

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

To prove the originality of this study, it presents some previous studies that deal with education value. There are as follows:

1. The study of education value had been conducted by Nasrudinillah entitled “*An analysis educational values in Front of the Class movie*”. In his study, he used the qualitative design and especially the type of this research was content analysis. The primary data was taken from audiovisual (movie) and scrip from “*Front of the Class*” movie. The secondary data is taken from many literary books and some relevant materials to support and complete the primary data sources. He describes about education values in Front of the Class movie. The conclusion of his study is the are some education value from the movie front of movie consist of never give up, self-confidence, friendly and be polite, love, forgiveness, optimism, help each other and responsible as human society.¹

There are many differences between the present study with Nasrudinillah’s study, his study subject was in front of the class movie, meanwhile in this study, the subject is the students’ perception of the fifth semester students at IAIN Palangka Raya. His study problem was only looking for education value as general, whereas in this study, it try to

¹ Ahmad Nasrudinillah. 2010. *The educational Values in “Front Up the Class” movie*, unpublished. STAIN Salatiga.

describe the students' perception on the eighteen education value of character building of Indonesian National Character. The type of research methodology is also different, his study used content analysis and this study use case study.

2. *An Educational Value in Ahmad Fuadi's Novel Negeri Lima Menara* written by Ariyanti. The methodology of this study is qualitative descriptive study. In this research the writer research about the education values in the "*Negeri Lima Menara*" novel. The data sources are primary data and secondary data. The primary data is content of "*Negeri Lima Menara*" novel. The secondary data is taken from many kinds of books and relevant materials such as books of literature theory, value and education. The conclusion of her study is there are some education values from the novel consist of accomplishment, affection, courage, morality, altruism, patience, knowledge, punctuality, cooperation, diligence, freedom of conscience and expression, hard work, friendship and respect for creator.²

There are distinctions from the result of Ariyanti's study and the present study. her study subject is in Ahmad Fuadi's Novel *Negeri Lima Menara*, whereas the subject in this study is subject is the students' perception of the fifth semester students at IAIN Palangka Raya his study problem is only looking for education value as general, whereas in this study, it tries to describe the students' perception on the eighteen

² Ika ariyanti. 2011. *An Educational Value in Ahmad Fuadi's Novel Negeri Lima Menara*, unpublished. STAIN Salatiga.

education value of character building of Indonesian National Character. The type of research methodology is also different, her study use content analysis and this study use case study.

3. *The Value of Bukit Kepong as an Education Film: A Research* written by Rosnaini and Ismail. The methodology of this study uses triangulation approach: a survey (questionnaire), an elite interview and film narrative content analysis. The movie analyze by the researchers based on the seventeen education values as postulated by the National Education Philosophy. The result of the study show that *Bukit Kepong* has education value and is suitable as a tool and as a resource material that could help facilitate the teaching and learning process. The subjects responded that all of these values could be found in *Bukit Kepong*. 99% of the subjects agreed that love was the education/moral value most frequently shown. This was followed by patriotism (98%), high esteem (94%), community spirit (94%), kind-heartedness (90%), cooperation (89%), self-resilience (86%), thankfulness (83%), rationale (76%), honesty (75%), diligence (74%), physical and mental hygiene (73%), fairness (61%), moderateness (60%) and freedom (51%).³

Related to the explanation above, this study explores a same case of the study. This study takes education value of Indonesia and their study about education value in Malaysia. But in this case have different methodology, this journal used triangulation approach such as survey,

³ Rosnaini Hj. Mahmud dan Mohd. Arif Hj. Ismail. 2003. *The value of Bukit kepong as an Education Film: A Research*. Faculty of education studies, University Putra Malaysia

interview and content analysis, and this study just use case study to find out the education value

B. Education Value

1. Education

According to the Ministry of National Education Board of Research and Development Center for Curriculum defines that education is a conscious and systematic effort to develop the potential of learners. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System (Education Law) defines the function and purpose of national education should be used in developing education efforts in Indonesia. Section 3 of the education law stated⁴:

“Pendidikan nasional berfungsi mengembangkan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab”. Tujuan pendidikan nasional itu merupakan rumusan mengenai kualitas manusia Indonesia yang harus dikembangkan oleh setiap satuan pendidikan.

The function of education is to create the attitude to be a good man. According to Herbert stated that education is the development of good moral character. It is clear that education is very important in life.

⁴ Said Hamid Hasan, dkk. 2010. *PENGEMBANGAN PENDIDIKAN BUDAYA DAN KARAKTER BANGSA*, Jakarta: Kementrian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum, p.2-4

On other hand, Dewey stated that education is not a preparation for life, rather it is the living, and education is the process of living through a continuous reconstruction of experience. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.

Based on the definitions above it could be concluded that education is a process of development all potential in a learner to have good character for long life.

2. Value

Value is derived from Latin word mean ‘’useful, capable of will, power, force’’ so the value is defined as something that is considered to be good, useful and most correct according to one's beliefs. Value is the quality of a thing that is useful and could make the people who live it be dignified.

According to Steeman in Adisusilo value is something which gives meaning to life, which gives the reference, the starting point and purpose of life.⁵ A value is a person's principles or standards of behavior...one's judgment of what is important in life.⁶ According to Barkeret stated that value as things which are considered “good” in them-selves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences.

⁵ Adisusilo Sutarjo. 2013. *Pembelajaran Nilai-Karakter: Kontruksi Dan Vct Sebagai Inovasi Pendekatan Pembelajaran Afektif*, Jakarta: PT RajaGrafindo Persada.p. 56

⁶ Thomas Lombardo. *Ethical Character Development and Personal and Academic Excellence*. Center for Future Consciousness.p. 2

On the other hand, Raths, Harmin and Simon described values as beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm, has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly.⁷

Values are important for the individuals. Through adopting of the values individuals are able to accept the ideals and norms of the society. Education has a role to play in the inculcation of values.⁸

Values are essential for positive human behavior. Education from time immemorial has focused on values. Values form the core of education goals and objectives. Education is inherently values oriented and must develop in learners caring, co-operation and respect for others.⁹

From the statement above, it concludes value as norm and attitude. Value is very important in life because value orientation is essential for the planning of a good future.

According to Johdi, the nature of education is based on value, education is arrangement of culture and the culture consists of planting the ability and practicing of the five sense that have relationship with ethic, aesthetics, truth and beauty.

Underlying the education process is a set of values and virtues which define and determine its general goals, purpose, and standards of behavior.

⁷ J. Mark Halstead and Monica J. Taylor. 1996. *Values in Education and Education in Values*. London: The Falmer Press. P. 13

⁸ V. Kotaiah. 2014. *Role of The Teacher in Development of Moral Values*. International Journal Of English Language, Literature And Translation Studies (IJELR): India, p.70

⁹ Sheela Ramachandran. *Value Education –Human Right Foundation Course –I part IV*. Coimbatore: Bharathiar University. p. 13

These values and virtues define what is judged important in the education process and what types of character traits are seen as reflecting these values.¹⁰

James mentions some values for students as follow: kind, frankly, reasonable, friendly, confident, compassionate, friendly, generous, self-over's, conscious, honest, self-discipline, love working together, skill, fair, thoughtful, polite, loyal, care, subject to, and tolerant. The aim of education is to impart knowledge, to inculcate skills to fit people in life and, above all, to help young people develop as full human beings, equipped to lead a good life.¹¹

The writer concludes, education value means values of norm and attitude from the education itself. The value of education needs to planting and development for students' behavior.

Value is not always same in society, because there are some different groups in a society. For example, different as social-economic, religion, culture, country that every group has differnt value system. This study explains two values system are indonesia and America value. But, in this study, it focuses on education value of character building of Indonesian National character consist of 18 characters to support of education values, the education values are religion, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, citizenship, patriotism,

¹⁰ Thomas Lombardo. *Ethical Character Development and Personal and Academic Excellence*. Center for Future Consciousness.p.4-5

¹¹ Maksudi. 2013. *Pendidikan karakter non-dikotomik*. Pustaka pelajar

rewarding achievement, friendly, peace, reading habit, environment care, care, and responsibility. Here are the education values of Indonesia and America:

a. The Culture of Education Values and Indonesian National Character

In Indonesia, the implementation of the education values is need. Overview of the situation of even education in Indonesia became the principal motivation implementation of character education. Application of the values of character education in Indonesia is felt sorely in need of development when considering the ever increasing-brawl between students, delinquency, bullying, drug and etc. So that the education values that is needed in the world of education today.

The values that are developed in The Culture of Education Values and Indonesian National Character from the following:

1) Religion

Indonesian society is a religious society. Therefore, the life of the individual, society, and nation are always based on religion or belief. Politically, state life based on the values derived from religion. On the basis of these considerations, the values of the culture and character of the nation's education should be based on the values and norms derived from religion.

2) Pancasila

Pancasila contained in the Preamble of the 1945 Constitution and further elaborated in the articles contained in the Constitution, 1945. That is, the values of Pancasila became the values that govern the political, legal, economic, social, cultural, and artistic. The culture of values education and Indonesian national character aimed at preparing students to be better citizens who have the ability, willingness, and apply the values of Pancasila in his life as a citizen.

3) Culture

The culture of value use as basic for giving the concept and meaning in communication of the society, such culturally important position in the cultural life of the community requires a source of education value in the culture and character of the nation.

4) Purpose of Education

National education has goals includes various human values that must be owned Indonesian citizens. Therefore, the purpose of national education is the source of most operations in the education development of the culture of values education and Indonesian national character.

Based on the value of the four sources, identified a number of the culture of values education and Indonesian national character as follows¹²:

Description the culture of education values and Indonesian National Character were shown in the tabel 1.1

Tabel 1.1

Values	Description
1. Religion	Attitudes and behavior obedient in implementing the teachings of their religion, the practice of religion tolerant of others, and living in harmony with other faiths.
2. Honesty	Behavior based on an attempt to make himself as a person who always believed in words, actions, and work.
3. Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4. Discipline	Measures indicating orderly behavior and abide by the various rules and regulations.
5. Hard work	Behaviors that indicate an earnest effort to overcome barriers to learning and assignments, as well as completing the task as well as possible.
6. Creativity	Think and do something to make way or the new results from something that has been owned.
7. Independent	Attitudes and behaviors that are not easy to depend on others to complete tasks
8. Democracy	How to think, behave, and act the same rights and obligations judging himself and others.
9. Curiosity	Attitudes and actions are always working to find more depth and breadth of something that is learned, seen, and heard.
10. Citizenship	How to think, act, and sound that puts the interests of the nation and country above self-interest and group.

¹²Said Hamid Hasan, dkk. 2010. *Pengembangan Pendidikan Budaya dan Karakter Bangsa*, Jakarta: Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum, p. 7-10

11. Patriotism	Way of thinking, being, and doing the show loyalty, caring, and high appreciation of the language, physical environment, social, culture, economy, and politics.
12. Rewarding Achievement	Attitudes and actions that encourage him to produce something useful for society, and acknowledge and honor the success of others.
13. Friendship	Actions that show a sense of love to talk, hang out, and in collaboration with others.
Values	Description
14. Peace	Attitudes, words, and actions that cause others to feel happy and safe on the presence of himself/herself.
15. Reading habit	Habits take time to read a variety of literature that gives well for him/her.
16. Environmental Care	Attitudes and actions which seek to prevent damage to the surrounding natural environment, and develop effort store pair the environmental damage that has occurred.
17. Care	Attitudes and actions that always want to help other people and communities in need.
18. Responsibility	Attitudes and behavior of a person to perform his duties, he should do for his self, society, the environment (natural, social and cultural).

b. The culture of Education Value in America

America has an organization to manage of education value (character) that is *character count*. Character count focuses on 4 H to develop education value on character. The essential purpose are *Heart, Head, Hand, and Healt*. values of education curriculum of character counts (*Six pillars of Character Education*) as follows¹³:

Education value curriculum of character counts (*Six pillars of Character Education*) were shown in Table 1.2 :

¹³ Muchlas Samani dan Hariyanto. 2011. *Konsep dan Model Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya.p.55-57

Table 1.2

No	Value	How to be
1.	Trustworthy	a. Be honesty: do not lie, do not cheat and do not steal
		b. Takes on a reliable: hold promise, follow what is your commitment
		c. Be courage: do what is right even if people think it's wrong
No	Value	How to be
2.	Respect	a. Treat others as you want to be treated
		b. be a civilized and polite
		c. Hear what others have to say
		d. Do not insult or ridicule, or call the person by his nickname
		e. Never threaten or blackmail others
		f. Do not judge people before you know him well
3.	Responsibility	a. Be a reliable, if you agree to do something, do!
		b. Live the good of your business, do not do anything else merely because you think it was necessary to do, focus.
		c. Take responsibility in whatever you do, do not blame others, or simply apologizing for mistakes you do.
		d. Use your head, think before acting, and consider the consequences of your actions.
4.	Fairness	a. Treat others like you want to be treated
		b. Take a turn, get used to queue
		c. Say the truth
		d. Play as rules
		e. Think about, how could your actions would be bad to others.
		f. Listen to others with an open mind
		g. Do not blame others for your mistakes
		h. Do not take advantage of others
		i. Do not act on your favoritism
5.	Caring	a. Treat others with kindness and generosity
		b. Help people who require assistance
		c. Be sensitive to the feelings of others
		d. Never be rude or happy hurt or hurt others
		e. Keep in mind we will be people who are concerned with the act which is based on the concern.

6.	Citizenship	a. Share it in order to make your school, your community and the world a better place
		b. Take responsibility for what is happening around you
		c. Participate in community activities
		d. Matter was the natural environment
		e. Be a good neighbor
		f. Treat others with respect and generosity
		g. Follow the rules of your family, your school, and also the rules of your society.

C. Definition of Perception

There are many definitions and theories of perception. Most define perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. Vision and audition are the best understood. On the other hand, perception is the process by which we interpret the world around us, forming a mental representation of the environment. The brain makes assumptions about the world to overcome the inherent ambiguity in all sensory data, and in response to the task at hand.¹⁴

Based on definition above, it could be concluded that perception is how the brain process new information from sight, hearing, touch, smell, taste to make argument. This study wants to find out how the students' perception

¹⁴ Ward, M. and Grinstein, G. and Keim, D. 2010. *Interactive Data Visualization: Foundations, Techniques, and Application*, A K Peters.p. 73-74

of the students of English Education Study Program at IAIN Palangka Raya about education value of miracle worker movie.

D. Miracle Worker Movie

1. Synopsis

The play *The Miracle Worker* opens with a doctor assuring Captain Keller and his wife, Kate that their infant daughter, Helen, will recover from a serious fever. Soon after the doctor leaves, however, Kate realizes that Helen is deaf and blind. In the next scene, Helen is about six years old. She is a wild, undisciplined child. Though they try, her parents are unable to help or control her. In desperation they hire a young woman, Annie Sullivan.

From the moment Annie arrives, it is clear that she and Helen will be gripped in a great struggle. But Helen is not the only problem for Annie. Annie must also convince the Kellers, especially the Captain, that she, Annie, needs complete control of Helen if she is to reach the child. Annie is certain that language is the key to gaining access to Helen's mind, and she constantly spells the names of things on Helen's palm.

Although Helen could spell them back on Annie's palm, the understanding that the words represent things eludes her. After spending two weeks together in the garden house, Helen finally obeys Annie, but when the time is up and they return to the family, Helen quickly reverts to

her former behavior. The Keller's are indulgent, ready to fall back in their old pattern of behavior, but Annie doesn't let them. When Helen spills a water pitcher on Annie, Annie takes her out to refill it. She spells "water" into Helen's hand, and suddenly the miracle happens. Helen understands.

2. Characters

Captain Arthur Keller: a proud southern gentleman, father to Helen and James, husband to Kate

Kate Keller: a well-mannered southern gentlewoman, Helen's mother and James's stepmother, Captain's wife

Doctor: examines Helen as a baby and claims she is completely healthy

Helen Keller: loses her ability to hear and see due to an illness as a baby, gets what she wants through violent outbursts

Martha and Percy: the children of the cook on the Keller homestead

Aunt Ev: Helen and James's aunt who lives on the homestead

James Keller: a young man who is often ignored or chastised by his father, James is still forming a relationship with his stepmother of about six years, Kate Keller

Dr. Anagnos: runs the Perkins Institute in Boston where he helps children with visual disabilities

Annie Sullivan: a 20-year old woman from Boston with low vision

Blind Children: children at the Perkins Institute

Boy's Voice/Jimmie: Annie's younger brother, Jimmie, only seen in flashback

Offstage Voices: patients at the hospital with Annie and Jimmie

Viney: a cook at the Keller homestead¹⁵

3. Biography of William Gibson

William Gibson was born in the Bronx, New York, on November 13, 1914, the son of George Irving, a bank clerk, and Florence (Dore) Gibson. Gibson spent his childhood in New York City and eventually attended the City College of New York, where he studied from 1930 until 1932. After graduation, Gibson moved to Kansas, supporting himself as a piano teacher while pursuing his interest in theatre. It was in Topeka, Kansas, that Gibson had his earliest plays produced. Most of these early works were light comedies; two of them were later revised and restaged: *A Cry of the Players* *Dinny and the Witches*, both in 1948. Shortly after his time in Kansas, Gibson met a psychoanalyst named Margaret Brenman; the two were married on September 6, 1940, and eventually had two sons, Thomas and David.

Gibson's first major critical and popular success in New York was two for *The Seesaw*, which opened on Broadway in 1958. He was praised for the play's brisk dialogue and the compassion with which he endowed the characters. However, it is Gibson's second Broadway production, *The Miracle Worker*, for which he is best known.

Gibson first became fascinated with Annie Sullivan and her triumph as Helen Keller's teacher while reading the letters that Annie Sullivan wrote

¹⁵ Costantini Cara and Marty Johnson, *The Miracle Worker Education Guide*, the Good Folks at iTheatrics.com. p. 6

in 1887 describing her experiences in the Keller household. It was these letters and also Nella Brady's biography, Annie Sullivan Macy, that inspired Gibson to write about Annie Sullivan's accomplishments. Gibson first attempted to write *The Miracle Worker* as a solo dance piece but wrote it as a television play for the series *Playhouse 90*, which was produced by CBS. After *The Miracle Worker* was warmly received when it aired on CBS on February 7, 1957, Gibson received offers to adapt it for stage and film. He decided to write it for the stage because he wished to have more artistic control over the production. Although it opened to mixed reviews, positive press and word-of-mouth led to *The Miracle Worker's* success on Broadway.

The Miracle Worker was adapted as a feature-length film starring Anne Bancroft as Annie and Patty Duke as Helen in 1962, and was again produced for television in 1979 with Patty Duke playing the role of Annie and Melissa Gilbert as Helen. After *The Miracle Worker*, Gibson continued to write for the theatre and became a member of the Dramatists Guild. However, after *Golden Boy* (1964), which was a musical adaptation of Clifford Odets's play of the same name, Gibson largely withdrew from the New York theatre scene. It was during this time in the 1960s and 1970s that he founded and became president of the Berkshire Theatre Festival in Stockbridge, Massachusetts. Gibson did return to the New York stage, however, during the 1980s; *The Monday after the Miracle*, his sequel to *The Miracle Worker* opened on Broadway on December 14,

1982, at the Eugene O'Neill Theatre. The Monday after The Miracle was a much darker piece than its predecessor and garnered poor reviews and attendance; it closed after a short run. The Miracle Worker continues to be Gibson's best known work and is the drama on which his reputation rests.¹⁶

¹⁶ William Gibson, *The Miracle Worker* :Kentucky Council. P.3

