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MORAL VALUE IN *SOUL* MOVIE AND ITS CONTRIBUTION TO TEACHING LITERATURE

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Abstract

Literature is imaginative works that define human life that society can enjoy, understand, and use. One of the literary forms is a movie. The movie is one form of famous literary work presented visually that contains elements of narrative or story. Using movie also can know a lot of information such as learning the foreign language. A movie is a tool to convey the message depending on the audience because the movie show to the audience through visualization. This research design uses qualitative descriptive. The data sources for this research were taken from a movie is titled *Soul*. After the researcher has collected all of the data, the researcher will reduce and select the movie for analysis. After that, the researcher will summarize the research result and conclude the research result. This study analyzed the types of moral value, the most dominant moral value, and the contribution to teaching literature. The total numbers of moral value in *Soul* movie are 16. They are self-confident and potential (6), helping other (2), respect (2), responsibilities (1), courage (1), love and affection (3), and appreciation (1). The most dominant moral value in *Soul* movie is self-confidence and potential, and the total numbers are 6 screenplay.

Keywords: *literature, moral value, movie*

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INTRODUCTION

Literature is an imaginative work that defines human life that society can enjoy, understand, and use. Usually, literary works describe a story and dramatize the situation. The author will write this work in literary form. One of the literary forms is movie. The movie is one form of popular literary work presented visually that contains elements of narrative or story. The movie is a medium for educating a person and improving understanding of a particular subject even though it is visual. Using movie also can know a lot of information such as learning the foreign language. People watch movies because they require entertainment, understand the message stored in the movie, and fill their free time. According to Yousuf and Dadabhoy (2013), the movie can clearly show and give the audience an idea of their role. Some people were involved in the message, and some people of the message we can capture in the movie are moral value. A movie is a tool to convey the message depending on the audience because the movie show to the audience through the visualization. Some people were involved in the messages, and some people of the message we can capture in the movie are moral value.

Based on the statement above, movie is an accessible medium for learning activities. The movie also has many benefits, such as entertaining the audience and message in moral value. From the moral value, the audience can realize it in their daily life. Moral is habits in determining right or wrong and ordinances that have become a habit for society. According to Johnston (2002), moral value is uttered in attitude, which becomes viewable in judgment and concrete behaviour. So, it means moral value is an attitude expressed and realized in real life. Moral values are not rules that aim to achieve ideal goals, and their validity depends on their success or failure in learning the plan itself.

Soul is one of the movie that has a lot of moral value for the audience. *Soul* is a movie produced by Pixar Animation Studio for Walt Disney Pictures. *Soul* is a movie about how Joe Gardner (Jamie Foxx) is an in middle school music from New York City and dreams of a jazz concert. The writer chose the movie because it takes place against the background of jazz music, and the movie shows the lives of two different worlds (The Great Before). The audience is shown how these spirits happened before entering the human body and how these spirits get a sense of pleasure, sadness, trouble, and others.

This study focuses on the analysis of moral value in the *Soul* movie. The differences between this research and previous research is this research focuses on analyze the moral value in *Soul* movie, and the contribution to teaching literature. The writer hopes this study would be able to emphasize the importance of moral value to the reader. The researcher chose the topic to analyze the moral value in *Soul* movie because the moral value may be derived from any work of literature such as movie. Movie may be used as an alternative media to teaching literature. *Soul* movie offers a lot of moral value. Based on the discussion above, the researcher has a research problem: 1) what are moral values in *Soul* movie? 2) Which moral value is dominant in *Soul* movie? 3) How do the moral value in *Soul* movie contribute to teaching literature?

METHODS

To analyze *Soul* movie, the researcher used descriptive research. Qualitative research is research that understand the meaning of an incident or event related to the person in the event. Qualitative research understood different methodological traditions and researched social and

human problems (Creswell, 2000). Qualitative research considered diverse methodological attitudes and investigated social and human issues. The purpose of this study was to identify and describe types of moral values found out in *Soul* movie, the most dominant moral value in the *Soul* movie, and the contribution to teaching literature.

Qualitative data collection is practiced to design and describe problem in the arrangement and movement in routines and methods. Usually, this data often goes unnoticed that the data is transparent, the facts are clear, the fundamental of the truth itself. In analyzing the study, there were two data sources for the analysis. They are *Soul* movie and the script *Soul* movie. The file of the movie is downloaded on the application Disney Hotsar+. In the movie that is the subject to analyze, the writer will follow the storyline and character of each actor to get moral value. The secondary data source is movie script, and the writer gets it from the website www.scrapsfromtheloft.com. The writer reads the script movie and analyzes the moral value. The researcher identifies and describes the types of moral values.

Qualitative methodology are methodologies that do not relate to statistic or measurements. In recent years, qualitative research validity has evolved so as result in the development of qualitative projects funded and news published. In analyze *Soul* movie, the writer use descriptive techniques. The analysis is chase after collecting the data. The data was collected from the movie's *Soul*. Watching the movie, understanding the movie, and writing down the information in *Soul* movie.

The writer watch the movie by adding subtitle while reading the movie script. By providing additional the subtitle can help the writer follow the dialogue without missing anything. Then, the writer analyzes the moral value of what is in the movie. Finally, the writer makes a conclusion based on data analysis.

Data analysis is a technique for locating and designing interview transcripts, field notes, and data to improve comprehension and show it to others. Data analysis begins with the study and search of data collection records, followed by grouping the data into several units, synthesizing, arranging patterns, selecting important ones according to the aspects studied, and lastly, concluding. According to Miles and Huberman, (1994: 10), there are three types of qualitative data analysis. They are data reduction, data display, and conclusion drawing/verification.

In this research, the researcher uses triangulation theory according to Miles and Huberman in three steps as follow:

1. Data reduction

The researcher concentrates on grouping and analyzing the data following the research purpose. At this stage, the researcher reduces data by sorting, grouping, making abstraction, changing raw data from records.

2. Data display

The researcher summarizes data in the notes, then organizes the data and presents the result.

3. Conclusion and Drawing Verification

The final step in qualitative data analysis is withdrawing conclusion from verification. The conclusion is the answer to formulating the problem and truths that researchers have expressed since the beginning.

FINDINGS AND DISCUSSION

The research was qualitative research that analyzed the moral value in the movie *Soul*. In this part, the findings of data obtained on *Soul* movie will be provided in the table. The research aims to discover the moral value in *Soul* movie, find the most dominant in *Soul* movie, and contribute to teaching literature. The data were taken from script movie that the research had identified.

No	Types of moral value	F
1.	Self-confident and potential	6
2.	Helping other	2
3.	Respect	2
4.	Responsibilities	1
5.	Courage	1
6.	Love and affection	3
7.	Appreciation	1
TOTAL		16

The researcher found that from seven types of moral value in *Soul* movie, the most dominant moral value is self-confidence and potential. It was six and found in screenplay page 1, screenplay page 8, screenplay page 18, screenplay page 54, screenplay 109, and screenplay 110. The second is love and affection. It was three and found in screenplay pages 92-93, screenplay 97, screenplay 112. The third is helping others and respect. Each of them was 2 and helping other found in screenplay page 40, and screenplay page 123, while respect found in screenplay page 66, and screenplay page 79. The last one is responsibilities, courage, and appreciation. Each of them was one, for responsibilities found in screenplay page 74, courage found in screenplay page 81, and appreciation found in screenplay page 118.

The writer finds the research question in this part. They are moral values in *Soul* movie, the most dominant moral value in *Soul* movie, and the contribution to teaching literature. They are as follows:

1. Moral Value in *Soul* movie

a. Self-confident and potential

Screenplay page 1

In the screenplay page 1, tells that Connie is Joe's student, and when the class begins, only Connie notices Joe while following the rhythm of his music. She was self-confident when playing the trombone in front of the class while his friend laughed at her.

Screenplay page 8

The screenplay page 8, tells that Joe played his piano in front of Dorothea William. She was a jazz musician that Joe liked. When Joe played his piano, he was self-confident and potential, and he showed his skill on the player piano.

Screenplay page 18

The screenplay page 18 tells that Joe tried back to earth using the earth portal, but he always failed because he had no earth badge. When he tried again, but he was still in the same place. His effort showed that he was self-confident and had potential.

Screenplay page 54

The screenplay page 54 tells that 22 was Joe's partner in You Seminar, 22 said that she could not walk because when she learned in You Seminar, she always failed, but she tried to walk. It shows that 22 was self-confident and potential.

b. Helping other

Screenplay page 40

In the screenplay page 40 tells that Joe could not believe what 22 did to help him back to earth. 22 helped him because she felt pity for Joe. 22 wanted to know about his life, Joe's life very bored, sad, and pathetic, and why Joe wanted back to his life. So, 22 tried to help him. It shows that 22 was helping others.

Screenplay page 123

The screenplay page 123 tells that Joe helped 22 begin her new life on earth. He gave up his life to 22. He also guided 22 to enter the earth portal. It shows that Joe was helping others.

c. Respect

Screenplay page 66

Page 66 tells that Curley was Joe's student in the screenplay, now he worked at Dorothea's band. One of their team was in business, so they decided to look for a replacement for the keyboardist. So, Curley called Joe to fill up his position because only Joe's class made him feel better when Curley was in school. It shows that Curley was respectful to Joe.

Screenplay page 79

In the screenplay page 79 tells that Dez was a barber. 22 and Joe came to Dez because 22 wanted to cut Joe's hair. Then, 22 feel served like a boss, like 22 wanted a candy Dez to give it. 22 amazed, how can Dez did that. Dez said that every customer would be treated like a boss. It shows that Dez was respect to every customer.

d. Responsibilities

Screenplay page 74

In the screenplay page 74 tells that Terry tried to find Joe's identity because Joe lost in The Great Beyond. So, he tried to find where Joe was, he tried to find his identity, and he went to earth to found him. It shows that Terry was responsibilities for his work.

e. Courage

Screenplay page 81

The screenplay page 81 tells that he wanted to be a veterinarian when Dez was young, but he could not realize his dream because it was so expensive that he had to support his family. So, Dez decided to take a barber course because it was cheaper than a veterinarian school. It shows that Dez was courage.

f. Love and affection

Screenplay 92-93

The screenplay page 92-93 tells that when Joe and 22 arrived at Libba's seam, Joe forgot to kiss Melba. Joe's habit when he met Melba was to kiss her. It shows that Joe was love and affection.

Screenplay page 112

In the screenplay page 112 tells that Melba and Lulu watched Joe's performance. They said they enjoyed his performance, and they were proud because Joe could perform with the musician idol he liked. It shows that Melba and Lulu was love and affection.

g. Appreciation

Screenplay page 118

In the screenplay page 118 tells that Terry could make Joe return to The Great Beyond. So, the counsellor gave him a trophy to appreciate him. It shows that the counsellor was an appreciation to Terry.

2. The most dominant moral value in *Soul* movie

In the *Soul* movie, the most dominant are self-confident and potential. They are found on screenplay page 1, screenplay page 8, screenplay page 18, screenplay page 54, screenplay page 109, and screenplay page 110. Some screenplay shows how they are confident and ambitious, such as:

Firstly, as the class progressed, Joe's class was not conducive. No students notice him except Connie. She is confident when playing the trombone in front of her friends, even though her friends laugh her. **(Screenplay page 1)**

Secondly, when Joe is called by one of his students to come to meet Dorothea William, Joe ask to play the piano in place of one of the piano player who could not attend. Then, he played the piano in front of his musician idol. **(Screenplay page 8)**

Thirdly, Joe tried to go back to earth using Earth Portal. He cannot go back to earth if he has an Earth Badge. To get it, he must attend in You Seminar. **(Screenplay page 18)**

Fourthly, when 22 in You Seminar, she always tried to learn how to walk, but she failed, and when Joe requested her to walk, she tried it. **(Screenplay page 54)**

Fifthly, 22 gave Joe Earth Badge, and then Joe can back to earth. He rushed to The Half Note to talk to Dorothea and asked her to join the show as a pianist. **(Screenplay page 109)**

Sixthly, Joe went to saw Dorothea. He asked her to play the piano and still join Dorothea's band because he knew his skill well. **(Screenplay page 110)**

3. Contribution to teaching literature

Teaching English is inextricably linked to teaching literature. Literature is one of the most challenging courses to teach in a university, particularly in the English Department of Arts and Humanities.

The study of literature by students at Universitas PGRI Semarang, particularly in the English Department, generally begins in the fourth semester with an introduction to literature course. Students can also learn about the definition of literature, types of literature, and the moral value in literature class. Students can examine how literary work's moral value is represented in literature.

Literature is a work in the form of writing and printing. Novels, short stories, comics, dramas, movies, poetry, etc., are all examples of literary work. The researcher of this study chooses a movie to teach literature. Movie is considered a literary work because it tells a story. Students may also use movies to strengthen their English skills, such as listening, speaking, reading, and writing. An excellent movie may have a positive impact on the audience and readers. Inside the movie, there is moral value that we may learn.

To show the movie during the literature course in the class, the lecturer explains the movie's core to the students. The lecturer explains the movie's content in an outline of the movie, and the students understand each plot. The lecturer presents a movie that is 01.40.13 to students, and the lecturer must be able to set the duration so the student is not too dull. Students look for the moral value in *Soul* movie by forming groups, discussing them, taking notes, and presenting them. When the lecturer shows a movie for literature learning, students feel entertained and not easily bored while learning occurs—that way, students can find out the types of moral value contained in *Soul* movie. Teaching literature is typically helpful for adding knowledge, skills, information to deal with every problem. As a result, the researcher wishes to explore how movie, as a literary form with moral significance, may benefit the teaching literature.

CONCLUSION

The research above can conclude seven types of moral value found in *Soul* movie from the research above. There are totals 16 moral values that appeared in *Soul* movie. They are self-confidence and potential (6), helping others (2), respect (2), responsibilities (1), courage (1), love and affection (3), and appreciation (1). Furthermore, the most dominant moral value in *Soul* movie is self-confidence and potential. There are found in screenplay page 1, screenplay page 8, screenplay page 18, screenplay page 54, page 109, and page 110. In addition, the contribution of *Soul* movie in teaching literature, the lecturer explains the moral value so that the students understand the moral value. The lecturer shows the *Soul* movie to students, and they observe the movie and can analyze moral value in the *Soul* movie. Then, the students make a group and explain the result of the discussion.

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