

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to deal with the theories related to the problem of this research and the review of related literature. It describes education, value, educational values, movie, relation between movie and education and the professionalism of teacher.

A. The Definition of Education

Education has an important role in one's life. Education is a provision to the learner to perform certain tasks in the community for livelihood. People can hold education anywhere, not only in formal institution. For example, in the family. Family is the first institution and the foremost in the community because it is the place where humans are born and grow up. The ways of education in the family affect the emergence and the development of character, manners and personality of each human being.

Education as a reconstruction or reorganization of experience to make it more meaningful, so that experience can be gained to next experience which will be accepted. While Ki Hajar Dewantara says that education is pursuit for children's growth. That is, the educational pursuit of all ability of their children, so that they are as human as well as members of society can achieve salvation and happiness.¹

Education is defined as the process of giving or receiving systematic instruction and to educate someone is to provide, intellectual, moral and social instruction. It can be seen that

¹ Muhammad Nasir, "Educational Values of the Dream and Reality Psychoanalysis in "Sang Pemimpi" (the Dreamer), a Novel by Andrea Hirata", *Journal of Education Research*, 22 (2015), 54-67.

education concerns not just intellectual progress but also social and personal development. Also, education leads to change. It has been suggested that to be educate, implies that, the individual has been changed by the experience of education in terms of behaviours toward others, ability to understand the world an ability to do things in the world.²

From the description above, the researcher can take a conclusion that the meaning of education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

B. The Definition of Value

Value is derived from Latin word *vale're*, it means useful, capable, have power, force, so it is defined as something that is considered to be good., useful and the most valid according to the belief of a person or group of people. Value is the quality of a thing that makes it persued, appreciated, useful and it can make people become respectful.³

According to Steeman, values are embedded in the curriculum, the school culture and the behaviour of the teacher. The question is not whether teachers display values in education, but rather which values they display, and how the teachers work with values in their teaching. Values are embedded in educational practices, in curriculum materials and in discourses in school. Values are the ideological flavor of teaching. Values can be taught

² Robert Thornberg and Ebru Oguz, Teachers' Views on Values Education. A Qualitative Study in Sweden and Turkey, 2013, *International Journal of Educational Research*, (59), 1, 49-56.

³ Terence and Neil Hawkes, "Values Education: A Pedagogical Imperative for Student Wellbeing", *Educational Research International*, 2 (2013), 1.

explicitly, but values are always interwoven in regular teaching practices. Sometimes these hidden values become consciously when teachers reflect on their educational practice. But generally, the values remain hidden and do their work and influence the identity development of students.⁴

It can be concluded that the values cannot be separated from human life. Values has always been a standart which directs every action or human performance.

C. The Definition of Educational Value

Education has the greatest value. All those activities that are good, useful and valuable from educational point of view are considered as educational values. Education has its aims to modify the nature of the educand and not marelly to supply a certain amount of knowledge. According to J. Ruskin in Nikita Iyer's article, 'Education does not mean teaching people to know that they do not know, it means teaching them to behave as they do not behave'. Thus, the ultimate aim of education is to achieve good life.⁵

Educational values are cultivating and developing the values in a person. Education values is the spirit of education, so wherever, he is taught the value of education will present it self. Educational value is the value of education. Educational value sometimes mentioned by exminister of Education and Culture of the Replubic of Indonesia, which was then chaired by Prof. Dr. Nugroho Notosoesanto. He explicitly convey that education was

⁴ Laurie Brady, "Teacher Values and Relationship: Factors in Values Education", *Australian Journal of Tacher Education*, 36 (2011), 1-12.

essentially has two missions at once, the first mission is academic education and second mission is character education.

Based on the explanation above, education values can also be interpreted that the educational changes experiences to be more positive, if the first model only as the teaching of science education, as moral degradation, then education must also be balanced with educational value.⁶ Education basically include all actions or efforts of the older generation to transfer science (transfer of knowledge), skills and experience to younger generation, namely the effort to prepare them t]o meet the functional life, either physical or spiritual. So, the conclusion from the explanation above that the educational value is important because it represents the transition process of the transfer of knowledge to the transformation of value, to make smart students who are not only academically but also practically in daily life.⁷

According to Linda and Eyre educational values are divided into two groups are as follows:⁸

1. Values of Being (who we are)

The values of being is a value within human being involved into the behaviour and the way we treat others. Also, values of being begin with the development of a quality

⁶ Lovat, Terence and Clement , “Quality teaching and Values Education: Coalescing for Effective Learning”, *Journal of Moral Education*, 37 (2008), 7.

⁷ Kaswardi, “Pendidikan Nilai Memasuki Tahun 2000”. (Jakarta: Grasindo, 1993), 3.

or an attitude within ourselves that determines how we behave and how we treat others.

They are include:

a. Honesty

Honesty is strength and confidence that comes from inside because there was nothing to hide. Honesty toward others, institutions, society, ourselves. According to (Syamsudduha, dkk) Honesty is one of the fundamental values of human life. This value becomes the main basis in the social fellow human beings interact. It is one of the factors coloring the behavior and actions of human beings.⁹

b. Bravely

Dare to try something good eventhough it is difficult. Majority who dared to oppose the flow is moving towards one; dare to say no to an invitation to err. Dare to follow your good heart in spite of marginalized and suffer from it. Dare to be gracious and friendly. She added the meaning of courage is to do something difficult but correct and is the best option for the long term.

c. Calm and Patient

Calm and patient attitude. The tendency to try to accept other people's opinions rather than denied and opposed it. Understand that the differences are rarely

⁹ Syamsudduha, Kamaruddin, Hawang Hanafi, Muhammad Rapi Tang. "Educational Value and Character in Pappaseng Bugis (uginese Message)". *Journal of Language Teaching and Research*. 5 (2014), 94.

resolved through conflict, and that the obstinacy of a person indicates that he has a problem or feel insecure, and therefore expect your understanding. Willingness to understand other people's feelings instead of reacting to them quickly. Emotional control.

d. Confidence and Potention

Individuality; Awareness of boundaries and the uniqueness of development. Attitude is responsible for his own deeds. Overcoming the tendency to blame others when experiencing Sdifficulties. Believing in the ability of self.

e. Self-discipline and Moderation

Self-discipline in the physical, mental, financial. Know the limits of time talking and eating. Know the limits in terms of strength of body and mind. Conscious of the dangers when embracing extreme views and impartially. The ability to balance spontaneity with self discipline.

2. Values of Giving

The values of giving is that values need to be practiced or provided which would then be accepted as a given. Also, values of giving originate as gift s to others and then go on to influence who we are. Often, we identify the act of giving as an act of giving something away or giving something of ourselves. In truth, when you practice the art of giving, whether that giving results in a transfer of something tangible or whether it is in

spirit or heart, the giver actually receives something substantial as a result. Values of giving include:¹⁰

a. Loyalty

Loyal to family, to work, to the State, to the school, and to organizations and other institutions are responsible to us. Ready to support, ready to serve, ready to help. And trusted and in carrying out consistent promises.

b. Respect

Salute to life, respect for property rights, respect for the father and mother, respect for elders, respect for nature, and respect for the beliefs and rights of others. civilized and polite behavior. Respectful to yourself and avoid detraction to yourself.

c. Love and Affection

Dear to themselves is more than just a loyal and respectful. Dear friends, dear to the neighbour, who also love to hate us. And emphasizes the lifelong responsibility for saying to the family.

d. Sensitive and Not Selfish

Sensitive is more care to others. Learn to feel the togetherness and compassion toward others. Empathy, tolerance, and brotherhood. Sensitive to the needs of others and situations.

¹⁰ Linda and Richard Eyre, "Teaching Your Children Values". (Jakarta: Gramedia, 1993), 175.

e. Fair and Humane

Obedience to the law, fairness in work and games. The view of the natural consequences and the law of cause and effect. Appreciate the generous and forgiving attitude and understand that revenge is futile.

Based on those explanation above, the writer takes conclusion that if we ant to develop our educational values from values of being with practicing these values yourself. And if we want to develop our educational values from values of giving, we can practice those values on others. We can get educational values everywhere, not only in a formal institutions. We can find experiences, friends, environtment and soon. One of the spurces of educational values which we can get is watching education.

D. Professionalism of Teacher

Teacher is a profesion of someone who teach, usually at school. In society, teacher is someone who enviabile “*digugu lan di tiru*” so it has ben reflect the profeionalism that expectable from a teacher automatically. It means that every word, attitude, and behaviour has a consequence that can be responsible.

Teacher is the key of knowledge. The sucess of students depending on teacher. Teacher is a figure inspiratory and motivation of students carve their future.¹¹ Teacher who can be a motivator for their students, will be strenght for their students to reach their big hope in their

¹¹ Jamal Ma'mur Asmanni, “*Tips Menjadi Guru Inspiratif, Kreatif, dan Inovatif*”. (Jogjakarta: DIVA Press, 2010), 17.

future. Behind the success of their students, is there a teacher who always giving a motivation and inspiration.

Every teacher must develop the characteristic of a professional and model professionalism every day. In fact, among the standards of the National Council for Accreditation of Teacher Education (NCATE) is a requirement that teacher candidates demonstrate specific dispositions of professionals. Kramer contends the most critical elements of teacher professionalism can be classified into three categories: attitude, behavior, and communication.¹²

1. Attitude

Attitude is everything. A positive attitude is an essential component of professionalism. Beginning at the simplest level, teachers cannot let their personal lives interfere with their professional attitude. Even when having a bad day, a teacher still needs to maintain a positive attitude and not take out a bad mood on the students. A professional needs to push away outside concerns or distractions and focus on the task at hand. No one would want a surgeon to let personal anger interfere with a patient's operation. Similarly, a teacher shouldn't let negative feelings spill over to the students.

2. Behavior

Numerous behaviors are associated with professionalism. Teachers need to be prepared to teach the content of their lessons, as well as be prepared with the proper materials and resources. Hurst and Reding reminded us, "Teachers need to be prepared

¹² Mercedes and John M. Tichenor, "Understanding Teacher's Perspectives on Professionalism", *ERIC*, XXVII (2005), 7.

every time they enter the classroom”. Many beginning teachers underestimate how much time proper planning and preparation entail. The sooner they understand this, the better.¹³

3. Communication

Numerous facets of communication impact professionalism. Among these are collaboration, cooperation, support and encouragement, and participation in learning communities, as well as basic modeling of proper language usage. As a role model for appropriate behavior, a teacher always must show respect to colleagues, parents, and students. Here again, teachers need to be appropriate role models for students.

These three broad areas cover a wide range of behavior and characteristics that should be demonstrated in the professional lives of teacher, from being on time and dressing neatly to understanding learning theories to clearly communicating with colleagues, parents, and students.¹⁴

E. Movie

Movie is encompasses individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produces by recording images from the world to with cameras, or by creating images using animation techniques or special effects. Movie is the effeptive media to express our idea.

¹³ Hasan and Baharin. “Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia”, *Journal of Curriculum and Teaching*, 3 (2014), 25-27.

¹⁴ Pamela A. Kramer. The ABC’s of Professionalism. *Kappa Delta Pi Record*, 40 (2003), 22-25.

Movie is one of the literary or media if teaching learning process. Movie is more interesting because there is the combine of sound, action, and picture or movie is an audiovisual media.

A movie is a story, etc. Recorded as a set of moving pictures to be shown on television or at the cinema.¹⁵ Movie is one of literature beside novel, poem, etc. Student and teacher can use movie as equipment to study. We can study or analyze the content of a movie to learn much new knowledge.¹⁶

F. The Relation Between Movie and Education

Movie and education have a very close relationship, because now this movie could become a media that can be used parents to instill the values of life to them. Positive impact of watching a new movie clearly visible at children aged three to five years. Because at this age, their capability to read can be increased by watching a movie. Movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie. If parents know how to use television to watch the movie in order to become a medium of education for their children, so parents can make the movie as a second school for their children who keep it intelligent and moral. But parents should still provide assistance to children when they see the movie, the parents must inform and give sense to them about behavior that is in the movie. Establish good communication with your child can reduce the potential negative effects when watching a movie. Because the most

¹⁶ Rosnaini and Arif, "The Value of Bukit Kepong as an Educational Film", *Journal of Educational Technology-TOJET*", 2 (2003), 48.

important education is in a family where the parents are the most responsible towards moral education of their children. Because in the family they grow and develop. Allowing children to watch excessive means allowing growth and development and education of troubled children. If movie presented in the school, the teacher must carefully prepare suitable or educating movie that will be enjoyed in the class. It is Necessary for the teacher to preview a movie carefully to find motivation for the students, possibly including the background discussion, and to anticipate and explain vocabulary and unusual cultural difficulties points.

G. Previous of Study

In this research, the researcher would like to analyze the educational values of the “The Teacher’s Diary” movie. To make sure that this research is original, the researcher would like to present other research that has close relation with the study of educational values on “The Teacher’s Diary” movie.

The researcher finds out some researches which have a similarity with this study which they analyze the educational values on novel. One of them is Fardhian Hartanto’s study.¹⁷ He analyze the educational values of “Totto-chan: The little Girl at the Window” novel. In analyzing, they used 4 statements of problems (What are the intrinsic and extrinsic literary elements of the novel “Totto-chan: The little Girl at the Window” , what are the educational values of the novel, how are the educational values presented in the novel, and what is the implication of the novel in relation to family education). The result of this study shows that “Totto-chan: The little Girl at the Window” novel loads 12 educational values (honesty,

¹⁷ Fardhian Hartanto. “*An Analysis of Educational Values in Tetsuko Kuroyanagi Novel Entitle Totto-Chan: The Little Girl at the Window*”. (Salatiga: STAIN Salatiga, 2012), 10.

bravely, peace, confidence, self-discipline, purity, loyalty, respect, love and affection, kind, and fair).