CHAPTER II
REVIEW TO THE RELATED LITERATURE

This chapter contains the theory discussed in the title. The theory becomes the base for the study. To make it easier for the readers to understand, the researcher has divided each section that is related to the topic of this study.

A. Educational Values

Education is a method and effort to increase human knowledge, skill, and experience in order to continue living. In order to ensure the continuation of life, humans passed down various cultural values from one generation to the next (Farrel, 2009). Consequentially, education is imparting knowledge, instilling skills to fit people in life, and, most importantly, assisting young people in developing as full human beings, equipped to lead a good life.

Education is the process of developing something in people. In this sense, education has an important role in helping many people improve their capability and quality of life. People can also develop their own abilities through education. According to Suparlan (2009) Education is a long-term learning activity that takes place in a real-world setting. Education can take place in any form, shape, or level of life, and it can motivate individuals. Furthermore, the goal of education has a function as a toll, as well as ways to make changes in human life. In a broad sense, education can identify characteristics such as:

1. Lifelong learning. It means that education is passed down from generation to generation without pause.
2. Education occurs at all levels of human life. It means that, in addition to being processed in education, education is also processed in economics, law, health, technology, and so on.
3. Education occurred anywhere and at any time.
4. The primary goal of education is to cultivate people in their daily lives.

According to Farrel (2009) Value is the positive quality of anything that is desirable, useful, interesting, good, or important, to name a few terms for expressing positive values.

When a person values something, he or she appears to be worth working for, having, doing, or obtaining.

Values, according to Fraenkel (1977) are beliefs, attitudes, or feelings that an individual is proud of, is willing to publicly affirm, was chosen thoughtfully from alternatives without persuasion, and is repeatedly acted on. Individuals place a high value on their values. Individuals are able to accept the ideals and norms of society by adopting values. Education plays a role in the instillation of values.

Value is defined as things that are "good" in and of themselves (such as beauty, truth, love, honesty, and loyalty) as well as personal or social preferences.Value is very important in life because value orientation is required for good future planning. Positive human behavior requires values. Since the dawn of time, education has been centered on values. The heart of educational goals and objectives. Education is intrinsically value-oriented, and it must instill in students compassion, cooperation, and respect for others.

Because educational value is the spirit of education, it will manifest itself wherever they are taught. The value of education is its educational value. Educational value can be found not only in the academic process, but also in any experience. So, based on the above explanation of educational value, it can also be interpreted that the educational world has undergone changes toward a 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 (elmubarok. 2008)

According to Chase (1965) The values found in literature are the same as the value of life. Life, at its best, is literature. It is about life, not just about life. It means that when we watch a movie or read a book, we look for the values in the story. The values found in movies can and should be represented in our lives. Educational values will assist students in realizing, experiencing, and incorporating it into their lives. Character, values, norms, and morals were all covered in values education. Inner character produces character. Moral character drives one's inner character.

B.   Types of Educational Values

El Mubarok (2008), in his quote, informs that educational values are divided into two categories:

a. Being Values

Being values are values that evolved humans incorporate into their behavior and how they treat others. These are some examples:

1. Honesty

Honesty is defined as a human attitude when confronted with something or a phenomenon and telling the truth without changing the truth. It can also be defined as an attitude or behavior that appears and is based on our deep heart. Honesty is one way that people teach themselves to be brave enough to confess, say, or give information that is true and accurate. Honesty can be applied to others, institutions, society, and ourselves. There was nothing to hide, so the strength and confidence came from within. Honesty is defined as telling the truth when asked, not pretending, and saying what he or she thinks and believes to be correct, even if his or her friends disagree. He or she has the courage to tell others that they are wrong.

2. Brave

Brave is a human attitude that dares to try things that are either difficult or risky. Brave can also be defined as an action to struggle and maintain something that is believed to be good and right in the face of danger, difficulty, and weakness.Brave can apply to oppose the flow of one, courage to say no, courage to provide, courage to admit a mistake, and courage to demand an apology. To gauge someone's bravery, consider their actions as well as their statements.

3. Confidence and potential

Confidence and potential are human attitudes that manifest as ability boundaries awareness. Potential can be defined as being ready and able to carry out a command. It can help you overcome your tendency to blame others when things go wrong.Confidence is another way for people to believe in their

abilities.Believe in yourself is a characteristic of confidence. It means that confident people believe in themselves and strongly believe that their life serves a special and important purpose in the world. They are well aware of their own strengths and weaknesses. They are extremely sociable.

4. Self discipline and moderation

Self-discipline is an attitude that can be provided by humans as a result of their habits. Discipline can also be defined as a human consistency and consequences level to a commitment or agreement that is related to the goal that will be achieved. Self-discipline can be divided into three categories: physical, mental, and financial. Self-discipline can be applied to anything. When we understand our physical and mental limits, we can apply self-discipline.

Being aware of the dangers of embracing extreme views while remaining impartial.The ability to strike a balance between spontaneity and self-discipline. The ability to strike a balance between spontaneity and self-discipline.

5. Purity

Purity is the state or quality of being free of anything that databases, contaminates, pollutes, and so on. A young girl with strong values is an example of purity. Purity is also one of awareness in order to keep the value.Understanding the role of life, awareness of the long-term (and extended) consequences that can be caused.

b. Values of giving

The values of giving are that values must be practiced or provided before they can be accepted as a given. Giving values include:

1. Loyalty

Loyalty is defined as the state or quality of being loyal, as well as faithfulness to commitments or obligations. Loyalty can be applied to family, work, school, and organizations and other institutions that are accountable to us. Loyalty people are usually ready to support, serve, and assist others, and

they can be relied on to keep their promises. Be honest, dependable, have the courage to do the right thing, establish a good reputation, and be loyal.

2. Respect

Respect is a way of thinking about or treating something or someone. It can also be defined as acting in a way that demonstrates that you are aware of someone's rights, desires, and so on. Respect can be applied to property rights, respect for father and mother, respect for elders, respect for nature, and respect for the beliefs and rights of others. Respect yourself and avoid detracting from yourself. Respectful behavior includes treating others with respect, being tolerant and accepting of differences, using good manners, not bad language, being considerate of others' feelings, not threatening, hitting, or hurting anyone, and dealing peacefully with anger, insults, and disagreements.

3. Love and affection

A positive feeling you may have or express for other people or things is love and affection. Affection is defined as a strong desire to like and care for someone or something. Love encompasses more than just loyalty and respect. Love can be expressed for dear friends or for a neighbor who loves to hate us. Furthermore, it emphasizes the lifetime responsibility for saying to the family.

4. Not selfishness

Selfishness is not a feeling that cares and considers others. Not being selfish is one attitude that shows more concern for others. Learn to feel togetherness and compassion for others. Not being selfish is typically demonstrated by empathy, tolerance, and brotherhood. Sensitive means having acute mental or emotional sensibility, as well as being aware of and responsive to the feelings of others.

5. Kind and friendly

Kindness is a positive attitude that people have toward others or things. It is recognized that a friendly and caring attitude is more admirable than a rough and tough attitude. Tenderness, especially on the younger or weaker, can indicate it capable of making new friends and keeping old ones.

6. Fair and humanist

Fairness is defined as treating someone in a right or reasonable manner, or treating a group of people equally and not allowing personal opinion to influence a judgment. On the other hand, fair is defined as agreeing with what is considered to be right or acceptable. Humaneness is defined by tenderness, compassion, and sympathy for people or things. The understanding of natural consequences and the law of cause and effect. Recognize the generous and forgiving attitude and recognize that vengeance is futile.

C. Movie

A movie is a collection of moving pictures that have been recorded with sounds to tell a story. It has been shown in cinemas, theaters, and on television. A movie is also referred to as a film. According to Hughes Warrington (2007, p.38), visual and aural information such as costume, soundtrack, and possibly even an archaic mode of speaking are more likely to come from films set in the past. There are various types of movies that are shown in cinemas, theaters, and on television. Every type of film has elements that always amuse and entertain the audience. According to Yulianti, there are various types of movie genres.

1. Action

A film in this genre depicts a character's struggle to survive, live, or fight.

2. Comedy

The movie of this genre is the movie that relies on humor or the funny thing from the story and the characterization.

3. Horror

This genre of film usually depicts stories that go beyond the bounds of humanity. It alludes to mystery, ghosts, and so on.

4. Thrillers

Thriller movies always have tension that is created not far from logical elements.

5. Scientific

The movie of this genre has scientists in it, and because of what they create, there will be a major conflict in the groove.

6. Drama

This genre of film is usually the one that viewers prefer because it depicts a true picture of life.

7. Romance

This type of film shows the love romance of a couple or lovers. The majority of viewers will carry a romantic atmosphere created by the players.

Based on the explanation above, the writer concludes that people all over the world watch movies as a form of entertainment, a way to have fun. Some people define fun movies as films that make them laugh, while others define it as films that make them cry or feel afraid.

D. *Coco Animation Movie*

1. Profil of *Coco Animation movie*

Coco Animation Movie is a 2017 American computer animation fantasy film produced by Darla K. Anderson from Pixar Animation Studios and distributed by Walt Disney Studios. Disney Movies. which shows the adventures of Miguel, a young boy who lives with his grandmother, Coco. They live in a small Mexican village. Coco was abandoned by her father when she was a child because she wanted to be a musician, but her father never returned home, and little Coco now only lives with her mother, Imelda. Coco is overcome with sadness as he waits for his father. Unlike his mother, who was heartbroken by her husband's departure, take a radical enough path to forget her husband. Since then, she has forbidden everything related to music in their family and has decided to start a shoe manufacturing business, which has become the Rivera family's identity. But Miguel secretly wishes to be a musician until he learns that he is the great-grandson of Ernesto de la Cruz, a popular movie star and singer. Miguel unintentionally discovered a guitar whose owner is known as Ernesto de la Cruz; the guitar takes Miguel on an adventure into the world of dead people and reveals information about his family.

Holidays inspired the plot of the film Coco. Mexico is celebrating Day of the Dead. Lee Unkrich and members of the crew traveled to Mexico to conduct research for the film, which helped define Coco's character and story.

2. The characters in coco movie

In a movie, several characters serve as the focal point of the plot. These characters are typically divided into protagonists and antagonists. Where Characters with protagonist characteristics are frequently referred to as good characters. While the protagonist is the main character, the antagonist is the character who opposes the protagonist. This type of character is typically associated with negative characters (evil). Similarly, in the animated film Coco. There are several characters in this film who become the focal point of the plot. Here are the characters who are central to the plot of this film:

a. Miguel

This character represents a young boy who has always wanted to be a musician despite his family's strong opposition to music. Miguel plans to compete in a singing competition on the eve of Dia De Muertoz (Celebration for the People of the Dead). Miguel ended up in the world of the dead by accident, which is where he first learned about his family. Character is depicted as a submissive child who yearns for his own dream. He is a self-assured and powerful individual.

b. Hector

Hector's character is represented after a husband who abandoned his family to pursue his dream of becoming a musician. Hector is Imelda's husband and the father of Mama Coco, making him Miguel's great-grandfather. Héctor abandons his family to join his friend Ernesto da la Cruz in the music industry. Hector is the character who causes conflict in the Rivera family after leaving his family for a long time. Hector got food poisoning and when he woke up, he was already in the world of the dead.

c. Imelda

Imelda's character illustrates a strong mother. When her husband left, he was not only sad, but he began a lot of effort to support his only daughter, Coco, and chose

to become a shoemaker and forget about music. Imelda was the one who told the Riveras not to play music.

d. Coco

Coco is described as an old granny who has begun to lose her memory, but he was abandoned by his father when he was a child. Coco grew up to be a strong woman like his mother, but he still pines for his father. When little Coco was forced to avoid music, he did not truly hate it as much as her mother did. Coco is the only member of Rivera's family who remembers what it was like for His father first.

e. Ernesto De La Cruz

Ernesto De La Cruz's character is based on a great musician who is constantly famous. With the songs, he became a well-known character. However, he also played an antagonist in this movie.

E.   The Previous Study

The researcher discovers some other researchers who are conducting a similar study in which they examine educational values on a different object. Uswatun Hasanah (2022), "An Analysis of Educational Value In Moana Movie," is the first. English Education Department, Tarbiyah Faculty And Teacher Training, Ponorogo State Institute Of Islamic Studies. The researchers classified and analyzed sentences in the script using qualitative descriptive methods.

The second is "The Floating of Grice's Conversational Maxim in the Animated Movie Big Hero 6" by Allaty Marro Ulinni'matul Ulya (2019), State Islamic Institute (IAIN) Kediri. This research seeks to identify the types of maxims violated by the characters in the animated film Big Hero 6. Based on the data analysis and discussion, the researcher came to two conclusions that are described as the types of maxim flouting in the animated film Big Hero 6. The researcher discovered 5 data points that refer to flouting all of the maxim.

The third article is "An Analysis of Metaphor Used by the Main Characters in the Moana Movie" by Chairunnisa (2017), State Islamic of Maulana Malik Ibrahim Malang. The purpose of this research is to learn about the different types of metaphors used by the

main characters in the film Moana. According to the findings, the researcher discovered three types of metaphors and nine types of emotions in the film Moana.

Based on the previous study, the researcher decides to conduct a study on educational values in the Coco movie.