

A CONTENT-ANALYSIS OF CHARACTER EDUCATIONAL VALUES IN “HICHKI” MOVIE

THESIS

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan


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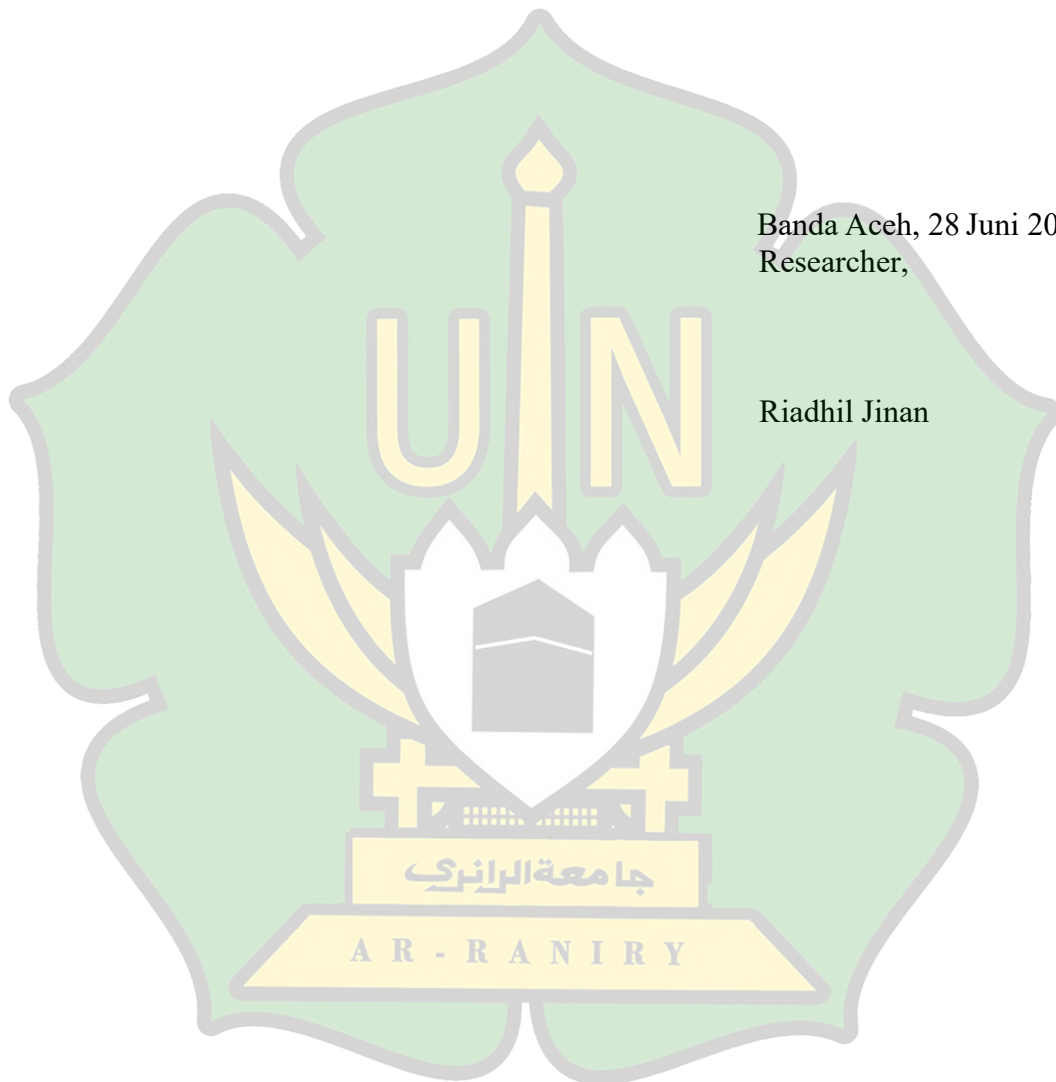
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ABSTRACT

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Given the moral crises in Indonesia’s education sector, the government introduces character education as a solution. This aims to shape students’ behavior and instill noble character traits aligned with the nation’s values. This study is entitled A Content-Analysis of Character Educational Values in “*Hichki*” Movie. This research aimed to describe the character educational values presented by the characters in the “*Hichki*” movie based on Formulation of KEMENDIKNAS and recognize how are character educational values presented by the characters in the “*Hichki*” movie. The method used in this study is a content analysis with a qualitative approach. This study used a documentation technique to conduct the data. The result shows that in the “*Hichki*” movie there were thirteen values of character education; *honesty, tolerance, hardworking, creativity, independent, democratic, curiosity, appreciate achievements, communicative, love peace, likes to read, cares about social, and responsibility*. Of the 23 dialogues reflecting these values, 13 were explicit, while the remaining 10 conveyed these values implicitly.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, research aims, significance of the study, and research terminology.

A. Background of Study

To propel its development, Indonesia requires an adequate supply of high-quality human resources. Although Indonesia has a significant number of people in its productive age group, the quality still has to be improved. Good resources come in two varieties. First, its educational abilities comprise (knowledge and skills), to start. Second, a robust Indonesian character such as having the ability to help himself, society, country, and religion.

Education involves the growth and adaptation of an individual in response to the requirements and expectations of society, in which the individual plays an essential role (Kumar, 2008). Pestalozzi (in Kumar, 2008) states that “*Education is the development of good moral character.*” Thus, education should not only be measured by the academic scores in exams but also by the students' character development.

Character is defined as the conscious effort to foster virtue, an objectively good human quality benefiting the individual and society. In formal educational institutions like schools, students' attributes are inherently molded by objective and high-quality standards, equipping them for success both individually and in social interactions within their communities and broader environments (Suparman, 2010).

Law No. 20 of 2003 on the national education system, Article 3, stipulates that the function of national education is to cultivate capabilities and shape the character and civilization of a dignified nation, thereby fostering an educated society. The purpose of national education, as outlined, is to develop students' potential to become individuals who possess faith and devotion to God, exhibit noble character, maintain good health, are knowledgeable, creative, and independent, and who ultimately become democratic and responsible citizens.

In the current context, reinforcing character education is crucial for addressing our nation's moral crisis and various social issues. The topic of character education among students is not a novel concern. Even before the pandemic, educators and the public recognized problems involving students, such as inter-school brawls, drug abuse, sexual violence, and the dissemination of pornographic videos (Maunah, 2015).

The repercussions are substantial and complex, as these actions have resulted in criminal behavior. Non-monetary harm is evident not only among adolescents but also among adults, manifesting in conflicts, violence, corruption, and infidelity. This indicates a persistent need for character development, as many individuals currently lack alignment with societal values and norms (Zuhra, 2021).

The crisis and moral decay indicate changes in human conduct in Indonesia are not influenced by any religious or moral information learned at school. Thus, educators especially need to find other ways to develop character and educational value in school based on Pancasila, the 1945 Constitution, and the Indonesian

culture. Therefore, character studies must be distinct from learning values, behaviour, norms, and morality.

Character education is the main education in human life on earth from the past, now until the future, especially if it is linked to the sustainability and hopes of a nation. This is proven by historical facts that the strength and greatness of a nation essentially stem from the strength of its character (Mustari, 2014). Character education is even more important than intellectual education, according to Arnold Toynbee, as cited in Anica (2014), noted that of the 21 recorded world civilizations, 19 were destroyed not by external conquest but by the internal spread of moral decay, precisely because they were destroyed because of weak character. Therefore, character education should not only be relied on by what is taught in class or school. However, characters must be taught through habituation in everyday situations, either through activities or something they like.

In recent times, watching movies has become a widespread habit across various age groups, genders, and careers. This trend has been influenced by the development of the information age, leading to the rapid invention and development of film-related videos and online streaming platforms. The growing prevalence of the internet and mobile phones has influenced the pace of life and behavioral patterns, making more people inclined to watch film-related videos (Waiping, 2021). In addition, watching movies while working or studying from home serves several purposes, including resting, gaining new insights and information, learning different languages, and attempting to comprehend cultures. Technological advancements, including smartphones and the internet, allow people to watch

movies anytime and anywhere (Humaira, 2021). The film's audiovisual presentation effectively engages viewers, making it easier to persuade them and ensuring that the movie's messages are quickly absorbed into their minds (Jacobs, 2013).

As Hornby (2006) defines a movie is a series of moving images accompanied by recorded sound that narrates a story, typically shown on television. A film can be utilized as a learning medium of edutainment. Film's power and ability can reach various social segments (Umaiya, 2021). Due to its audio-visual nature, film is regarded as a powerful medium of mass communication, capable of conveying substantial information to the target audience in a short amount of time. A film enables the audience to travel through time and space, revealing stories and influencing them (Asri, 2020).

Movies offer several advantages in the learning process: a) They are enjoyable and familiar to contemporary students, maintaining their interest in the theories and concepts being discussed, and enabling students to observe these theories and concepts in real-world scenarios; b) They are readily available in high-resolution formats, and their high production quality delivers strong impacts within a short time; c) They serve as an alternative to field trips and other real-world experiences. Therefore, this study analyzes the character education values in the movie “Hichki”.

“Hichki” is an inspiring film with character education values for the reader. Various factors encourage the researcher to select this film as research material. This film can be analyzed from a person who can turn their terrible weaknesses into their greatest strength. The impact on the reader/listener motivates individuals to

realize that one's weaknesses are not obstacles to achieving one's goals. Precisely, with determination and sincere effort, he will achieve success.

"Hichki" is a 2018 Indian Hindi-language comedy-drama film, co-written and directed by Siddharth P. Malhotra, and produced by Aditya Chopra and Maneesh Sharma under the Yash Raj Films banner. Based on American motivational speaker Brad Cohen's autobiography "Front of the Class," the film marks Rani Mukerji's return to the screen as Naina Mathur, an aspiring teacher with Tourette syndrome who faces multiple rejections from schools before being accepted by her alma mater, St. Notker's School. Tasked with teaching class 9F, composed of underprivileged students from a nearby slum as part of a government quota, Naina encounters a group of rebellious and unruly pupils. Despite her challenges, she is determined to help her students realize their full potential and overcome the obstacles they face.

From the synopsis, the plot of "Hichki" emphasizes the theme of educational equality within the system. The term "Hichki" (hiccups) not only refers to a physical disorder but also symbolizes the various obstacles people encounter in life and their determination to overcome them. The story highlights the importance of strength, hard work, and patience. Other educational values that can be obtained include honesty, tolerance, discipline, creativity, independence, democracy, curiosity, responsibility, respect, friendliness and communication, peace, love and affection, fairness, and humanism.

Previously, some researchers conducted research related to the analysis of character educational values. One of them was carried out by Faiziyah (2021). This

research analyzed character education values in The Lion King's movie. The research employed Zaim El Mubarak's theory. This study applied a descriptive qualitative approach through library research. The script and the film "The Lion King" were the primary sources of information. The secondary sources that addressed and supported the primary data were obtained from other books and relevant references. The researcher employed content analysis to examine the data. The findings revealed two categories of educational values: values of being and values of giving. The values of being include honesty, bravery, peace, confidence and potential, self-discipline and moderation, and purity. In contrast, the values of giving encompass loyalty and trustworthiness, respect, love and affection, sensibility and altruism, kindness and friendliness, fairness, and humanism.

The second research on the character educational values in movies was conducted by Siti Umaiya (2021). This research analyzed the characters' educational values in the 2014 movie Maleficent. The research utilized a qualitative approach to analyze the character education values depicted in the movie. Document analysis was employed for data collection. The findings revealed that the educational values of the two main characters are categorized into the Value of Being and the Value of Giving. The Value of Being, appearing 32 times, emerged as the most dominant character educational value. Additionally, the Value of Giving was represented 31 times in the film.

Another research was conducted by Wardani (2019). The research examined character education values in English textbooks for 12-grade senior high school students. Fourteen speaking scripts from this textbook were examined using content

analysis to determine what values were inserted in them. The results showed that the English textbook “Bahasa Inggris SMA/SMK” included 17 characters of education values. They included social awareness, responsibility, discipline, communication skills, hard work, creativity, environmental awareness, independence, curiosity, tolerance, a love for reading, religiosity, honesty, democratic principles, appreciation, patriotism, and nationalism.

Therefore, there are both differences and similarities between the findings of previous research and the study being conducted by the researcher. In this research, the researcher used different formulations to analyze the film. Furthermore, *Hichki* is one of the films that provides the audience with character education. This film also received many awards, such as the Gryphon Award of the Giffoni Film Festival, the Dadasaheb Phalke Excellence Awards 2018 for Socially Conscious Performance of The Year, Best Actress, and Excellence in the Cinema of the Indian Film Festival of Melbourne. Best Editor and Supporting Actor of Indywood Academy Awards. This film was also praised by several critics on websites such as IMDb and the Times of India.

Based on the aforementioned explanations, the author intends to examine the character education values in the movie “*Hichki*” under the title “A Content-Analysis of Character Educational Values in “*Hichki*” Movie.”

B. Research Questions

The research questions proposed in this study were as follows.

1. What are the character educational values presented by the characters in the “*Hichki*” movie based on Formulation of KEMENDIKNAS?

2. How are character educational values presented by the characters in the “*Hichki*” movie?

C. Research Aims

Based on the research question mentioned above, the aims of this study were:

1. To describe the character's educational values presented by the characters in the “*Hichki*” movie based on Formulation of KEMENDIKNAS.
2. To recognize how character educational values are presented by the characters in the “*Hichki*” movie.

D. Significances of the Study

The result of this study is expected to have theoretical and practical implications.

1. Theoretical Benefit

This research is hoped to benefit the field of education, particularly aiding educators in utilizing film as a medium to instill character education in students.

2. Practical Benefit

a) For Teacher

This study aims to inspire teachers in their efforts to educate their students, particularly those who find it challenging to manage their classrooms. It seeks to motivate teachers to instill strong character and values in their students.

b) For Student

This study is expected to encourage and inspire the students to develop their interest in learning.

c) For the other researcher

The results of this study can be used as reference materials for the implementation of more relevant research.

E. Research Terminology

1. Character Education

Character education encompasses the teaching of values, morals, and noble character, with the goal of developing students' ability to discern and practice goodness in their daily lives (Balitbang, 2011). It is an effort to cultivate good character in children, necessitating activities that allow students to practice behaviors that nurture all aspects of positive character development (Solehuddin, n.d.).

2. Hichki

“Hichki” is a film that tells the story of a woman named Naina Mathur, played by Rani Mukerji, who suffers from Tourette syndrome and turns her weakness into her greatest strength to realize her dream of becoming a teacher even though she is constantly mocked and laughed at. After several rejections in various schools to be accepted in one of the most classy and elite schools in the city, Naina finally began to devote herself entirely to being a teacher with a different version, even though she had to face students from poor backgrounds consisting of rebellious, naughty

students and inseparable from various problems in their respective neighborhoods. Apart from that, Naina sincerely and passionately continued to help discover her students' potential to develop and achieve success until she was finally crowned a leader after decades of dedication to the school.



CHAPTER II

LITERATURE REVIEW

This chapter provides a review of related literature, covering various topics essential for supporting the analysis in this research.

A. Character Education Value

1. Education

Etymologically, education comes from the word "pedagogy" from Greek and consists of the words "paes," meaning child, and "agogos," meaning to guide. Pedagogy is the teaching of children. "To educate" meant, in the language of the Romans, to bring out something from inside. However, the English word for education is "to educate," which refers to raising intellectuals and enhancing morals. Erziehung, the German word for education, means "awakening hidden strength" or "activating a child's strengths or potential." According to Rahmad and Abdillah (2019), education in Javanese refers to *pelvicawentah* (processing), modifying the psyche, developing sentiments, thoughts, will, and character, and transforming the child's personality.

According to Ahmadi, as cited in Rusydi (2021), education is a deliberate conceptual process through which a person interacts with his environment to develop all the abilities physical, mental, and spiritual- which leads to positive changes and progress in the cognitive, affective, and psychomotor domains that occur continuously to help them achieve life goals.

Based on the opinion above, education is a business structured to guide children, which adults carry out to mature and achieve their life goals. Education needs to be implemented well so that educational goals can be achieved.

2. Character

Character linguistically comes from Greek, which means "to mark," marking or focusing on applying good values in form behavior, so that people are dishonest, rude, racist, hypocritical, and bad behavior. Bad things can be said to be people with bad character.

According to the Ministry of National Education 2010, the character is a character, character, morals, or a person's personality, which is formed from the results of efforts to instill virtues that are believed and used as a basis for the way of seeing, thinking, reasoning, and acting.

Character is a personality trait possessed by a person and makes these traits different from another one. According to Arthur (2020), a character is a particular kind of personality that sets someone apart from other people. As a result, educational ideals that will be helpful in fostering socially responsible self-character are acquired via academic success and learning, which strengthens the individual and the community (Daoud et al., 2020).

Character education is moral character education, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). Connie cited Thomas Lickona (2019) said that character education won't be

successful without these three components. Character education applied consistently and methodically will make a youngster emotionally intelligent. Since emotional intelligence makes it easier and more successful for people to overcome a variety of obstacles in life, including academic success, it is crucial in preparing children for the future.

3. Value

The term "value" originates from the Latin word meaning useful, able, empowered, and valid, thereby defining value as something regarded as good. Values impart meaning to life, serving as a reference point and guiding life's goals. Highly esteemed, values influence and enliven a person's actions. They are more than mere beliefs; values inherently involve patterns of thought and behavior, establishing a close relationship between values and ethics (La Ode, 2015).

Manan, Rokeach, and Bank (2016) defines values are a person's internal belief system, the parameters within which they act or refrain from doing, and the connection between something that is morally right or wrong. Sidi Gazalba explains that value is something theoretical, a reference, not a concrete object and not a reality, not just a matter of right and wrong from empirical evidence, but a matter of the depth of what is desired and undesired and disliked.

Furthermore, W.J.S. Poerwadarminta, as cited in Nasrullah (2016), defines the term "value" in several ways: first, as a price in the sense of an estimated worth; second, as the monetary value of an item when measured or exchanged for something else; third, as a measure of intelligence; fourth, as a level, quality, or amount of content; and fifth, as characteristics or attributes that are significant or beneficial to humanity.

The definition above indicates that value is synonymous with price; an item is considered valuable because it possesses a high 'price.' Value also refers to a standard for assessing objects or achievements and encompasses abstract qualities or conditions deemed valuable. Among the five meanings of value previously mentioned, only the final definition closely aligns with the focus of this research.

4. Character Educational Value

In general, the concept of unlimited value encompasses everything in the universe of value. Professor Achmadi continued by explaining that everything has value if it is helpful to humanity or necessary for maintaining relationships with God, oneself, and others. Values are the awareness of what is good and undesirable rather than concrete objects, facts, or just a question of right and wrong, which requires empirical evidence (Gazalba, 1981). Value will therefore never be concentrated on a single idea because every value has a different significance for every single person.

Furthermore, Lickona (2013) argues that Character education values are fundamental principles essential for an individual's holistic

development. Character education encompasses the idea that character is a combination of moral beliefs (moral knowledge), moral attitudes (moral feelings), and moral behavior. According to Lickona, character education is a deliberate effort to help individuals understand, care about, and uphold fundamental ethical principles. It extends beyond merely teaching the difference between right and wrong; it aims to instill in students a habit of goodness, enabling them to understand, feel, and act positively (Lickona, 1991).

Meanwhile, in the educational context, teachers must not only transfer knowledge but also shape students' personalities from an early as emphasized in Law No. 20 of 2003 concerning the National Education System, which emphasizes character education. Character education instructs students on the values related to God, self, others, the environment, and nationalism. It promotes thoughts, attitudes, feelings, words, and actions that are in harmony with religious norms, laws, manners, culture, and customs. By integrating these values, character education fosters a love for positive values and demonstrates how to enact them. This process of positive personality development helps students grow into well-rounded individuals, nurturing their character across the dimensions of heart, mind, body, emotions, and spirit.

In conclusion, character educational values are benchmarks used to instill and develop character in an individual, encompassing thoughts, attitudes, and behaviors. These values can be acquired from various sources,

both within and outside the school environment. Character education can thus be defined as a conscious and intentional effort to internalize these values, enabling individuals to understand, embrace, and apply them in their daily lives.

5. Purpose and Function of Character Education

The aim of character education is to instill certain traditional values widely regarded as essential for responsible behavior, commonly referred to as moral behavior (Zuhdi, 2009). According to Government Law No. 20/2003 on the National Education System, the objective of education is to help students fully develop as individuals who are faithful and devoted to God, possess noble character, and are healthy, knowledgeable, skilled, creative, independent, and responsible citizens who embody democratic and trustworthy principles.

Character education aims to help students become more adept at applying what they learn on their own, studying, internalizing, and developing moral values that they will demonstrate in their day-to-day behavior. Determining a person's likelihood of acting morally and how their conscience affects their moral judgment are the goals of character education (Nata, 2001). To accomplish its objectives, character education must include religious, value, and moral education.

Based on the above explanation, it can be concluded that the primary function and aim of character education is to cultivate a strong and resilient

human spirit. Its purpose is to assist students in reaching their full potential while adhering to moral principles.

6. Types of Character Educational Values

According to the Ministry of National Education (2011) formulations, character educational values are categorized into 18 types:

1. Religious: Demonstrates obedience to religious teachings, tolerance towards other religions, and harmonious living with followers of different faiths.
2. Honesty: Exhibits integrity through the alignment of knowledge, words, and actions, consistently doing and speaking what is right. Honesty is a behavior characterized by the consistent effort to be trustworthy in words, actions, and work.
3. Tolerance: Shows respect for differences in religion, race, ethnicity, opinions, and attitudes, and fosters peaceful coexistence. Tolerance is reflected in respectful attitudes and actions towards differences in religion, race, ethnicity, opinions, attitudes, suggestions, or actions of others who are different from oneself.
4. Discipline: Consistently adheres to rules and regulations through habitual actions. Discipline is demonstrated through actions that reflect orderly behavior and adherence to various rules and regulations.
5. Hardworking: Displays diligent efforts in completing various tasks and challenges to the best of one's ability. Hardworking is actions showing

earnest effort to overcome various learning barriers and assignments, and completing assignments in the best way possible.

6. Creativity: Reflects innovation in problem-solving, finding new and improved solutions. Creativity is thinking and doing to create a method or new result.
7. Independent: Completes tasks without relying on others, while still being capable of collaborative work.
8. Democratic: Thinks and acts in ways that ensure fair and equitable rights and obligations. Democratic is ways of thinking, behaving, and act, assessing equal rights and obligations to himself and other people.
9. Curiosity: Exhibits a desire to learn more deeply about observed, heard, or studied subjects. Curiosity is an attitude and action characterized by a constant effort to gain a deeper understanding of what one learns, sees, and hears.
10. National Spirit: Prioritizes the interests of the nation and state above personal or group interests.
11. Love for the Homeland: Demonstrates pride, loyalty, and appreciation for the nation's language, culture, economy, and politics.
12. Appreciate Achievement: Recognizes and respects the achievements of others while acknowledging personal shortcomings and maintaining the drive for higher achievement. Achievement appreciation involves an attitude and actions that motivate an individual to produce something

beneficial for society while recognizing and respecting the success of others.

13. Communicative: Shows openness and friendliness through polite communication to foster good collaborative work. Communicative actions show the happiness of speaking, getting along, and cooperate with other people.
14. Love Peace: Promotes a peaceful, safe, and comfortable community or society.
15. Likes to Read: Cultivates the habit of setting aside time for reading books, journals, magazines, newspapers, etc., to gain knowledge.
16. Cares About the Environment: Demonstrates actions and attitudes aimed at protecting and preserving the environment.
17. Cares About Social: Reflects concern for others and the community in need.
18. Responsibility: Fulfills duties and obligations related to oneself, society, nation, state, or religion with diligence and accountability. Responsibility is the attitude and behavior of an individual in conducting tasks and his obligations for himself, society, environment, country, and The One Almighty God.

B. Movie

1. Definition of Movie

A movie or film is a motion picture that typically tells a story and which is considered a source of entertainment. According to Hornby (2006), a movie

is a collection of sound-assisted moving images that tell a story and are screened at a theater. Meanwhile, Effendy in 1986 described film as an audio-visual communication medium designed to convey specific messages to individuals or groups. He emphasized that as a mass communication tool, a film's message can be presented in various forms depending on its mission.

In implementing character education, a film can be run as an edutainment learning medium. This aligns with Okan (2003), who stated that the primary purpose of edutainment is to attract student's attention and help them focus on events and teaching materials during lessons. Throughout the movie, the audience can experience the full range of emotions that the creator intends to convey, such as happiness, anger, jealousy, sadness, and more. Thus, by watching movie, audiences can gain ideas, inspiration, and even acquire new knowledge and experiences.

2. Type of Movie

Bordwell and Thompson (2003) proposed three kinds of movies of film, as follows.

a) Documentary Film

Presenting accurate information about the world outside the film is supported by a documentary. Documentaries pitch themselves as a kind of film that is based on reliable facts. Bardwell and Thompson (2003) differentiate between two types of documentaries. The first type, compilation films, is created by assembling images from archival sources.

The second type, direct cinema, involves recording an ongoing event as it happens with minimal interference from the filmmaker.

b) Fictional Film

A fictitious film, according to Bardwell and Thompson (2003), features invented characters, settings, or objects. However, this does not mean that a fictitious film has no connection to reality. To begin with, only a portion of what is seen or suggested in fiction films needs to be made up; in a typical fictional film, events are imagined, planned, practiced, recorded on camera, and then recorded again. In fiction films, the agents are portrayed through an intermediary, whereas in documentaries, they are photographed directly.

c) Animated Film

Bardwell and Thompson (2003) assert that the unique types of work done during the production process set animated films apart from live-action ones. Instead of continuously recording outdoor events in real-time, animation films take one frame at a time and combine them to produce a series of visuals.

Several of the film genres mentioned above represent significant advancements in the dramatization genre, contributing to the constantly evolving film industry. Films rich in icons, signs, or symbols are often highly interpretive. Technically and mechanically, films have advanced, now imbued with soul, color, and nuance, all brought to life by engaging stories and scenarios.

Therefore, based on the explanation above, the film “Hichki” falls under the category of documentary film. It was based on the true story of American motivational speaker Brad Cohen, who wrote about his experiences in the book "Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had." In 2018, Bollywood made a film adaptation of the book, which is called "Hichki".

3. Storyline of the Movie

Naina Mathur (Rani Mukerji), an aspiring teacher holding a BEd and MSc, suffers from Tourette syndrome, a condition that causes her to make uncontrollable sounds resembling hiccups. Despite her efforts, she has been unable to secure a teaching position for the past five years. However, she receives encouragement from her mother (Supra Pilgaonkar) and younger brother (Hussain Dalal) to continue pursuing her goals. It is also revealed that Naina's relationship with her father (Sachin Pilgaonkar) has been strained since he divorced her mother several years ago. She experienced multiple school expulsions during her early years and saw her parents disagree on whether she was unique or normal. After submitting five applications for the job, Naina was finally offered a teaching post at the esteemed St. Notker's School. Naina was inspired by Mr. Khan (Vikram Gokhale), a past principal of St. Notker's, and that is why she was so dedicated to that particular school when asked why. He told her that he thought she was special and that she would never be sent away. Naina's unwavering confidence impresses the current school committee, leading to

her assignment to class 9F, a newly formed section. The school was keen to hire her because previous teachers had difficulty managing and engaging the students in that class. Naina observes that the students exhibit distinct differences, misbehavior, and disruptiveness. Asif Basra's peon, Shyamlal, tells her that the 9F pupils were enrolled to fulfill the government's quota for underprivileged children because they were from a nearby slum. On Day 1, the students imitate and make fun of her noises. In an effort to show the children that she is resilient, she chooses to engage them in interactive learning. When the pupils trick her with liquid nitrogen, there's a little explosion that breaks the windows in the classroom. By taking the fall for the class's poor performance on the chemical example, Naina saves the class from being expelled. The teacher of class 9A, Mr. Wadia (Neeraj Kabi), despises the 9F students. The prefects in his class are exceptionally bright students. Mr. Wadia is challenged by Naina, who asserts that 9F kids will also receive prefect badges. For the school's yearly Science Fair project, Mr. Wadia forbids 9A from communicating with 9F. Mr. Wadia knows it, and the principal expels the 9F class. Once more, Naina stops this by guaranteeing that the students would be successful in the final exam, but she is powerless to stop their expulsion from the class until the tests. She tells her students that they have ruined her attempts to help them. After receiving assistance from his peers in realizing his mistake, Aatish publicly apologizes and reassures Naina that the class values her.

All 9F students work hard for their exams, with Naina providing assistance during her off-duty hours. Shyamlal attempts to sabotage their efforts by offering Aatish copies of the incorrect question paper to ensure their failure. However, Aatish abandons the plan when his peers refuse to cheat. Exam results show how promising Naina is; two out of the nine 9F pupils even received first place. During the prefect pinning ceremony, the Principal chooses to publicly expel the class after Shyamlal confesses to providing question papers, leading to accusations of cheating. Before the event, one of Mr. Wadia's pupils acknowledges that he bought the wrong question papers from Shyamlal, and he understands that 9F did not cheat. Taking the podium, Mr. Wadia acknowledges that he tried in error to fail the kids. He continues by praising Naina's innovative methods of instruction and asking her to affix the prefect badge on her top-scoring pupils. Later on, she tells him that she doesn't think he bought off Shyamlal. "I don't think she caused the liquid nitrogen explosion," Mr. Wadia replies with a smile. Rebuilding the Science Fair project together, 9A and 9F win the competition. After that, she spent 25 years working successfully and prestigiously for the school, St. Notker. Naina is presented as the principal after 25 years, at which point she finally says she is leaving the teaching profession. The pupils cheer her on and say goodbye as she leaves the school. The 9F students, who are now prosperous adults, were the last to joyfully say her farewell.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology employed in this study, providing a justification for the research design, detailing the data sources, and describing the procedures for data collection and the analysis of movie content.

A. Research Design

The research employs a qualitative method, specifically employing content analysis. According to Krippendorff (2004), content analysis is a research technique for making reliable and precise inferences about texts or other significant subjects based on the contexts in which they are used. The term “text” is not intended to limit content analysis to written material only, but it can also refer to art, images, sounds, symbols maps, and video, as long as they deliver meanings about particular phenomena. Qualitative content analysis is one of the many qualitative techniques for evaluating data and deciphering its significance that is currently available (Schreier, 2012). The qualitative study doesn't depend on data generated by statistical techniques, the principle of numbers, or mathematical reasoning. The aim of this research is to preserve human behavior structure and content while evaluating its efficacy. The goal of the qualitative research approach, which is grounded in post-positivism, is to investigate an object's natural state using the researcher as the primary instrument (Sugiyono, 2012).

Qualitative research is characterized by its analysis of data collected in the form of words or images rather than numerical data, with a focus on the process rather

than solely on the outcomes or products. In qualitative research, the natural world is the primary data source, and the researcher is the primary tool. The data in qualitative research is typically analyzed inductively. The qualitative technique requires "meaning" (Bogdan & Biklen, 2003).

B. The Source of the Data Research

Data consists of information or facts used to address or answer a research question. In research, the entity from which data is collected is known as the data source. In qualitative research, data typically takes the form of words and actions, though it can also include other types of data, such as documents (Lexy J, 2009).

For this research, data were derived from the movie "Hichki," directed by Siddarth P. Malhotra. Released in 2018, "Hichki" has a runtime of 1 hour and 56 minutes. The movie was downloaded to obtain data, which includes observing the characters' gestures, expressions, and body movements to uncover the implicit meanings of character education values that cannot be interpreted solely from the script. Additionally, to gather comprehensive data, the researcher consulted specific books, journals, and internet resources relevant to the study. The researcher analyzed all character dialogues in "Hichki" from beginning to end, watching the movie multiple times with both English and Indonesian subtitles for better understanding and comprehension. The data sources were categorized into primary and secondary sources.

C. Methods of Data Collection

In this study, researchers used data collection techniques in indirect observation by observing impressions and understanding scene dialogues in “Hichki” films and documentation in the form of scene images that contain character education values. The researcher used the following data collection technique:

The first step in collecting the data is that the researcher prepares the film "Hichki," directed by Siddharth P. Malhotra. The researcher gets ready for the Siddharth P. Malhotra-directed movie "Hichki" as the initial step in data collection. The researcher's supervision of the “Hichki” film is the second step. The third involves the researcher seeing and reading the subtitled dialogue that is thought to be valuable for character education. Subsequently, the investigator gathers information by viewing the movie and attempting to comprehend it completely while searching for every statement. Following that, they are categorized under KEMENDIKNAS's formulation as character educational values. The final stage involves choosing each scene and line in the movie to represent the educational ideals of the characters.

D. Methods of Data Analysis

Data analysis methods relate to procedures for analyzing research objects. In this research, researchers adopted the content analysis based on the theory of Ary et al (2010) to analyze the data, with the following steps.

1. Familiarizing and Organizing

a. Familiarizing

Researchers must deeply engage with the data. In this step, the researcher repeatedly and meticulously watched the film, then read and re-read the selected dialogues for analysis. The chosen dialogues include specific speeches of characters from the movie "Hichki."

b. Organizing

In this study, the researchers examined the film script to determine the number of dialogues to be analyzed. They selected all the character utterances from the movie "Hichki." This approach facilitated the analysis process for the researchers.

2. Coding and Reducing

a. Coding

In this step, the researcher thoroughly reads and re-reads all the compiled data. Following this, a code is assigned to each piece of data for analysis.

b. Reducing

Researchers put underlines in different colors on speech that shows the values of character education. After that, the researcher sorted the data into small parts and arranged them in an orderly manner to make it easier to analyze the data. Researchers comment on the speeches that represent the values of character education.

3. Interpreting and Representing

a. Interpreting

In this step, the researcher interprets the data to identify the character education values extracted from the film script.

b. Representing

In this stage, the researcher presents the analyzed findings. The results and findings are explained using descriptive explanations.



CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the findings of research and discussion of character educational values. The findings address the research questions found in the analysis and are presented in tables. Meanwhile, the discussion provides an explanation of these characters' educational values.

A. Result

After conducting an assessment of the movie “Hichki” the researcher looked for data related to character educational values, then carried out an analysis so that the results of the research were obtained and arranged in table form.

Table 4. 1 Character Educational Values in the Movie “Hichki”

No	Character Educational Values:	Data Presentation	Movie Time Frame	Utterance	Description
1	Religious	-	-	-	-
2	Honesty	A.1 (Explicit)	00:01:26 00:01:35	Naina: “It is not a hiccup, sir. I have Tourette syndrome.”	The school principal offers Naina a glass of water to stop her hiccup because she thought so, but Naina honestly told her it is not a hiccup instead it is the Tourette Syndrome she suffers from.

		A.2 (Explicit)	01:26:43 01:26:45	Aatish: "That day, on the terrace, when we threw those rockets.." "Ma'am both our pages were empty."	Killam and Atish admit that their paper was empty that they did not write anything when being told to write about their fear.
		A.3 (Explicit)	00:02:20 00:02:24	Naina: "It does get worse when I am nervous... like right now."	Naina admitted that she is nervous during the job interview
		B.1 (Implicit)	00:58:29 00:58:31	Naina: "So today, Ravinder will teach the class"	As a teacher, Naina gave her student, Ravinder, to teach the concept of science to the class because he is good at it. She tolerated that her students can learn from a student, too and not only from her.
3	Tolerance	B.2 (Implicit)	01:12:26 01:13:00	Mr. Wadia: "You should have slapped him, Ms. Mathur. 9F deserves it. They are not fit to be students." Naina: "You know what Mr. Wadia. Whatever happened... or happens, is between 9F and me."	Naina remained calm when her students disrespected her. Naina rejects conflict with her students and Mr. Wadia, even though Mr. Wadia continues to cause conflicts with her and 9F.

4	Discipline	-	-	-	-
5	Hardworking	C.1 (Implicit)	01:36:56 01:36:58	Naina: “Today, I am retiring from St. Notker's. And just like that, 25 years passed.	Ms Naina is a dedicate hardworking teacher who had teaching for 25 years in the same school.
		C.2 (Implicit)	00:25:55 00:25:59	Naina: “But you guys do not know that I have not come here to quit.”	Ms Naina wanting to prove to her students who did not believe in her that she loves her job and will work hard to stay in the line.
6	Creativity	D.1 (Implicit)	00:46:00 00:46:06	Naina: “Mathematically speaking... the equation of the egg's flight is called Parabola.”	Naina used creative education with egg as an example of a science concept.
		D.2 (Explicit)	01:48:56 01:49:05	Aatish: “Sir, it's not as posh as your project, but I swear some of the parts we have used... are straight out of real automobiles!	Aatish explained that the science project that they made might not fancy as Mr. Wadia's project but, they have used real car parts in it.

7	Independent	E.1 (Explicit)	01:15:07 01:15:12	Naina: “I do not need you to place my order for me. And I do not need you to get me a bank job.”	Naina proved that she is an independent woman despite having Tourette syndrome, thus she did not want her father to pamper her and helping her all the time because she believe that she can do it by herself.
8	Democratic	F.1 (Explicit)	00:50:04 00:50:25	Mr. Principal: Ms. Mathur wants 9F to be eligible for Prefectship. Mr. Wadia: You are joking, right sir? Naina: What's so funny Mr. Wadia? Technically Prefectship is for everyone. So, 9F should also get the chance. As St. Notkerites, they are also eligible for Prefectship.	Naina wants the 9F students to be eligible for Prefectship. Despite Mr. Wadia's disbelief at the idea, Naina explains that Prefectship should be available to all students and that everyone deserves an equal chance, regardless of their reputation.
9	Curiosity	G.1 (Explicit)	00:30:12 00:30:22	Naina: “Shyamlal, I wanted to ask you something. What is the deal with 9F? Who are these kids?”	Ms Naina was curious about her students and her class that she asked the janitor about them and discover that her students was actually children

					that raise in a slum.
10	National spirit	-	-	-	-
11	Love for the homeland	-	-	-	-
12	Appreciate Achievement	H.1 (Explicit)	01:47:42 01:47:48	Mr. Wadia: “Ms. Mathur. Do the honors, please”	Mr. Wadia asked Naina to pin the Prefect Badge on the 9F student who scored above 90%.
13	Communicative	I.1 (Implicit)	00:55:57 00:56:03	Killam: “Ma, this is our school teacher.” Killam’s mother: “Hello Ma'am! my son's like a Jackfruit.”	Ms. Naina is a communicative teacher she is willing to come to her student's houses for Parent-teacher Meetings and meet their parents to talk about the student's achievements in school.
		I.2 (Explicit)	01:02:45 01:02:50	Naina: “From today, these fears will be your strength... not weakness!”	Naina convinced her students to get away from their fear and rather turn their fear into strength.
		I.3 (Explicit)	00:24:26 00:24:30	Naina: “You can ask me anything you want to know about my Tourette's.”	Ms Naina talked openly about her syndrome and prove that she is not going to hide anything and accept any questions about her condition.

14	Love peace	J.1 (Implicit)	01:10:37 01:11:00	<p>Aatish: “Sir, sir, how can I keep my badge shiny and bright? Well, son, every morning when you wake up, kiss it once... like you kiss my bum!”</p> <p>Naina: “Aatish..Aatish Aatish. Stop it, stop it. Aatish!!!! You two! Back to the class! Aatish, I heard what you said to Akshay”</p>	Naina was not a short-tempered person and she remained calm in the situation when Aatish mocked and fought Akshay. She hears Aatish's rude comments to Akshay and repeatedly tells him to stop and end the conflict between them.
15	Likes to read	K.1 (Implicit)	00:30:01 00:30:06	<p>Syamlal: “Ma'am, you're early!”</p> <p>Naina: “Ya... I needed to get some books from the library”</p>	Naina spent some time in the morning to borrow some books from the school library.
16	Cares about the environment	-	-	-	-
17	Cares about social	L.1 (Explicit)	01:38:07 01:38:11	<p>Naina: “Mind your language, sir! You're talking about students of St. Notker's!”</p>	Naina reminds Mr Wadia about his judgement to her students because she believes that no one deserve to talk back to her students.

		L.2 (Implicit)	01:20:49 01:20:53	Naina: “But don't rusticate them, sir! Please sir, just let them give the exams.”	Naina begged the principal to allow 9F to sit for the exam because she knew there would be no future for them if they did not sit for the exam.
18	Responsibility	M.1 (Explicit)	01:13:35 01:13:38	Naina: “I am still their teacher and they are still my class”	Naina stated that 9F is still her class whatever happened and however bad the condition is, that she is willing to take responsibility as their class teacher
		M.2 (Implicit)	01:20:02 01:20:07	Aatish: “Killam and I did it! Why did you have to take the blame?”	Aatish felt guilty that 9F and Naina took the blame for him. This shows that Naina is a responsible teacher because she believes that her student's fault is her fault.
		M.3 (Explicit)	00:22:29 00:22:40	Naina: “Education is not limited to the classroom or school hours. So, whenever you need me, this is my number.”	Naina told her students that they can contact her whenever they need her, by giving them her phone number.

Following the results of the analysis from table 4.1:

1. Character Educational Values Presented by the Characters in the “Hichki” Movie Based on the Formulation of KEMENDIKNAS

1.1 Religious

The religious values are the beliefs and practices that individuals follow based on their faith. These values guide how individuals live their lives. However, “Hichki” movie does not delve deeply into the religious aspect. Instead, it focuses on ideas like perseverance, empathy, and the power of education. It also emphasizes character education and the importance of teaching the right values to children. The movie does not include religious themes so it can connect with a wider audience, no matter their beliefs. This helps the movie share its main messages more clearly.

1.2 Honesty

Honesty is the quality of being truthful, transparent, and sincere in one's actions and words.

Data: A.1 (00:01:58 00:02:01)

Naina: *“It is not a hiccup, sir. I have Tourette syndrome.”*

The scene above describes the conversation between Naina and the potential principal in the school she wanted to apply for a job. Due to the awkward sound of Naina’s Tourette, the principal seems to get distracted and thought it is a hiccup, thus he confirms it with Naina herself. Naina, being honest about her health condition, and explained that the noise was not a hiccup but it is the Tourette syndrome she suffered from. Through her words, we can see the value of honesty in Ms. Naina character. She was

open about her health condition. Being true to oneself and other is a trait of honesty.

Data: A2 (01:26:45 - 01:26:48)

Aatish : *“that day, on the terrace, when we threw those rockets... Ma'am both our pages were empty.”*

In the class, Ms. Naina asked the students to write their fear on a piece of paper and fold it into a paper plane. They then throw the paper airplane from the balcony. Days after, Kilam and Aatish admit that their paper was empty and that they did not write anything when being told to write about their fear. The student shows honesty by openly sharing their deepest fears with Naina. They then share their biggest fear: not being as good as 9A class and having trouble trusting anyone, including themselves and Naina. They were afraid that Naina would leave them like what the teachers had done before Naina. Thus, by expressing these fears and weaknesses, the student shows they are being honest and genuine.

Data: A.3 (00:02:20 - 00:02:24)

Naina: *“It does get worse when I am nervous... like right now.”*

Ms. Naina struggled to get a job due to her health condition. This scene explains the conversation between Naina and the principal during Naina's job interview. In this scene, the principal asks Naina about the weird sound (hiccup) that comes from Naina. Naina was honest about her Tourette syndrome and admitted that it got worse when she was nervous, and at the moment she was nervous because it was her first interview after 5 years of

being rejected by other schools. Thus, she feels anxious that she might fail the interview this time too.

These characteristics of honesty were stated in the 18-character educational values formulated by KEMENDIKNAS.

1.3 Tolerance

Tolerance is the ability to accept and respect the differences and beliefs of others, even if they differ from one's own.

Data: B.1 (00:58:29 00:58:31)

Naina: *“So today, Ravinder will teach the class”*

One day in the class during math subject, Ms. Naina asked Raviender to answer a difficult Math calculation and Raviender immediately answered it without using the calculator. Realizing Raviender's potential in mathematics, Ms. Naina asks him to teach his classmate in front of the classroom. This scene shows Naina's high tolerance for teaching. As a teacher, Naina gave her student, Ravinder, to teach the concept of mathematics calculation to the class because he is good at it. She tolerated that her students could learn from a student, too, and not only from her. Hence, she gave a chance to Ravinder to teach his friends on Maths lessons.

Data: B.2 (01:12:26 - 01:13:00)

Mr. Wadia : *“ You should have slapped him, Ms. Mathur. 9F deserves it. They are not fit to be students.”*

Naina : *“You know what Mr. Wadia? There are no bad students - only bad teachers. Whatever happened... or happens, is between 9F and me.”*

This scene above shows Mr. Wadia and Naina having a conversation about the 9F students. When Aatish was being disrespectful to Naina's condition, she rather chose peace and not use physical punishment, as Mr. Wadia stated, when her students disrespected her. Even as a teacher with the most stubborn students in the school. Naina rejects conflict with her students and Mr. Wadia, even though Mr. Wadia continues to cause conflicts with her and 9F. Naina always respects her students and Mr Wadia as a fellow teacher at St. Notker's School.

Thus, these characteristics are related to the 18-character educational values formulated by KEMENDIKNAS.

1.4 Discipline

Discipline is consistently following rules and guidelines, whether at home, school or in the community. However, the value of discipline is not clearly shown in this movie. The absence of this value in “Hichki” is likely a deliberate choice by the filmmakers. Instead, this movie highlights broader values such as perseverance, empathy, and character development. These values can connect with a wider audience, regardless of cultural or religious background.

1.5 Hardworking

Hardworking refers to consistently putting in effort, being diligent, and staying dedicated to achieving goals. It involves having perseverance, a strong work ethic, and not giving up even when faced with challenges.

Data: C.1 (01:36:56 - 01:36:58)

Naina: *“Today, I am retiring from St. Notker's. And just like that, 25 years passed.!”*

Naina has been teaching at St. Notker's School for 25 years. This scene above shows the retirement ceremony of Naina, as a school principal 25 years later. Some of her 9F students, Aatish, Killam, Tamanna, Oru, Tara, Pankaj, Ashwin, and Raghu also attend to the ceremony. In her speech, she mentioned that she is a dedicated hardworking teacher who has taught for 25 years in the same school. She also advises her students not to give up on their dreams despite facing difficulties in life.

Data: C.2 (00:25:55 - 00:25:59)

Naina: *“But you guys do not know that I have not come here to quit.”*

During her first day of teaching, Ms. Naina faces rejection from her students. They do not believe that Ms. Naina will last long in the school. This scene is a conversation between Ms. Naina and her students during her first day of teaching at St. Nothker. She wants to prove to her students who did not believe in her that she loves her job and will work hard to stay in this line. This scene proves that Naina is a hardworking teacher who will not easily give up on her job.

These characteristics of Naina is related to the 18-character educational values formulated by KEMENDIKNAS



1.6 Creativity

Creativity is the ability to generate original ideas, think outside the box, and find innovative solutions to problems.

Data: D.1 (00:46:33 - 00:46:34)

Naina: *“Mathematically speaking... the equation of the egg's flight is called Parabola.”*

When Naina encounters resistance and disengagement from her students, she uses creative methods to capture their interest and make learning more relatable. For instance, Ms. Naina Mathur uses a memorable approach to teach the concept of parabolas. She throws an egg to illustrate the concept of parabolic motion. The egg is used as a visual and practical example to demonstrate how objects follow a curved path, which helps students understand the mathematical concept in a more engaging and relatable way. This scene portrays the creative teaching of Naina as a teacher.

Data: D.2 (00:50:05 00:50:09)

Aatish : *“Sir, it is not as posh as your project, but I swear some of the parts we have used... are straight out of real automobiles!”*

After the collapse and destruction of the Science project caused by Aatish. He later admitted and apologized for his mistakes. Now, Aatish, 9F, and 9A students collaborate in making a new project to compete in the National Science Fair competition. Aatish, 9F, 9A students, and Naina are showing their Science projects to Mr Wadia. They admit that their project

may not be as fancy as the project that Mr. Wadia handled before, but they are proud because they used real car parts in it. They found a clever way to make their project special by using real automobile parts, demonstrating resourcefulness and innovation. This shows that the student is proud of their hard work and creativity in creating new results and innovations.

These characteristics of the students and Naina are related to the 18-character educational values formulated by KEMENDIKNAS.

1.7 Independent

Independence is the ability to make decisions and take actions on one's own, without relying on others.

Data: E.1 (01:15:07-01:15:09)

Naina: *"I do not need you to place my order for me.
and I do not need you to get me and a bank job."*

This is the scene where Naina and her family have dinner together in the restaurant. In this scene, Naina objects to her father's offers to help her find a suitable job. Besides, she also prevented her father from taking the meal order for her just because she had Tourette's which made her difficult while speaking during her tics. She wanted to prove to him that she was an independent woman despite having Tourette syndrome, thus she did not want her father to pamper her and help her all the time because she believed that she could do it by herself. This scene highlights her independence, self-respect, and determination to follow her dreams despite the obstacles she encounters.

This scene related to the 18-character educational values formulated by KEMENDIKNAS which is being independent and not dependent on other people all the time in life.

1.8 Democratic

Democratic is the way someone thinks, acts, and behaves to ensure that everyone has the same rights and responsibilities as others.

Data: F.1 (00:50:04-00:50:25)

Mr. Principal : Ms. Mathur wants 9F to be eligible for Prefectship.
 Mr. Wadia : You are joking, right sir?
 Naina : What is so funny Mr. Wadia? Technically Prefectship is for everyone. So, 9F should also get the chance. As St. Notkerites, they are also eligible for Prefectship.

This is the scene when Naina meets Principal and asked Mr. Wadia for the 9F class to be eligible for Prefectship. Naina Mathur argues that her students in Class 9F should have the same opportunity to be Prefects, just like any other student. Mr. Wadia finds the idea ridiculous because he thinks 9F, known for being difficult and underperforming, is not fit for such a role. Naina, feeling strongly about fairness, confidently challenges his attitude, insisting that all students deserve equal chances. Meanwhile, Mr. Wadia's reaction shows disbelief and bias, thinking 9F isn't capable of this responsibility.

This scene highlights democratic values related to the 18-character educational values promoted by KEMENDIKNAS.

1.9 Curiosity

Curiosity is the desire to explore, learn, and understand more about the world around us.

Data: G.1 (00:30:12 - 00:30:16)

Naina : *“Shyamlal, I wanted to ask you something.
What's the deal with 9F, who are these kids?”*

One day, Ms. Naina went to the library to borrow some books. There she met Mr Syamlal, the janitor in this school who has been working there for ages. In this scene, Naina was curious about her student's behaviour. She believes that there is a reasonable explanation behind her student's impulsive behavior. She asked the janitor about them and discovered that her students were actually children who were raised in a slum. Her curiosity related to the character's educational values promoted by KEMENDIKNAS is shown in the characters of Naina in this movie.

1.10 National Spirit

The movie intentionally avoids explicitly focusing on the national spirit. It is because it wants to catch the attention of larger themes such as perseverance, dreams, and teamwork regardless of their nationality. Focusing on these themes enables the film to address the experiences and challenges faced by individuals from various backgrounds. It emphasizes the significance of overcoming obstacles, chasing dreams, and working together, which are values that go beyond cultural and national differences.

1.11 Love for Homeland

There is no evidence of love for a homeland for the same reason as there is no value of nationality. It is because the intention of the filmmaker is for the larger audience from various nationalities, thus the wider themes were being focused on instead of the theme of nationality and love for the homeland. As such, it aims to engage and inspire viewers from different backgrounds thus making the message relevant for everyone.

1.12 Appreciate achievements

Appreciating achievement involves recognizing and valuing the efforts and successes of oneself or others.

Data: H.1 (01:47:42 01:47:48)

Mr. Wadia : “*Ms. Mathur. Do the honors, please.*”

During the award presentation ceremony, Mr Wadia asked Naina to go on the stage and pin the Prefect Badge on Oru and Tamannah, who were the 9F students with scores above 90%. By asking Naina to perform this task, Mr. Wadia representing St. Notker’s was recognizing and celebrating Oru and Tamannah’s impressive achievements. This was notable because, before this, none of the 9F students had passed or even made it into the top 10 students at St. Notker’s. This act of pinning the badge is a formal way of showing appreciation for their hard work and success. Thus, this value is related to the characters' educational values promoted by KEMENDIKNAS demonstrated in the characters in this movie.

1.13 Communicative

Communicative refers to the ability to effectively convey information, ideas, and emotions through verbal and non-verbal means.

Data: I.1 (00:55:57 - 00:55:59)

Killam : *“Ma, this is our school teacher.”*

Killam mothers: *“Hello! Ma'am, my son is like a Jackfruit.”*

During the Parent-Teacher meeting, all of the 9F parents along with the 9f students did not come to the meeting. Thus Ms. Naina was curious about what happened. Above is the scene where Naina went to Kilam's house to meet his parents because they did not attend the Parent-Teacher Meeting in the school. This scene describes Ms Naina as a communicative teacher that she is willing to come to her student's houses for Parent-teacher Meetings and met their parents to talked about the student's achievements in school. Besides Ms Naina, Kilam's mother was also portrayed talkative as she told everything about her son to Naina.

Data: I.2 (01:03:18 = 01:03:22)

Naina: *“From today, these fears will be your strength... not weakness!”*

The 9F students always feels insecure and inferior in academic to 9A students. Because they are not excellent students, thus in one of her class Ms Naina taught her students the other way to overcome their fears. Even though Naina realised that their students have their own fears being compared to the other classes, she did not remain silence and instead she talked to her students about their fears and convinced them that fear is also

strength and not weakness. This shows that Naina is indeed communicative with her students and her communication style is both effective and convincing with the result of her students finally overcome their fears of not being appreciated in school due to their status to finally become among the best students in the school.

Data: I.3 (00:24:26 00:24:30)

Naina: *"You can ask me anything you want to know about my Tourette's."*

The scene was set on Naina's first day of teaching. She spoke frankly about her syndrome and even welcomed any questions her students had regarding her syndrome. Her feelings are marked by a desire to connect with her students on a personal level. This shows that Naina is a communicative teacher who does not hesitate questions and is open-minded about talking with students even for such personal matter on her illness.

These characteristics was stated in the 18-character educational values formulated by KEMENDIKNAS

1.14 Love Peace

Love and peace are about creating positive, caring, and harmonious connections with ourselves and others.

Data: J.1 (01:10:37 - 01:11:00)

Aatish : *"Sir, sir, how can I keep my badge shiny and bright? Well son, every morning when you wake up, kiss it once... like you kiss my bum!"*

Naina : *"Aatish... Aatish, Aatish. Stop it, stop it. Aatish!!!! You two! Back to the class! Aatish, I heard what you said to Akshay!"*

In this dialogue, Aatish and Killam are in the library when they meet Akshay from 9A. Aatish is jealous of Akshay because he has the Prefect Badge and is Mr. Wadia's favorite student. So, Aatish humiliates Akshay by saying he's like Mr. Wadia's young bride and the “shine and bright” Prefect Badge is his wedding gift. This makes Akshay feel insulted, and he punches Aatish. Naina sees the fight and tries to stop it, telling them to go back to class. She wants to end the conflict and doesn't want any student to feel humiliated or unfairly treated. Naina heard everything Aatish said to Akshay and, by defending Akshay, she shows she cares about the feelings of all her students, whether they are from 9F or 9A. She emphasized the importance of caring and treating all students fairly without favoritism.

This educational character is stated in 18-character educational values formulated by KEMENDIKNAS.

1.15 Likes to read

Likes to read refers to a personal interest in engaging with written material, such as books, articles, or stories.

Data: K.1 (00:30:01- 00:30:06)

Syamlal : *“Ma'am, you are early!”*

Naina : *“I needed to get some books from the library”*

As a teacher, Ms Naina's feelings reflect her deep passion for reading and learning. This scene was in the school corridor where the school janitor, Syamlal, found Ms Naina early in the morning, she was in the school going towards the library and searching for a book. Naina explained that she spent

some time in the morning to borrow some books from the school library. This shows her dedication to her love for reading. Thus, Naina's actions of spending time borrowing books from the library demonstrate her commitment to personal growth and her enthusiasm for acquiring new knowledge. Her behavior highlights how much she values reading as a means of self-improvement and as a tool for teaching, reflecting the importance she places on education and personal development.

This educational character is stated in 18-character educational values formulated by KEMENDIKNAS.

1.16 Cares about the environment

The value of caring about the environment refers to attitudes involving being aware of environmental issues and taking actions to protect and sustain the natural world. However, the film "Hichki" does not heavily focus on environmental issues but instead highlights broader aspects of responsible citizenship. Naina's dedication and her creative teaching method for her students underscores the importance of making positive contributions to the community. Although environmental issues are not directly addressed, the film's themes of empathy and social responsibility support the idea of being a responsible citizen.

1.17 Cares about social

Cares about social refers to a concern for social issues, community well-being, and the impact of one's actions on society.

Data: L.1 (01:38:07 -01:38:09)

Naina : *“Mind your language. You are talking about students of St. Notker's!”*

The question papers were leaked before the exam. 9F students surprisingly passed the exam thus, this led to the curiosity of the teachers in St. Notker's school especially Mr. Wadia. He then reported to the principal in this matter and asked Ms Naina to be responsible for her class issue. Mr. Wadia is likely feeling a mix of frustration and suspicion. The fact that 9F students, who were generally seen as underperformers, suddenly passed the exam raises doubts in his mind. In this scene, Mr. Wadia suggests the principal, to then expel all of the 9F students. Meanwhile, Naina reminded Mr. Wadia of her judgment of her students because she believed that no one deserved to speak back to her students. She was annoyed and offended by Mr. Wadia's suggestion to expel the 9F students. She believed in the potential of her students and stood up for them.

Data: L.2 (01:38:07 -01:38:09)

Naina: *“But do not rusticate them, sir! Please sir, just let them give the exams.”*

In this scene, Naina begged the principal to allow 9F to sit for the exam. She was terrified of what might happen to her students in the future if they were not allowed to take the exam, knowing that it could potentially ruin their chances of having a better future. Also, she was determined to fight for her students' chance to prove themselves, showing that she cares about their success and well-being. Naina's actions reflect her deep concern for the

social impact of her students' education. She recognizes that their success or failure can have a broader impact on their place in society. Therefore, Naina conveys the principles care about social.

Thus, this educational character is stated in the 18-character educational values formulated by KEMENDIKNAS.

1.18 Responsibility

Responsibility is attitude and actions to fulfill the duty and obligations to the surrounding, community, self, and God.

Data: M.1 (01:13:35 - 01:13:38)

Naina: *"I am still their teacher and they are still my class"*

This scene describes the destiny of 9F that was being judged by Mr. Wadia as cheater in the exam. However, as the teacher of 9F, Naina stated that 9F is still her class whatever happens and however bad the condition is, she is willing to take responsibility as their class teacher. Her strong feeling reflects a deep sense of duty and loyalty to her students, even though they are facing the judgment of her students cheating by Mr. Wadia. Despite the controversy, she stays committed to her role as their teacher as she protects and takes responsibility for their actions. Naina's feelings show her determination to support her class through tough times and her commitment to standing by them, no matter how difficult things get.

Data: M.2 (01:20:02 - 01:20:07)

Aatish : *"Killam and I did it.! Why did you have to take the blame?"*

One day, after Naina meets the principal and Mr. Wadia discussing the 9F actions. Aatish feels guilty because Naina, the teacher takes the blame for his actions. However, this moment is significant because Naina's choice to take the blame for Aatish and Killam's actions shows how deeply responsible and dedicated she is as a teacher. She believes that any fault of her students reflects on her shortcomings, showing that she is not only committed to their academic success but also to their personal growth and integrity. By taking the blame, Naina exemplifies selflessness and the profound connection she feels towards her students. This act of taking responsibility for her students' mistakes ultimately inspires Aatish and strengthens the bond between Naina and her students.

Data: M.3 (00:22:29 – 00:22:40)

Naina : *“Education is not limited to the classroom or school hours.
So, whenever you need me, this is my number.”*

Naina was on her first day of school, also the day she was assigned to teach 9F. Naina told her students that they could contact her whenever they needed her, by giving them her phone number. Naina is demonstrating a strong sense of responsibility by showing that she is committed to her students' learning and well-being beyond regular school hours. She takes ownership of her role as a teacher by offering her support whenever needed. Naina's feelings are marked by a deep sense of responsibility and she is determined to be an accessible and supportive mentor, reflecting her belief

in the importance of being fully involved in her students' educational journey and personal growth.

Thus, this educational character of responsibility is stated in the 18-character educational values formulated by KEMENDIKNAS.

2. How are Character Educational Values Presented by the Characters in the “*Hichki*” Movie

The researcher identified two techniques that were employed, which are:

1. Explicit Technique

Based on the results, the explicit technique was used thirteen (13) times by the characters in “*Hichki*”. One of the data was:

Data: F.1 (00:50:04-00:50:25)

Principal : Ms. Mathur wants 9F to be eligible for Prefectship.

Mr. Wadia : You are joking, right sir?

Naina : What is so funny Mr. Wadia? **Technically Prefectship is for everyone. So, 9F should also get the chance.** As St. Notkerites, they are also eligible for Prefectship.

Explicit means something is stated clearly and directly, with no need for interpretation. In the statements above, when Naina argues that Prefectship is for everyone and that 9F students should also get the chance. She clearly stated that all students including those in 9F should have equal opportunities, thus leaving no misunderstanding statements. The message was conveyed directly and clearly by Naina.

In addition, the researcher used this technique thirteen (13) times. It could be known that this technique was used most frequently. It is particularly effective in the learning process because students find it easier to understand concepts that

are clear and straightforward rather than abstract. As a result, students are better able to understand the information when presented in this way. Therefore, this technique is more beneficial for students in their learning.

2. Implicit Technique

Based on the results, the implicit technique was used ten (10) times by the characters in “Hichki”. One of the data was:

Data: C.1 (01:36:56 01:36:58)

Naina : **“Today, I am retiring from St. Notker's. And just like that, 25 years passed.**

Implicit means something is stated indirectly or implied, rather than being openly or directly expressed. In the statements above when Naina mentions that she is retiring after 25 years at St. Notker's, indicating a long period of dedication and effort. Although she does not directly say that she was hardworking, her tenure implied that she was indeed a hard worker. The message was conveyed indirectly and implied by Naina.

Based on the results, the implicit technique was rarely used in this movie. This technique requires the audience to grasp the meaning only after absorbing all information. This is because implicit information is suggested or understood without being clearly stated. Thus, this technique demands a higher level of interpretation from the viewers.

B. Discussion

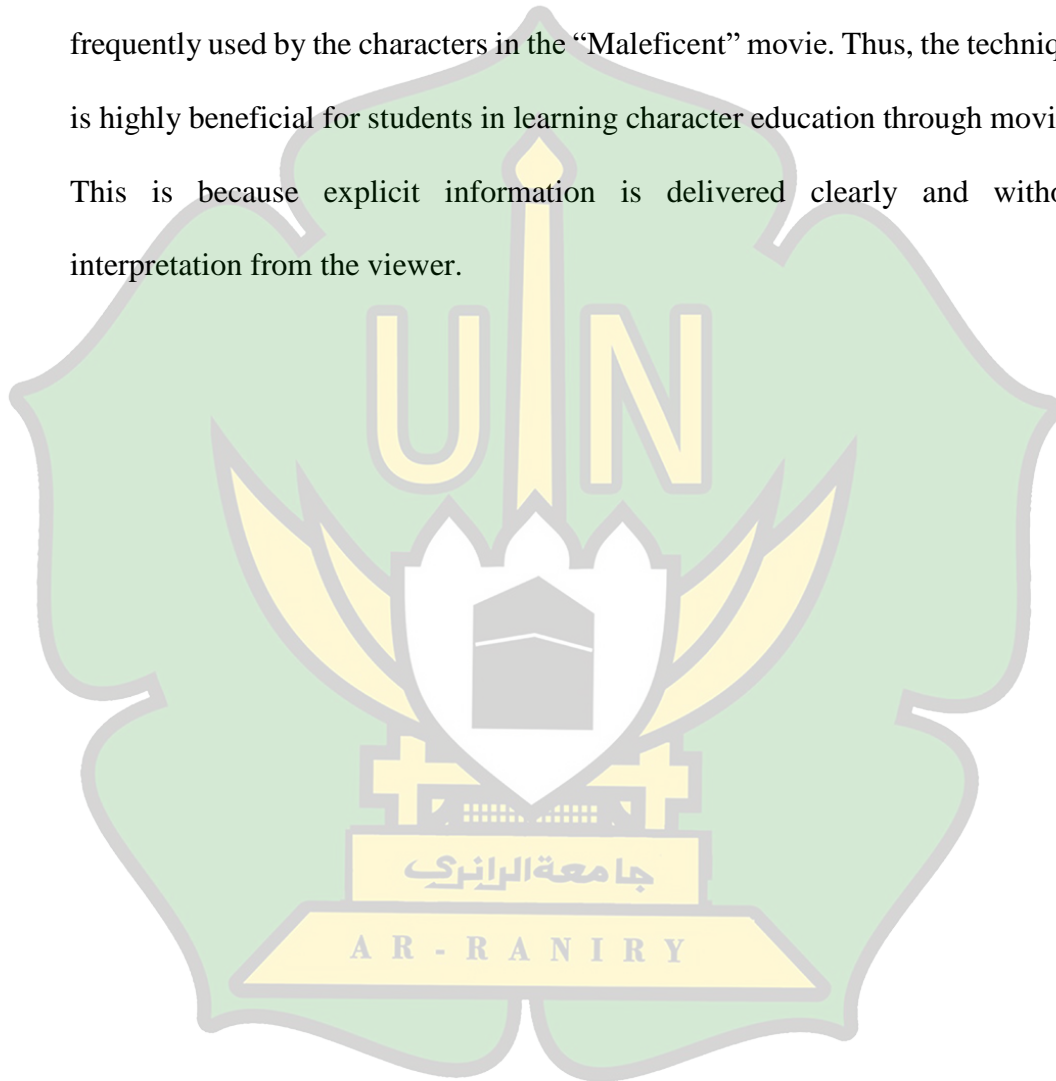
1. Character Educational Values Presented by the Characters in the “Hichki” Movie Based on the Formulation of KEMENDIKNAS

The first research question of this study aims to know the character educational values presented by the characters in the “Hichki” movie based on the formulation of KEMENDIKNAS. As shown in table 4.1, it can be seen that there are 13 out of 18 types of character educational values taken from KEMENDIKNAS’s formulation shown in the “Hichki” movie, including 1) *Honesty*, 2) *Tolerance*, 3) *Hardworking*, 4) *Creativity*, 5) *Independent*, 6) *Democratic*, 7) *Curiosity*, 8) *Appreciate achievements*, 9) *Communicative*, 10) *Love peace*, 11) *Likes to read*, 12) *Cares about social*, and 13) *Responsibility*. The previous related to this research aim was also conducted by Sari (2021). However, there are some differences between her research and the current research. The previous research has primarily focused on character educational values. However, this research examines character educational values more deeply because it also examines the way how the character educational values are presented in the movie.

2. How the Characters present the Character Educational Values in the “Hichki” Movie

The second research question aims to know how the characters presented the character's educational values in the “Hichki” movie. The researcher found that these values were presented through both techniques namely; explicit and implicit. From the 13-character education values identified in the movie, 23 dialogues were found to reflect these values. Among these, 13 dialogues used

explicit techniques. Meanwhile, the remaining 10 dialogues used implicit techniques. The result of how the characters presented the character's educational values in the movie is nearly similar to the research conducted by Siti Umaiya (2021). She discovered that the explicit technique is the most frequently used by the characters in the “Maleficent” movie. Thus, the technique is highly beneficial for students in learning character education through movies. This is because explicit information is delivered clearly and without interpretation from the viewer.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will present a conclusion about the characters educational value expressed in the film “Hichki”, followed by suggestions.

A. Conclusion

The film “Hichki” by Siddharth P. Malhotra is interesting and worth watching. Even though this is not primarily an academic-based film, there are numerous important messages about character educational values that the researcher wants to convey to the readers, especially the 13 out of the 18-character educational values formulated by KEMENDIKNAS conveyed through the characters in the story, which are 1) *Honesty*, 2) *Tolerance*, 3) *Hardworking*, 4) *Creativity*, 5) *Independent*, 6) *Democratic*, 7) *Curiosity*, 8) *Appreciate achievements*, 9) *Communicative*, 10) *Love peace*, 11) *Likes to read*, 12) *Cares about social*, and 13) *Responsibility*. From the findings of these educational values, it can be described that the main characters, Naina and her students from the 9F class are the ones who contribute the most educational values in the movie. Moreover, the teaching methods and concepts presented in this movie serve as valuable lessons that can be applied in real academic situations by educators out there.

Additionally, the character educational values presented by the characters in “Hichki” movie are explicit and implicit techniques. From the 13-character education values identified in the movie, 23 dialogues reflected these values. Among these, 13 dialogues used explicit techniques, where the values were

clearly and directly communicated to the audience. Meanwhile, the remaining 10 dialogues used implicit techniques in which the values were presented less directly, requiring the audience to interpret the underlying messages on their own.

B. Suggestion

1. To the English Department Students

The English department students can use this research to include references about the character's educational values taught by characters in movies. Characters' educational values are crucial for education, and movies can be a useful tool for students to comprehend concepts related to characters, morality, and values.

2. To the Readers

It is hoped that the findings of this study will provide readers, especially those interested in literature, with new insight, particularly regarding the educational messages conveyed in literary works. These insights can be applied to real-life situations.

3. To the Next Researcher

This study focusing on the movie “Hichki” has limitations, it simply examines the educational value of characters through content analysis. Therefore, future research should explore other themes such as moral values, character development, literary content, and employ various research methodologies.

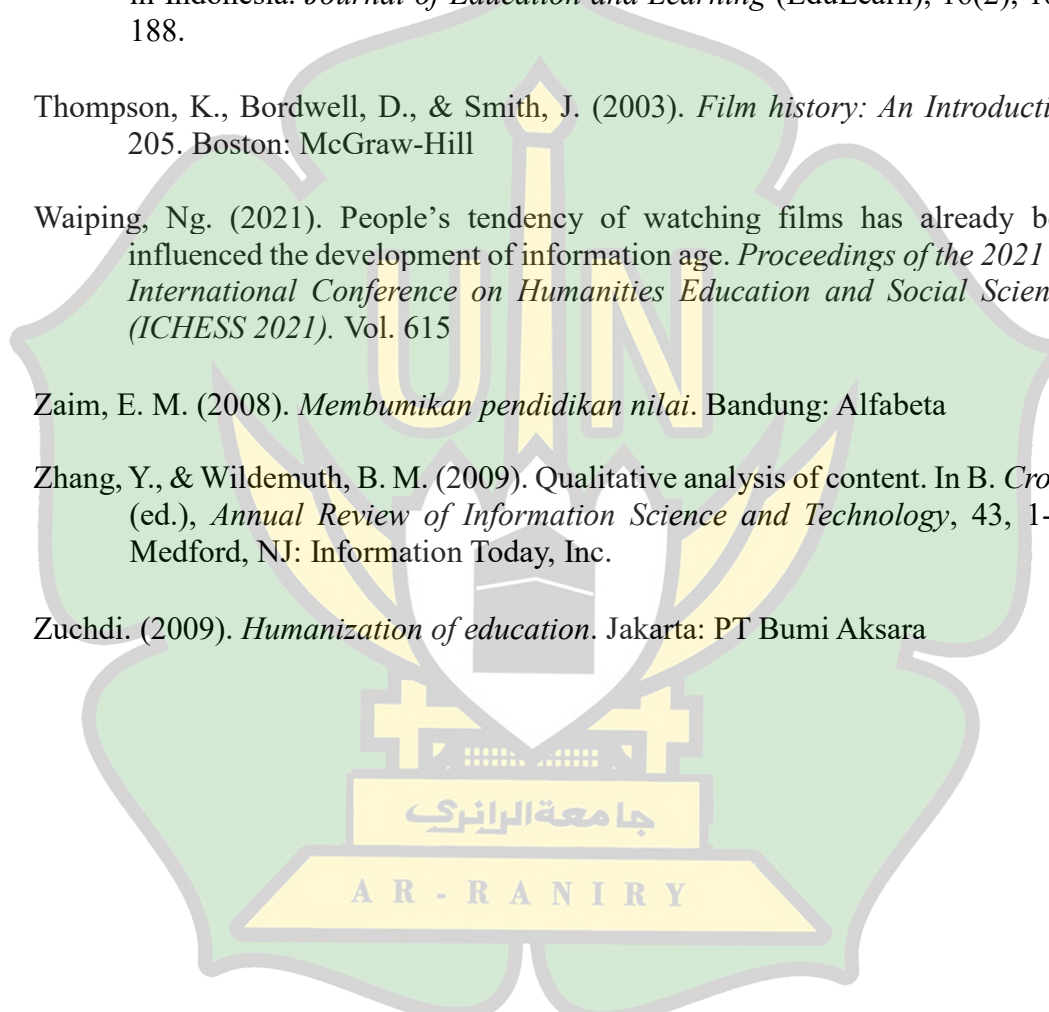
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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-3428/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Rita Hermida, M.Pd
- Untuk membimbing Skripsi
- Nama : **Riadhil Jinan**
- NIM : **180203069**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **A Content-Analysis of Character Educational Values in "Hichki" Movie**
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 Mei 2024
Dekan,

Samul Muluk



- Tembusan
- Sekjen Kementerian Agama RI di Jakarta;
 - Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;
 - Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
 - Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
 - Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
 - Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
 - Yang bersangkutan;
 - Arsip.

APPENDIX B

“HICHKI” MOVIE POSTER



AUTOBIOGRAPHY

Personal Identity

Name : Riadhil Jinan
Place/Date of Birth : Pantee, January 16th 2001
Nationality : Indonesian
Religion : Islam
Sex : Female
Marital Status : Single
Occupation : Student
Student's Reg Number : 180203069
Address : Pantee, Ingin Jaya, Aceh Besar
Email : 180203069@student.ar-raniry.ac.id

Educational Background

Elementary School : MIN 27 Aceh Besar
Junior High School : SMPIT Al-Fityan School Aceh
Senior High School : Homeschooling
University : UIN Ar-Raniry Banda Aceh

Parents' Bio

Father's Name : Ichdar
Mother's Name : Husniah