

**ANALYSIS OF ERIN'S MORAL EDUCATION: A BEHAVIORIST  
STUDY ON *FREEDOM WRITERS* (2007)**



**A PUBLICATION ARTICLE**

Submitted as a Partial Fulfillment of the Requirements for getting Bachelor Degree of  
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By:

**NADHILLA ANIS NOOR MUFIDAH**  
**A320160139**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
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**APPROVAL**

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**Approved to be Examined by the Consultant  
School of Teacher Training and Education Faculty  
Muhammadiyah University of Surakarta**

**Surakarta, June 15<sup>th</sup> 2021**

**Approved by Consultant**



**(Titis Setyabudi, S.S., M.A)**

**NIDN. 0609127502**

ACCEPTANCE

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NADHILLA ANIS NOOR MUFIDAH

A320160139

Accepted and Approved by Board Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

Surakarta, June 15<sup>th</sup>, 2021

Team of Examiner:

1. Titis Setyabudi, S.S., M. A  
(Head of Examiner)

*Titis Setyabudi*  
(.....)

2. Dr. M. Thoyibi  
(Member I of Examiner)

*M. Thoyibi*  
(.....)

3. Yeny Prastiwi, Ph. D  
(Member II of Examiner)

*Yeny Prastiwi*  
(.....)



Dean

*[Signature]*  
Prof. Dr. Sutama, M.Pd

## STATEMENT OF ORIGINALITY

I am researcher, signed on the statement below:

Name : Nadhilla Anis Noor Mufidah

NIM : A320160139

Department : English Education

Title : **ANALYSIS OF ERIN'S MORAL EDUCATION: A  
BEHAVIORIST STUDY ON FREEDOM WRITERS 2007**

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the research paper contains no material previously published or written by another person except where due reference is made in the research paper itself.

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Surakarta,

The Researcher



Nadhilla Anis Noor Mufidah

## **ANALYSIS OF ERIN'S MORAL EDUCATION: A BEHAVIORIST STUDY ON *FREEDOM WRITERS* (2007)**

### **Abstrak**

Tujuan dari penelitian ini adalah untuk menjelaskan kegiatan yang berkaitan dengan pendidikan moral pada diri Bu Erin yang dapat menunjukkan bagaimana pola perilaku membangun dan mengubah sikap saling menghargai di dalam film *Freedom Writers*. Penelitian ini adalah penelitian kualitatif. Sumber data utama dari film *Freedom Writers* karya Richard LaGravenese (2007). Sumber data kedua dari berbagai referensi film, situs web, dan jurnal yang terkait. Penelitian menggunakan teknik identifikasi untuk mengumpulkan data. Dalam menyajikan validitas data, peneliti menggunakan triangulasi dari Denzim (2010). Penelitian ini menggunakan teori pendidikan moral oleh Emile Durkheim yang mempunyai 3 elemen untuk menjadi pribadi yang bermoral adalah disiplin, ketertarikan pada kelompok, dan autonomi. Berdasarkan hasil penelitian, peneliti menemukan tujuh kegiatan pada diri Bu Erin dalam film *Freedom Writers* yang berkaitan dengan kedisiplinann, kebersamaan, kemandirian, strategi, saling membantu, komunikasi, dan diskusi. Penulis menemukan pola perilaku membangun dan mengubah sikap menghargai di film *Freedom Writers* melalui kegiatan oleh Bu Erin dan peraturan-peraturan dalam sekolah.

**Kata kunci:** pola perilaku, sikap saling menghargai, *Freedom Writers*

### **Abstract**

This research aims to explain activities related to moral education in Mrs. Erin, which can show how behavior patterns build and change mutual respect in the film *Freedom Writers*. It is a qualitative research. The primary data source is the *Freedom Writers* movie by Richard LaGravenese (2007). The secondary data sources are including references from movies, websites, and journals related to the research. The researcher uses the identification method to collect the data. In presenting the data validity, the researcher uses triangulation by Denzim (2010). This research applies the theory of moral education by Emile Durkheim which has 3 elements to become a moral person, namely discipline, interest to the group, and autonomy. Based on the result, the researcher found seven activities by Mrs. Erin in the *Freedom Writers* movie which the relating to discipline, togetherness, autonomy, strategy, help, communication, and

discussion. The researcher found behavior patterns built and change mutual respect in *Freedom Writers* movie through the activity by Mrs. Erin and rules in the school.

**Keywords:** behavior pattern, mutual respect, *Freedom Writers*

## 1. INTRODUCTION

Literature is a work of art that is used as a reference in certain education and activities in various fields. Literature is also a source used to obtain the information. Literature work such as drama, novel, and poetry are more interesting to read than technical books or textbooks because it can be enjoyable for the readers. Literature is a piece of work that valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc) (*Literature on Oxford Learner's Dictionary*, 2020). Literature has several types like a novel, poetry, even movie. The movie is a kind of artwork that is one of the audiovisual communications with media on a cinematography basis. "Movie is a result of culture and a tool for art expression. Movie as mass communication is the combination from various technologies like photography and sound record, art on form art, literature of Drama Theater, architecture, and music art (Effendy, 1986)."

The movie has various values that contain them inside who can complete the utility of spirit and psychological knowledge for refreshing to the mind. "Value is the essence attached to something very meaningful for human life, especially regarding kindness and actions the goodness of a thing (Thoha, 1996)". Value also has connection to formal and informal education. Values and education are so closely related that they can be linked to morals. Values and morals are familiar to us because we always hear them both in our daily activities. According to Wasono (on Zuriah, 2017) argues that moral values are basic values related to matters of morality, matters of the mind, which are closely related between humans and other creatures created by God. Humans are formed to distinguish between bad or good things.

Morals can be seen from the characters, habits that are done, strategies that are carried out, and the development of creativity. The moral is something related or has to do with the ability to determine right or false and good or bad behavior (Wantah, 2005). Moral education must be trained as early so that the people can create high morality awareness. Moral education also had a religious tinge, which made many uneasy. A character with the emphasis on forming good habits eliminating poor habits struck a popular and traditional chord.

Value and moral, moral value, and moral education have a relationship about responsibility, intelligence, and social solidarity. Therefore, humans should not be indifferent and still have good behavior to be accepted and pleasant in the community. The three also apply to the *Freedom Writers* movie. *Freedom Writers* is a drama film written who was released in 2007 in America by Richard La Gravenese. The movie *Freedom Writers* is also written into a book. This title is "The Freedom Writers Diary". Therefore, the researcher uses moral education theory by Emile Durkheim. Emile Durkheim has 3 elements to create a good individual are discipline, interest to the group, and autonomy.

## **2. RESEARCH METHOD**

The type of the study is descriptive qualitative research. The material object of the study is MTV Film that is adapted from *The Freedom Writers Diary* novel by Richard LaGravenese. The formal object to examine the moral education issue using morality approach. This research uses both primary and secondary data. The primary data is *Freedom Writers* by MTV Films. The secondary data are taken from other sources which related with the study, such as movie, journals, internet which support the analysis. The techniques of collecting data are; watching the movie, browsing the internet to get several information and journal related to the object of the study, identifying the problem and finding the data, taking notes of important part, classifying of the data categories, and exposing the problems. The techniques of data analysis are data reduction, data display, and conclusion and verification. The data

validity uses method triangulation as the type of triangulation which applied and appropriate with the study.

### 3. RESEACRH FINDINGS AND DISCUSSION

#### A. FINDINGS

##### 1. Moral Education Defined in Erin’s Character in The Movie

There are indicators in each theory. The indicators as support by the Emile Durkheim theory, so that behavior Erin’s can relate with it.

##### a. Discipline

Indicator and discipline are the methods that are reflected in the moral education by Erin Gruwell in the class. These are the indicators that Erin Gruwell does in the class:

##### 1) Arranging the position of the seat

Table 1. Arranging the position of the seat

Activity	Indicator’s of discipline			
Arranging the position of the seat	1 (Teacher's obedient toward the school regulation)	2 (Teacher's accuracy when in the school environment)	3 Teacher’s awareness on doing this job)	4 (Teacher’s responsible doing their job)
	V	-	V	V

## 2) Giving a journal for students

Table 2. Giving a journal for students

Activity	Indicator's of discipline			
Giving a journal for student	1 (Teacher's obedient toward the school regulation)	2 (Teacher's accuracy when in the school environment)	3 (Teacher's awareness on doing its job)	4 (Teacher's responsibility for doing their job)
	V	-	V	V

## 3) Giving a novel for students

Table 3. Giving a novel for students

Activity	Indicator's of discipline			
Giving a novel for student	1 (Teacher's obedient toward the school regulation)	2 (Teacher's accuracy when in the school environment)	3 (Teacher's awareness on doing its job)	4 (Teacher's responsibility for doing their job)
	V	-	V	V

#### 4) Going to museum

Table 4. Going to museum

Activity	Indicator's of discipline			
Going to museum	1 (Teacher's obedient toward the school regulation)	2 (Teacher's accuracy when in the school environment)	3 (Teacher's awareness on doing its job)	4 (Teacher's responsibility for doing their job)
	-	-	V	V

#### 5) The student must type the diary to the computer

Table 5. The student must type the diary to the computer

Activity	Indicator's of discipline			
The student must type the diary to the computer	1 (Teacher's obedient toward the school regulation)	2 (Teacher's accuracy when in the school environment)	3 (Teacher's awareness on doing its job)	4 (Teacher's responsibility for doing their job)
	V	-	V	V

#### b. Interest to the Group

Mrs. Erin uses a good method to make the student obey her. These are the indicators that Erin Gruwell does in the school:

##### 1) Program "Toast for Change"

Table 6. Program “Toast for Change”

Activity	Indicator’s of Interest to the Group				
Program “Toast for Change”	1 (The awareness as being part of the family concerned)	2 (There is a reciprocal relationship between the member)	3 (There is a binding factor-like similarity ideology, importance, and similarity fate)	4 (Having the same structure, principle, and behavior pattern)	5 (Systemized and processed)
	-	-	-	-	V

**c. Autonomy**

Mrs. Erin uses a good method to make the student obey her. These are the indicators that Erin Gruwell does in the class:

**1) Giving a journal for students**

Table 7. Giving a journal for student

Activity	Indicator’s of Autonomy		
Giving a journal for student	1 (Emotional Autonomy)	2 ( Behavior Autonomy)	3 (Value Autonomy)
	-	V	V

**2) Program “Toast for Change”**

Table 8. Program “Toast for Change”

Activity	Indicator’s of Autonomy		
Program “Toast for Change”	1 (Emotional Autonomy)	2 ( Behavior Autonomy)	3 (Value Autonomy)
	-	V	V

**3) Playing “Line Game”**

Table 9. Playing “Line Game”

Activity	Indicator’s of Autonomy		
Playing “Line Game”	1 (Emotional Autonomy)	2 ( Behavior Autonomy)	3 (Value Autonomy)
	-	V	V

**4) Going to museum**

Table 10. Going to museum

Activity	Indicator’s of Autonomy		
Going to museum	1 (Emotional Autonomy)	2 ( Behavior Autonomy)	3 (Value Autonomy)
	-	-	V

## **2. The Way Moral Education Depicted In The Movie**

The problem explains how the way moral education depicted in the movie by behavior Erin's. Every behavior Erin's explained scene story in the movie like character, plot, theme, setting time and place, purpose, conflict, and moral education of the scene.

### **a. Discipline**

Mrs. Erin does some activities which show discipline in the school as the following:

#### **1) Arranging the position of the seat**

This scene indicates Mrs. Erin is an English teacher in the school. Mrs. Erin is very strong and competent. The plot of a scene is going forward in the story. The theme of the activity is a variation of place. The time is in the afternoon in the class. Mrs. Erin feels angry with the student's behavior. The situation of the class is very noisy because many groups in the class and not respect each other. She thinks the student must move the seat because do not create a group in the class. The purpose is to reduce social and racial inequality between his students. The moral education of the scene is much related to the theory by Emile Durkheim that is discipline. This scene shows the activity that changes the situation of class. The moral education of arranging the position of the seat is we understand what mean of together is and don't make a group in the class because it can appear of problem in the class.

#### **2) Giving a journal for student**

This scene indicates that Mrs. Erin is a diligent person. After the game, Mrs. Erin gives the surprise to the students. Before that, the plot of the scene is going forward in the story. The theme of the activity is giving. The time is in the afternoon in the class. Mrs. Erin will give a journal for students to write all activities. The student can write past, present, and future stories in daily life. On the other hand, the student is also to write poetry, short story, pantun, etc.

The purpose is to express experience, thinking, and feeling with the use of good and effective language. The moral education of the scene is much related to the theory by Emile Durkheim that is discipline. This scene shows the giving a journal for student in the classroom. The moral education of giving a journal for students is the students creates the habit of discipline in the daily life.

### **3) Giving a novel a student**

This scene indicates that Mrs. Erin is very kind. She thinks of giving a novel to students. The plot of the scene is going forward in the story. The theme of the activity is giving. The time is in the morning in the classroom. In the class, Mrs. Erin shares a novel with students. The title is “his life is a dead end.” This novel about members of Genk and this novel also contains a violent element. This novel is also told about war with Jewish people. The students are reading a novel every day, so the students know and understand what the Genk is and not fall into a trap of bad Genk. Mrs. Erin also asked permission for the students to tell the story in this novel so that they do not misunderstand the content of the novel. The moral education of the scene is much related to the theory by Emile Durkheim that is discipline. This scene shows the giving a novel for student. The moral education of giving a novel for students is do not lazy for reading about anything and adds the information in this novel.

### **4) Going to museum**

This picture indicates that Mrs. Erin is a good teacher. Mrs. Erin invites the student to go to the museum before the final exam. The plot of the scene is going forward in the story. The theme of the activity is the exploration of place. The time is in the morning at the museum. Some students join with Mrs. Erin to ride the car while other students directly going to the museum. The name of the museum is “Museum of Tolerance” about the Holocaust story.

Mrs. Erin is also inviting several victims from the Holocaust incident. Some victims in the Holocaust incident tell about what is happening in the Holocaust. The moral education of the scene is much related to the theory by Emile Durkheim that is discipline. This scene shows Mrs. Erin and all students going to the museum. The moral education of going to the museum is the students can appreciate about the history war and has the soul who the obedient toward the rule.

#### **5) The student must type the diary to computer**

This scene indicates that Mrs. Erin is a funny and smart person. Mrs. Erin gives the students the last project. The plot of the scene is going forward. The theme of the activity is learning using media. The time is in the afternoon in the classroom. Mrs. Erin tries to calm the student because there was a problem in the class that is Mrs. Erin not teaching in grade 3. Then, she did something for the students to make them happy again. Mrs. Erin asked the student to type their diary on the computer. The purpose of it is to give a story for the students and Mrs. Erin if they are ever in the class and that book becomes a memory for the class. Therefore, they have named this book “The Freedom Writers Diary.” The moral education of the scene is much related to the theory by Emile Durkheim that is discipline. This scene shows the students must type the diary on the computer. The moral education of the student must type the diary on the computer is every people must appreciate with all incident who happen in the life and all incident as learning and there is a wisdom in each moment.

#### **b. Interest to the Group**

Mrs. Erin only carried out one activity that shows interest to the group in the school as follows:

### **1) Program “Toast for Change”**

This scene indicates that many students have different characteristics in the classroom. All student hopes to invite the famous speaker in their events. The plot of the scene is going forward. The theme of the activity is caring for humanity. The time is in the morning at the schoolyard. This activity is a raise fund to invite the famous speaker. The student does things such as selling food, drink, clothes, etc. The purpose is to be able to work hard to achieve something and create togetherness with other students. The moral education of the scene is much related to the theory by Emile Durkheim that is interesting to the group. This scene shows the Program “Toast for Change” in the schoolyard. The moral education of the Program “Toast for Change is all students has social soul in order to they can change of life system and socialization with environment of community.

### **c. Autonomy**

Mrs. Erin does several activities which show the autonomy in the school as follows:

#### **1) Giving a journal for student**

This scene indicates that Mrs. Erin is a person with good behavior. She gives a journal to the students to use the vocabulary in order to make a good sentence. The plot of the scene is going forward. The theme of the activity is giving. The time is in the afternoon in the classroom. The students are speechless when Mrs. Erin talks about the benefit of the journal. The student takes a journal at Erin’s table and Mrs. Erin asked them to write all activities in their life. After that, the students put the journal in the cupboard class. The moral education of the scene is much related to the theory by Emile Durkheim that is autonomy. This scene shows the giving of a journal to students in the classroom. The moral education of giving a journal for a student is the students can responsibility on self.

## **2) Program “Toast for Change”**

This scene indicates that Mrs. Erin is an interesting person. Mrs. Erin makes an event the named program “Toast for Change.” The plot of the scene is going forward. The theme of the activity is observed. The time is in the morning in the classroom. Mrs. Erin explained the program “Toast for Change” to the students and they are listening to it. Mrs. Erin requested one by one of the students to take the Border bags and tell one of the diaries that were written in the journal. The purpose is to respect and appreciate other people. The moral education of the scene is much related to the theory by Emile Durkheim that is autonomy. This scene shows the program “Toast for Change” in the classroom. The moral education of the program “Toast for Change” is the students are brave going to the front of the class to tell the story.

## **3) Playing “Line Game”**

The scene indicates that Mrs. Erin is a fun person. Because Mrs. Erin invites the student to play some game called “Line Game.” A line Game is a game that has two teams and every team has seven people. On the other hand, the game makes increase the knowledge about history. The plot of the scene is going forward. The theme of the activity is playing a game. The time is in the morning in the classroom. Mrs. Erin explained the rule of the game, if there is a student who can answer the question, she/ he can go forward and go back again for the next question. The student playing together and focus on the game. The purpose is to refresh and to develop the knowledge. The moral education of the scene is much related to the theory by Emile Durkheim that is autonomy. This scene shows the playing “Line Game” in the classroom. The moral education of playing “Line Game” is every person is sure to have different thinking, so Mrs. Erin gives a challenge like a game to polish the knowledge them and the students can solving problem with discussion.

#### **4) Going to museum**

This scene indicates that Mrs. Erin is a nice person. Mrs. Erin invites the student to visit the “Museum of Tolerance” that tells about the Holocaust story. The plot of the scene is going forward. The theme of the activity is place exploration. The time is in the morning at the museum. The museum provides knowledge to the visitors about how it happened. The museum also shows the video about the story through the big screen. The students are excited because they get the knowledge about the Holocaust story. The purpose of this visit is to respect the hero who was fall and adopt good behavior in daily life. The moral education of the scene is much related to the theory by Emile Durkheim that is autonomy. This scene shows the going to the museum.” The moral education of going to the museum is the students trained to autonomous and brave when to go to the place.

### **3. The Reasons of the Writer Described the Moral Education In The Movie**

Moral education is the education that is not only taught to the student in the academic environment but also in the non-academic especially is attitude and how to make a good behavior in the daily life in a family or school environment. Every psychology of people must build from early in order that they have good behavior for the future and apply the behavior in the environment it. The reasons of the researcher write this research is to use multicultural teaching strategy in the Freedom Writers movie, to show that it is real life story in the United States, to show the students’ character various in the Freedom Writers movie, and to explain for the readers that the movie has social message on the every scene.

## **B. DISCUSSION**

From the description in the findings above, the researcher will discuss the topic of morality used in *The Freedom Writers* movie by Richard LaGravenese, the meanings,

and the functions in this part. This research analyzes the use of moral education which utilizes behaviorist study. Regarding the result of this research, the first is finding the moral education defined in Erin's character in the movie. The researcher is also using the indicator in order that to support the theory about moral education by Emile Durkheim who had three elements those are discipline, interest in groups, and autonomy.

After the researcher finds the points of the moral education defined in Erin's character use, the researcher describes the meaning of each finding. The researcher finds moral education depicted in the movie by analyzing every behavior contained in it. There is much behavior Erin does in the school. Every behavior Erin's, the researcher is analyzing about this behavior including character, plot, theme, setting of time and place, conflict, and the goal.

The last is to attach the reason of the writer to describe the moral education in the movie. Because each behavior of moral education has functions that different from another. So, the researcher put the analysis to describe the moral education in the movie. Also, Erin's behavior can conclude that some characters are very influential for the story to students and the setting that was built. It shows the use of moral education from the different authors and the expression of the author can be explained to the readers based on moral education.

#### **4. CONCLUSION**

After analyzing the *Freedom Writers* movie by using morality approach, the researcher notes three points. First, the moral education defined in Erin's character in the movie. Mrs. Erin gives many activities that related to the behavior of students. Almost all moral education affects the student. Moral education has an indicator as support on the theory. Every theory has an indicator who related to it.

Second, the way moral education depicted in the movie. The activity related to moral education is always explained completely. Each the activity included the

aspect like plot, theme, setting, character, goal, conflict, and moral education in the scene. Every activity included the discipline, interest to the group, and autonomy must explain in the mentioned aspects. The activities are behavior various on the scene with the uses of the picture and narrations.

The last, the reason of the writer described the moral education with some aspects. The writer gives the reasons such as teaching strategy, the real-life story, the students' character various, and has a social message. This can appeal to society and the expression of the author can be explained to the readers based on moral education.

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