

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions. After analyzing the *True Spirit* movie and finding several moral values of education in it, the researcher makes conclusions and suggestions based on the data analysis in the previous chapter.

A. Conclusion

Based on the analysis of the *True Spirit* movie, it can be concluded that there are several educational moral values shown through the characters' dialogue, actions, and situations throughout the story. These values include courage, honesty, generosity, and loyalty. Among all the findings, honesty is the most dominant value with a total of 10 data or 38.46%, followed by loyalty with 6 data or 23.08%, while both courage and generosity appear in 5 data or 19.23% each. These results show that *True Spirit* is not only an inspiring story but also contains strong moral messages that are meaningful for character education.

The limitation of this research is that it only focuses on one source, which is the *True Spirit* movie. This research also does not explore technical elements of the movie such as cinematography, background music, or direction. The focus is only on the content of dialogue and scenes that represent moral values. Moreover, the interpretation of values is subjective and based on the researcher's understanding using James Rachels' theory. For this reason, the

findings may not be generalized, but they still offer a meaningful contribution to how movies can be used as tools for character education.

B. Suggestion

Based on the results of this research, the researcher suggests that the *True Spirit* movie can be used as a media tool to support character education both in schools and at home. Teachers can use this movie as learning material to help students understand values such as honesty, courage, and loyalty in a fun and contextual way. For future researchers, it is recommended to explore other biographical movies and compare moral values across different cultural backgrounds. It is also suggested to use a multimodal approach that does not only focus on dialogue but also includes visual elements and symbolism. This will help produce deeper and more varied results that can be applied in educational settings.