or friendly attitude makes us feel comfortable in everywhere
10	Justice and Mercy		✓	



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Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **CUNTI DWI PRATIWI**
NPM : 1701070172
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF MORAL MESSAGE IN " THE PHILOSOPHER MOVIE "

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2021
Ketua Jurusan
Pendidikan Bahasa Inggris
Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200601 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.pustaka.metrouniv.ac.id; e-mail: pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN IZIN RISET
Nomor : P.15/In.28/U.1/OT. 1/03/2021**

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-0464/In.28.1/J/TL.00/02/2021 tanggal 22 Februari 2021 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : CUNTI DWI PRATIWI
NPM : 1701070172
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan pra-riset penelitian yang berjudul : "AN ANALYSIS OF MORAL IN 'THE PHILOSOPHER MOVIE'" di Perpustakaan IAIN Metro.

Demikian surat izin prariset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 08 Maret 2021
Kepala Perpustakaan,



[Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**SURAT KETERANGAN
BEBAS PUSTAKA JURUSAN PBI**

Yang bertanda tangan di bawah ini menerangkan bahwa:

Nama : Cunti Dwi Pratiwi

NPM : 1701070172

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : AN ANALYSIS OF MORAL MESSAGE IN THE
PHILOSHOPHER MOVIE

Bahwa yang namanya tersebut di atas, benar-benar telah menyelesaikan bebas
pustaka Jurusan pada Ketua Jurusan PBI Institut Agama Islam Negeri Metro
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 01 Maret 2022
Ketua Jurusan PBI

Andianto, M.Pd
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1329/In.28/S/U.1/OT.01/11/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Cunti Dwi Pratiwi
NPM : 1701070172
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070172

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 November 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Cuti Dwi Pratiwi

Jurusan : TBI

NPM : 1701070172

Semester : IX/2021

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Rabu, 28/4	✓	NO -> Table of Contents & Bibliography } Complete it! - why don't you research on Islamic Moral Values / Message in that movie ???	<i>Cuti Dwi Pratiwi</i>
2.	Rabu, 30/4		- use the guidance book!	<i>Cuti Dwi Pratiwi</i>

Mengetahui
Ketua Jurusan TBI,

Andhanto
Andhanto, M.Pd.
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Umi Yawisah
Dr. Umi Yawisah, M.Hum
 NIP. 196204241999032001



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Cunti Dwi Pratiwi
 NPM : 1701070172

Jurusan : TBI
 Semester : VIII/2021

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 30/6	.	ACC for seminar	

Mengetahui,
 Ketua Jurusan TBI

Andianto, M.Pd.
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Dr. Umi Yawisah, M.Hum
 NIP. 19620424 199903 2 001




KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Cunti Dwi Pratiwi
 NPM : 1701070172


Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : IX/ 2021

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu, 1-12-2021	Ace for research instrument	

Mengetahui,
 Ketua Jurusan TBI


ANDIANTO, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing,


Dr. UMI YAWISAH, M.Hum
 NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA
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 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Cunti Dwi Pratiwi
 NPM : 1701070172

Jurusan : Tadris Bahasa Inggris (TBI)
 Semester : IX/ 2021

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu, 29/12 -21	same mistyping → revise them	
	Kamis 30/12 -21	ACC for MUNAGOSYAS	

Mengetahui,
 Ketua Jurusan TBI

ANDIANTO, M.Pd
 NIP.198711022015031004

Dosen Pembimbing,

Dr. UMI YAWISAH, M.Hum
 NIP. 19620424 199903 2 001

AN ANALYSIS OF MORAL MESSAGE IN "THE PHILOSOPHER" MOVIE

by Cunti Dwi Pratiwi 1701070172

Submission date: 17-Feb-2022 08:31AM (UTC+0700)

Submission ID: 1764224597

File name: Cunti_Dwi_Pratiwi.docx (229.45K)

Word count: 12186

Character count: 65134



AN ANALYSIS OF MORAL MESSAGE IN "THE PHILOSOPHER" MOVIE

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SURAT TUGAS

Nomor: B- 0221/In.28/D.1/TL.01/01/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **CUNTI DWI PRATIWI**
NPM : 1701070172
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF MORAL MESSAGE IN THE PHILOSOPHER MOVIE".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Januari 2022

Mengetahui,
Pejabat Setempat

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 197505052001121002

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN IZIN RISET
Nomor : P.10/In.28/U.1/OT. 1/02/2022**

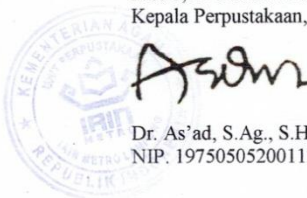
Berdasarkan Surat Wakil Dekan Akademik dan Kelembagaan Nomor : B-0220/In.28/D.1/TL.00/01/2022 tanggal 28 Januari 2022 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama : CUNTI DWI PRATIWI
NPM : 1701070172
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF MORAL MESSAGE IN THE PHILOSOPHER MOVIE" di Perpustakaan IAIN Metro.

Demikian surat izin prariset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 02 Februari 2022
Kepala Perpustakaan,



As'ad
Dr. As'ad, S.Ag., S.Hum., MH.
NIP. 197505052001121002

CURRICULUM VITAE



The author's name is Cunti Dwi Pratiwi. She was born in Purworejo, August 14, 1999. She is the second daughter of husband and wife Mr. Bambang Susilo and Mrs. Watini. he has one sister and one brother. He enrolled his studies at SDN 1 Purworejo, in 2005-2011. He continued his education at Madrasah Ibtidaiyah Ma'arif 02 Kotagajah in 2011-2014. She continued his studies at Madrasah Aliyah MA Ma'arif 9 Kotagajah 2014 and finished 2017. After graduating from SMA Ma'arif 9 Kotagajah, the author continued his studies in Metro City. In 2017, he enrolled as a student from the S1 Department of English Education at the Metro State Islamic Institute (IAIN). Then, tehe author took a study as an undergraduate student majoring in English education at the Metro State Islamic Studies Institute (IAIN).