

**ANALYSIS OF MORAL VALUE IN THE MOVIE  
“CAHAYA CINTA PESANTREN”**

**SKRIPSI**

*Submitted in Partial Fulfillment as the Requirements*

*For the degree of Sarjana Pendidikan (S.Pd)*

*English Education Program*

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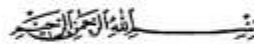


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Dengan ini menyatakan bahwa skripsi saya yang berjudul **Analysis of Moral Value in the Movie "Cahaya Cinta Pesantren"**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

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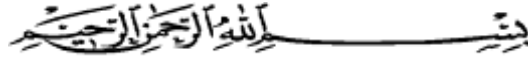
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## ABSTRACT

The research is aim found out the kind of moral values, expression, the most dominant found in the movie Cahaya Cinta Pesantren. The method used qualitative descriptif. The result are The kind of moral value are courage/bravery, peace ability, self reliance, self dicipline, loyalty, respect, love, kindness, justice and mercy. Expression suitable with the moral value namely a student or teacher could facilitate dialogue between conflicting parties, aiming to restore harmony and mutual understanding, respect could be illustrated through courteous interactions between characters, such as listening to teachers and elders, showing consideration for others' opinions, and honoring the cultural and religious practices of the pesantren etc. The most dominant moral values are likely to be respect and self-discipline. these values are central to the setting and themes of a pesantren (islamic boarding school) and are often emphasized in such narratives. In Cahaya Cinta Pesantren respect and self-discipline are likely to be dominant moral values due to the pesantren setting, which emphasizes the importance of these principles . these values are central to the pesantren experience and are often highlighted in stories set in such environments. they help shape the characters' behavior and the overall message of the film. The suggestion are Use conflicts and their resolutions to illustrate the importance of values like peace ability, justice, and mercy. Demonstrating how characters handle disputes can make the moral lessons more impactful, While conveying moral values, ensure the film remains entertaining and engaging. A well-balanced mix of drama, humor, and meaningful lessons can captivate and educate the audience effectively, For the next researcher Investigate how the film influences viewers' understanding and perceptions of pesantren values and Islamic teachings. This could involve surveys or interviews with audiences to gauge their reactions and insights.

***Keywords: Moral Value, Movie, Analysis***

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**Medan, Oktober 2024**

**The Researcher,**

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# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Movie is a sophisticated presentation medium that conveys five forms of information including symbols, lines, images, sound and movement. As a learning medium, movie has the advantage of providing messages that can be accepted by students equally. Meanwhile, the disadvantages of the movie medium itself are related to the high production price, long production time, and the need for special operators to operate it (Tan, 2018).

Moral values are defined as an activity in the form of cooperation that has relevance to character education values, namely the values of curiosity, respect for others, communicativeness, environmental care, social care, responsibility, honesty, tolerance, discipline, hard work, creativity. , and democratic (Dari & Dermawan, 2018). Instilling moral values both in society and education must be carried out so that this generation is not only good at science but also has good morals and attitudes.

Films often depict the main character's journey through challenges, showcasing moral values like kindness, honesty, loyalty, and hard work. Characters are essential for conveying these messages, with their strengths and weaknesses helping audiences connect and understand their struggles. For example, Atticus Finch in "To Kill a Mockingbird" embodies integrity, honesty, and justice against racial prejudice.

Films are a widely accepted form of media that offer entertainment, education, and social impact. They can teach morals, highlight issues, persuade different viewpoints, and promote critical thinking, making them valuable for education and spreading ideas in society.

Students frequently watch films primarily for entertainment, without paying attention to the educational value or moral messages they might contain. For many students, films serve as a way to relax and unwind from the stresses of daily life, rather than as tools for learning or reflecting on life values. Consequently, students often miss or fail to understand the main messages and important information conveyed through films. The moral values that filmmakers aim to communicate are often overlooked by students, who may enjoy the narrative and action but do not notice or comprehend the deeper moral messages embedded within the film. This results in a lack of awareness and appreciation for the educational and moral potential that films can offer.

The reason why students don't like films with moral values namely more interesting visual and audio elements can distract students from the main message. For example, they may focus more on impressive visual effects rather than dialogue or scenes that convey an important message. When watching films, students tend to focus more on entertaining aspects such as action or comedy, ignoring elements that convey moral values.

The film "Cahaya Cinta Pesantren" blends education and religion by portraying Islamic boarding school culture prominently. It follows Shila, a girl

from Lake Toba, whose ambition to attend her dream high school is thwarted by financial constraints. Reluctantly, she agrees to attend a boarding school at her parents' behest. In this disciplined environment known for nurturing moral values and ethics, Shila adapts and experiences a range of social, romantic, and personal challenges, offering a compelling narrative of her journey.

The movie *Cahaya Cinta Pesantren* is related to parties involved in the education sector. This movie can be used as a reference regarding educating and instilling moral values in students. At a glance, this Movie implies moral values which are not only theoretical in nature, but also practical. The process of cultivating the character of responsibility in this movie is presented using various methods applied from the family environment to education in Islamic boarding schools. What is unique is that the main character in this Movie, Shila, has a naughty character. This is where it becomes an interesting part of this Movie to examine how an educator instills moral values in such students.

The film is set in a pesantren environment, which is culturally rich in moral and religious values. The title underlines the unique context of the pesantren as an educational center that emphasizes noble morals and Islamic values, making this analysis important in understanding how morality is taught and applied.

Based on the problems above, This is what underlies the author's appointment as the content of the movie "Cahaya Cinta Pesantren" regarding how the message in the movie conveys moral values entitled of the research is “ Analysis of Moral Value In The Movie Cahaya Cinta Pesantren”.

## **B. Scope and Limitation**

The scope of this research is: moral values in the film "*Cahaya Cinta Pesantren*". in this film tells about Islamic nuances about the world of pesantren, all language expressions that contain moral values in the film. While the limitations of the discussion presented by researchers include the types of moral values in finding moral values in the film.

## **C. Identification of problem**

Based on the backgorund above, the researcher identification the problem as follows:

1. The student only watched the movie as the entertainment for them
2. They still was fail to catch the most important message or information from the movies.
3. The moral value of the movie was seldom caught by them
4. The movie could be watched by all people.

## **D. Formulation on the problem**

Based on the identification above, the researcher formulated the problem as follows:

1. What were the kind of moral values found in the movie *Cahaya Cinta Pesantren*?
2. What expressions of each kind of moral values were found in the movie *Cahaya Cinta Pesantren*?



3. What was the most dominant kind of moral values found in the movie Cahaya Cinta Pesantren?
4. Why did it become as dominant kind of moral values in the movie Cahaya Cinta Pesantren?

#### **E. The objective of the study**

The objective of this research is :

1. To find out the kind of moral values found in the movie Cahaya Cinta Pesantren.
2. To find out expressions of each kind of moral values found in the movie Cahaya Cinta Pesantren.
3. To find out the most dominant kind of moral values found in the movie Cahaya Cinta Pesantren.
4. To find out the reasons dominant kind of moral values in the movie Cahaya Cinta Pesantren.

#### **F. The signification of the study**

The benefits expected from this research are as follows:

1. Theoretically

It is hoped that this research can contribute to the world of education in relation to the use of Movie media in instilling character education.

## 2. Practically

### a. For Educators

It is hoped that the results of this research can be used as input in determining educational patterns that suit the physical condition of students.

### b. For the World of Indonesian Movie

It is hoped that the results of this research can be used as input for Indonesian Movie producers to produce Movies that emphasize educational messages.

### c. For Other Researchers

It is hoped that the results of this research will provide insight, inspire, and can be used as a reference in conducting other research that is more relevant and in-depth in relation to the value of responsible character education contained in a Movie.

### d. For Readers

It is hoped that the results of this research can add insight into the value of responsible character education contained in the Movie *Cahaya Cinta Pesantren*.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

Theory provides an explanation of terms or concepts used in research in order to conduct research. This study uses a few terms that need to be explained theoretically.

##### **1) Movie**

###### **a) Defenition of Movie**

Movies are pictures in frame, where frame by frame is projected through the projector lens mechanically so that on the screen the image looks alive. Movies move quickly and alternately providing continuous visuals (Arsyad, 2006) . So it can be concluded that the movie is a work of art and culture in the form of a series of moving images that can be shown through visual media. Movie as the second mass communication tool that emerged in this world. Movie is a thin membrane made from celluloid to place the negative image (to be made a portrait) or positive image spots (which will be played in theaters. Movie essentially shapes and represents reality.

The content of the movie is the result of the Moviemakers to form and represent the various realities that are chosen by way of telling the events of the event so as to form a story path. The concept of representation is used to describe the expression of relationships between media texts (including

movies) to reality. Semantically, the representation can be interpreted: To depict, to be a picture of, or to act or to speak for (in the place of, the name of) some body (Vanderwal et al., 2019) .

Based on these two meanings, to represent can be defined to stand for. Thus, representation bases itself on the reality that it becomes references. Movies or a Movie is a series of moving pictures recorded with sound that tells a story, shown on television or at the cinema or movie theatre. A movie is multimedia narrative form based on physical record of sound and moving picture. It's also a performed genre in the sense that it is primarily designed to be shown in a public performance. Whereas a dramatic play is realized as a live performance by actors on a stage, a movies shown in a cinema (Movie theatre) is a not a live event, and can theoretically be repeated infinitely without any change. Like drama, a movie is narrative genre because it presents a story (a sequence of action units). Besides, according to Cambridge Dictionary, Movie is “a series of moving pictures, usually shown in a cinema or on television and often telling a story.”

#### **b) Genre in Movie**

There are several genres in the movie. A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up) movie, or true, or a mix of the two. Some movies mix together two or more genres (Chen et al., 2020) .

a. Action Movies

Have a lot of exciting effects like car chases and gun fight, involving stuntmen. They usually involve “goodies” and “baddies”. So, war and crime is common subject. Action movies usually need very little effort to watch, since the plot is normally simple.

b. Adventure Movies Usually involve a hero who sets out on a quest to save the world or loved ones.

c. Animated Movies Animated movies use artificial images like talking pigs to tell a story. These movies used to be drawn by hand, one frame at a time, but are now made on computer.

d. Comedies, Comedies are funny movies about people being silly or doing unusual things that make the audience laugh.

e. Buddy Movie Buddy movies involve 2 heroes, one must save the other, and both must overcome obstacles.

f. Documentaries, Documentaries are movies that are (or claim to be) about real people and real event.

g. Dramas, Drama is serious and often about people falling in love or needing to make a big decision in their life. They tell stories about friendship or relationship between people.

h. Tragedies, Tragedies are always drama, and are about people in trouble.

- i. Movie Noir , Movie noir movies are 1940s – era detective dramas about crime and violence.
- j. Family Movies, Family movies are made to be good for the entire family. Disney is famous for their family movies.
- k. Horror Movies Horror movies use fear to excite the audience.
- l. Romantic Comedies Romantic comedies are usually love stories about 2 people from different worlds, who must overcome obstacles to be together.
- m. Sciens Fiction, Movies Science fiction movies are set in the future or in outer space. Science fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships.
- n. Thrillers Thrillers are usually about a mystery, strange event, or crime that needs to be solved.
- o. Western movies Western movies tell stories about cowboys in the Western United States in the 1800s. They are usually really action movies, but with historical costume.
- p. Suspense, Suspense is movies that keep you on the edge of your seat. They usually have multiple twists that confuse the watcher.
- q. Fantasy, Fantasy movies include magical and impossible things that any real human being cannot do. Besides, each of the movie, of course have a moral message that we can take the benefit. So, we

must be careful to choose the movie that we want to watch. We must watch the movie that has a good moral message. Because, a moral message in the movie usually can influence an attitude of the people.

### c) **The Intrinsic Elements of the Movie**

Intrinsic elements of movie include are character, theme, setting, point of view, style and plot. Each element completes the other (Rani & Winaya, 2020):

#### 1. Character

Characters play an important role in drama, novels, short stories, and all types story. In drama, the character reflects the protagonist's personality and other related characters. The method of delivering information about the characters in art is called characterization. Characters can be fictional or based on reality, historical entity. It can be human, supernatural, mystical, divine, animal or personification of an abstraction. There are round characters, flat characters, stereotypical stock characters, etc. Exo In the Movie "UP", Mr. Fredricson is the main character.

#### 2. Themes

The theme is another major element of literature, containing the center ideas of all forms of literature such as novels, drama, and short stories. That reflects innocence, experience, life, death, reality, fate, madness, sanity, love, society, individuals, etc. As such, it reflects society as a whole, for example, themes The Movie "UP" is a dream and hope.

### 3. Setting

It refers to geographical location of the story, time period, daily life of the characters and climate of the story. In a novel, the setting plays an important role. In short stories, sometimes it plays an important role, while for others it is not. Settings of literary forms have been changing according to theme of the literary piece, for example, Shakespeare's tragedies and comedies have the setting of palaces, castles whereas modern and post-modern dramas have setting of houses of common people. There were supernatural elements in earlier literature and nowadays absurdity rules. Setting can take place in a house, school, castle, forest, hospital or anywhere that the writers want to extend their scenes. 1) Setting of Time: Based on this story, this Movie takes place in the modern year by the way they are dressed, as well as some of the newest cars and apartment buildings that are soaring high. 2) Place Settings: several national parks, cities, waterfalls and valleys

### 4. Point of view

Point of view is the point of view from which the director usually conveys a message to the audience which apparently leads to moral values

### 5. Style

Style refers to the way the poem is written. Poems are written in various styles, such as free verse, ballad, sonnet, etc., which have different meters and number of stanzas.



## 6. Plot

Plot is the serial arrangement of incidents, ideas or events. In literature, the plot encompasses all the incidents and provides aesthetic pleasure. The story of the novel progresses through various plots and conflicts. Plots of dramas are divided into "Acts" and "Scenes". Drama has five essential parts. These are: 1) Introduction of the story where the characters and setting are introduced. 2) Rising action 3) Climax 4) Falling action 5) Document Playwrights use dialog to develop their plots. They reveal information about their characters such as their background and personality.

In order to make a movie, there are must be other elements outside the Interinsic and Extrinsic element. Because the movie attaches great importance to visual and sound, then other elements such as sound, elements of lighting, elements of appreciation of actors, make up, cinematic elements and other various elements formed into a Movie. However, because the author only focuses on the intrinsic element, the other elements are not discussed in this analysis. from the six elements of the intrinsic above, the writer only focuses on one intrinsic element which is the character of the movie.

## **2) Moral Value**

### **a) Defenition of Moral Value**

Moral in language comes from the Latin word *mores* which means procedures, habits and customs. Morals refer to the rules or principles of values that govern the behavior and actions of a person or group in society. Moral concepts are closely related to ethical considerations and values accepted in a culture or religion. Morals include considerations about what is considered good and bad, right and wrong. This often involves considerations about how we should behave toward others, how to make moral decisions, and how we form relationships with others.

In the context of education, morals are a conscious effort carried out by humans who consciously plan and provide opportunities for students to instill the values of monotheism, the values of beauty, the values of good and bad, right and wrong regarding actions, attitudes and obligations. Value is also something to measure the quality of a person's behavior because something is pleasant, satisfying, profitable, interesting, useful and has the character of confidence (Syaparuddin & Elihami, 2020).

Based on definition above, the author concludes that moral values include ideas or beliefs about what is considered right or wrong, fair or

unfair, good or bad in a moral context. These moral values form the basis for a person's decision making and behavior in everyday life.

#### **b) Theory of Moral Values in Education**

Goods emphasized that moral education can be carried out in both formal and informal environments, such as schools and homes. However, Durkheim advised against allowing moral education to be transferred from the home environment to the school because schools have certain moral requirements. Through formal education, the government is devoted to integrating and strengthening moral education in schools.

According to Kohlberg, quoted by Nawawi, human social and moral development occurs at three major levels, namely:

- a. The level of pre-conventional morality, namely when humans are in the early adolescent development phase, who do not yet consider morals as agreed upon by social traditions,
- b. The level of conventional morality, namely when humans approach and begin to enter the development phase of adolescence, which already considers morals as agreed social traditions
- c. The level of post-conventional morality, namely when humans have entered the development phase of adolescence and post-

adolescence (age 13 years and above), which views morals as more than just an agreement on social traditions (Nawawi, 2018) .

Base on the definition, Imitation or copying of parents, teachers, idol friends, and Movie enthusiasts plays an important role as a model or figure who is used as an idol or an example of social and moral behavior for students (the next generation) (Nawawi, 2018).

### **c) The Purpose of Moral Values for Education**

The aim of moral education is to develop character and ethical values in individuals. Moral education aims to form positive attitudes and behavior, help individuals understand the difference between right and wrong, and motivate them to make good decisions. Moral values have several goals that underlie the importance of their development and application in society, of course moral values make students good in character, teach ethics, encourage empathy, teach differences and tolerance.

According to Elihamidan Suparman, the goal of moral values is an educational process, this goal can form the basis for students' personal development. Moral education not only helps students identify the difference between right and wrong, but also encourages them to make

decisions based on the moral values they understand (Elihami & Suparman, 2020).

The conclusion is that the aim of moral education is to increase the capacity to think morally and make moral decisions, revealing that the aim of moral education is to emphasize the method of moral consideration and to help children to recognize what is the basis for accepting a value.

#### **d) Kinds of Moral Value**

There are kinds of moral value namely according to (Linda & Richard, 2010):

##### **a. Courage/Bravery**

Courage is the synonym of bravery, bravery is face (something involving possible unfortunate or disastrous consequences) or endure (as hardship) use with self-control and mastery of fear and often with a particular objective in view. Bravery is able to meet danger or endure pain or hardship without giving in to fear. Bravery is arising from or suggestive of mastery of fear and intelligent use of faculties especially under duress .

Example :

*Nani berkata “Kita semua membuat kesalahan. Yang penting adalah bagaimana kita menghadapinya. Ingat Alya, keberanian itu tentang mengendalikan rasa takutmu, Ayo segera berpidato, penonton sudah menunggu.” (dengan ekspresi menunjukkan keberanian percaya diri*

*yang baik)*

Nani Said “We all make mistakes. What is important is how we deal with it. Remember, Alya, courage is about controlling your fears, Come on, make your speech immediately, the audience is waiting”

b. Peace ability

Calmness and peace ability are values because they help others as well as ourselves to feel better and to function better. In addition to being values, they are contagious qualities. As you develop them within yourself, they are “caught” by others around you. Peace ability means understanding, calmness, patience, control and accommodation – essentially to opposite of anger, losing one’s temper and impenitence.

Example:

*Randy berkata “Mungkin kamu benar. Aku akan berusaha untuk tetap tenang dan tidak membiarkan emosiku menguasai hanya karena guru telah memarahiku” (dengan ekspresi yang tenang dan tidak emosi)*

Randy said “ Maybe you are right. I will try to stay calm and not let my emotions take over just because the teacher has scolded me”

c. Self reliance and potential

There are two separate but closely related principles involved here. The first is the self-reliance of accepting the responsibility for and the consequences of one’s own actions and performance, rather than blaming luck or circumstances or someone else. The second is the finding of our full abilities by trying to be one’s best self and asking the best from oneself— the conscious pursuit of individuality and

potential—and the conscious rejection of avoidable mediocrity. “self-reliance and potential”, as we have called it, is a powerful value. Those who have it help others by accepting responsibility and doing their best in the world.

Those who don't have it hurt others by blaming them and by failing to develop the gifts and talents that could serve or enlighten or benefit other people. One who reaches his potential helps other in many ways as he develops himself. One who never seeks his potential indirectly hurts others by not doing the good. This value is about trying to know ourselves, to do our best, and to accept the consequences both of who we are and of what we do. One way to think of self-reliance and potential is as two sides of the same coin. Self-reliance has a lot to do with taking the blame or the responsibility for negative things that happen. Potential has a lot to do with taking a little credit and taking the right kind of pride in what we are able to become and what we are able to accomplish.

Example:

*Raka berkata “Aku mengerti perasaanmu. Tapi aku belajar bahwa kegagalan itu bagian dari proses belajar. Setiap kali kita gagal, kita belajar sesuatu yang baru dan menjadi lebih baik. Yang penting adalah tetap mencoba dan tidak mudah menyerah”*

Raka said "I understand how you feel. But I learned that failure is part of the learning process. Every time we fail, we learn something new and get better. The important thing is to keep trying and not give up"

#### d. Self discipline and Moderation

Self-discipline means many things; being able to motivate and manage yourself and your time, being able to control yourself and your temper, being able to control your appetites (and here the companion word moderation comes into play). Self discipline and moderation are two sides of the same coin. Self-discipline is pulling up and away from the laziness of doing too little. Moderation is pulling in and away from the excesses of trying to do or to have too much. Discipline and moderation are profound and universal values because their presence helps us and others and their absence inevitably causes short or long term hurt.

Example:

*Aji berkata “ Aku tidak boleh tergoda untuk bermain game sepanjang malam daripada belajar.” (dengan ekspresi keyakinan dan disiplin yang tinggi)*

Aji said “ I shouldn't be tempted to play games all night instead of studying.”

#### e. Loyalty

Loyalty is loyal manner. Loyalty is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and the devoted to a private person; faithful or tenacious in adherence to a cause, ideal, practice or custom.

Example:

*April berkata “ Kamu benar. Aku akan memastikan dia tahu bahwa kita selalu ada untuknya” ( dengan ekspresi meyakinkan teman)*



April said “ You're right. I will make sure he knows that we are always there for him”

f. Respect

Respect is the basis and foundation (and often the motivation) for several of the other basic values of life. Children who learn both to implement and to understand the principle of respect will be better members of society, better friend, better leaders. Respect to other people is also important, but respect is not only in terms of attitude and said words that occur due to hard training. True respect is seriously concerned about the feelings of others.

Example:

*Karin berkata “ Saya akan berusaha lebih baik dalam mendengarkan dan menghargai pandangan orang lain.” (dengan ekspresi tenang dalam berdebat)*

Karin said “ I will try to be better at listening and respecting other people's views.”

g. Love

Love is fell affection for. Love is a communications code word for the letter. Love is fell referent adoration for (God). Affection is action of affection or state of being affected. Affection is kind feeling tender attachment: love, good, will. Affection is a strong emotion or passion (as anger, fear or hatred).

Example:

*Dinda berkata “ aku harus menghubungi keluargaku karena cinta bisa melalui hal-hal kecil seperti membantu mereka atau mendengarkan mereka. Cinta membuat hubungan kita lebih kuat.” ( dengan ekspresi penuh cinta).*

Dinda said “ I have to love my family because love can come through small things like helping them or listening to them. Love makes our relationships stronger.”

#### h. Kindness and Friendliness

Simple kindness and friendliness is a great human value. It involves parts of several other values, such as the empathy of the value of sensitivity and the boldness of the value from these. This value is also partiality an extension of the value of peace ability. In peace ability, we try to teach children not to hurt and to avoid conflicts. Here, we teach the positive, pro-active side of being a friend, acting friendly and kind, and becoming more polite and courteous.

Example:

*Adi berkata “ Aku akan mendekatinya dan menawarkan bantuan jika dia membutuhkan karena dia hanya murid baru yang belum tau apa apa” (dengan ekspresi ramah).*

Adi Said “ I will approach him and offer help if he needs it because he is just a new student who doesn't know anything”

#### i. Justice and Mercy

Justice is something we should all be prepared to accept— for justice will always come, in some form, sooner or later. It is the law of the harvest of cause and effect. Cause and effect are two sides of one

fact. Every secret is told, every crime is punished. Every virtue is rewarded, every wrong is redressed, silence and certainly. cause and effect, means and ends, seed and fruit, cannot be severed, for the effect already blooms in the cause, the end pre-exists in the means, the fruit in the seed. After about justice, turn to mercy. Explain that while we should accept justice, we should try to give mercy. Do not be interested in making others “pay” for their mistakes. Do not hold grudges or carry a chip on your shoulder. These tendencies make us vindictive and vengeful and cause us to poison ourselves and our outlook (Linda & Richard, 2010).

Example:

*Lina berkata Teman sekelas kita melanggar aturan, dan aku merasa dia harus dihukum agar adil” ( dengan ekspresi serius menjelaskan kejadian)*

Lina said “ Our classmate broke the rules, and I feel like he should be punished to be fair”

#### **e) The Benefits of Acquiring Moral Values**

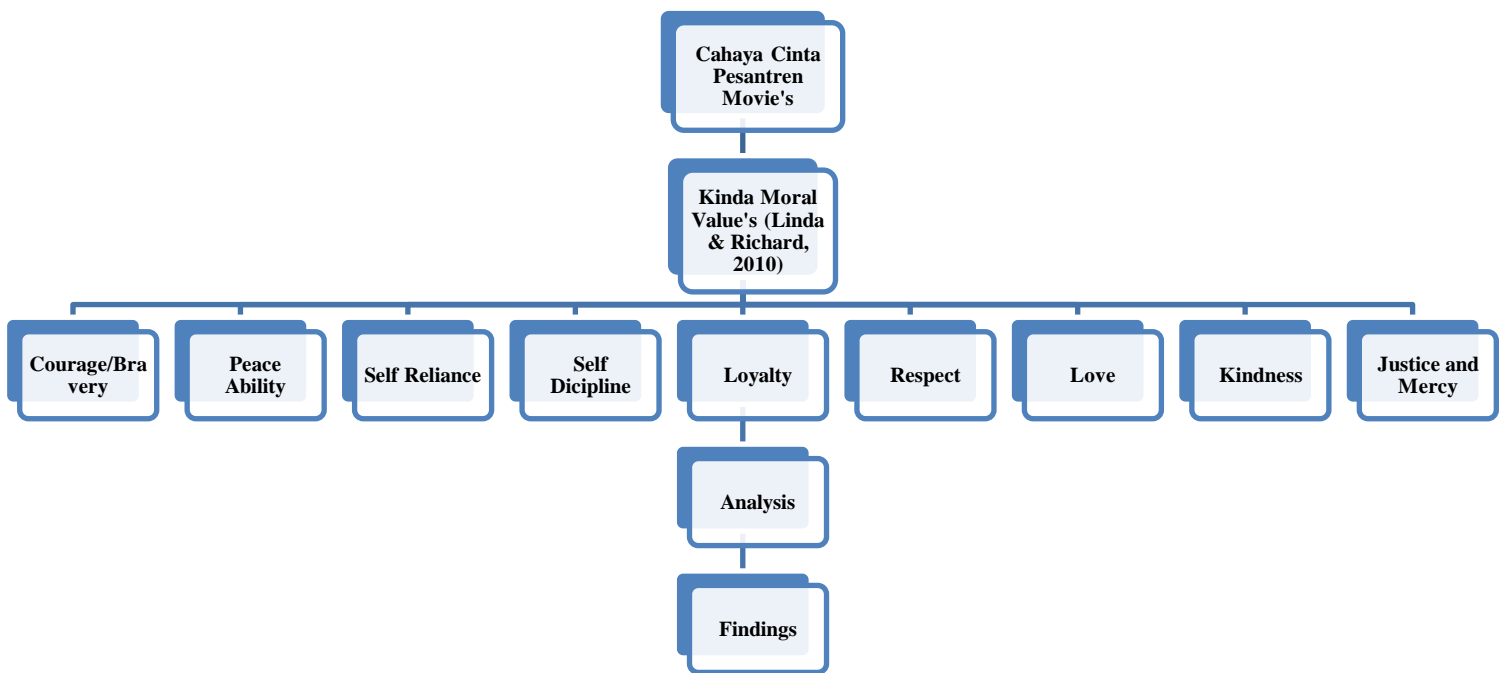
After study about moral values, we will gets some benefits. There are following:

- a. Moral values helps one to distinguish between right and wrong.
- b. It gets reflected in one’s personality.
- c. It helps in building a good personal and professional life.

- d. It helps to eliminate problems like violence, dishonesty, jealousy, etc from one's life.
- e. It can wipe out bad influences in the society like violence, crimes, agitations, child abuse, disregarding women, etc.
- f. It also helps in building a positive approach to things, self-confidence, and motivation.
- g. It helps in finding out the true purpose of life. These values help one to be dedicated, unselfish, loving and caring for others (Radike & Lapasau, 2020).

## B. Conceptual Framework

Based on the theory that has been presented in the film cahaya cinta pesantren. in the conceptual framework to understand further, it is explained first the types of moral values consisting of 9 types including loyalty, peace ability, self-discipline, etc. / efforts to understand more deeply the journey of love and values in Islamic boarding schools, the conceptual framework is depicted in the following diagram.



**Figure. 2.1 Conceptual Framework**

### C. Previous Research

The researcher about the analysis of the moral value from the movie has been done previously by list there researcher, they are windriani 2022, Apriliana 2022, dan Soulisa 2022.

Firstly, Windriani in the thesis and tittle "An Analysis Of Moral Values In 'Up' Movie Directed By" The results of the research show that there are ten types of moral values in the Movie "Up" found by the author, such as loyalty, helping others, independence, love of nature, honesty, optimism, appreciation, persistence, protecting others, and compassion. Of these ten types of moral values, the most dominant moral value that appears in the Movie "Up" is loyalty (Windriani, 2021). And then April in the thesis and tittle "An Analysis of Moral Value in Imperfect", Movie The findings of this research in the Imperfect" movie found 12 types of moral values that occur in it. There were; 4 data for responsibility, 16 data for respect, 2 data for justice, 7 data for tolerance, 8 data for wisdom, 2 data for democracy, 7 data for altruism, 12 data for love and loyalty, 9 data for self-discipline, 6 data for courage, 7 data for help each other and 4 data for never give up (Apriliana, 2022). And the Soulisa in the thesis and tittle "Analysis Of Educational Values In The Movie 'Stip And Pensil' By Ardy Octaviand" based on the results of this study found, education values analyzed in the Movie Sip and Pencil Ardy Octaviand according to work Friday, the education types (1) consisting of religious values, (2) social values, (3) values. In the Movie that is shown the form of religion, one / sincerity .The form of:

unyielding morals, seriousness, honesty, struggle and responsibilities .The form of social and friendship and love (Soulisa et al., 2021).

And this is researcher, the researcher would like to compare the moral value in another moral values in another time in Cahaya Cinta Pesantren to find out is it a the moral value same found in the movie or not same.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type of Research**

This research applied a qualitative approach. According to Sarwono, a qualitative approach was a process that tries to gain a better understanding of the complexity that exists in human interaction (Sarwono, 2006).

While the type of research used by researchers was library research. Library Research as one type of research that uses data sources in the form of books or literature that are relevant to the themes raised as research discussions. In another opinion, library research was research that is an in-depth discussion of the content of written information.

Research design started from Based on the theory that has been presented in the film *Cahaya Cinta Pesantren*. in the conceptual framework to understand further, it was explained first the types of moral values consisting of 9 types including loyalty, peace ability, self-discipline, etc. Efforts to understand more deeply the journey of love and values in Islamic boarding schools then analyze each of them to get the information of moral value from the movie.

#### **B. Data and Data Sources**

The type of data in this research was qualitative data. The data sources come from secondary data and primary data. Primary data was all the expression spoken by character of the movie from videos or movies about



"Cahaya Cinta Pesantren" or link watch the movie in Youtube (<https://youtu.be/AtoYqGHzh0?si=q2j5-EaY45Nw8b9H>).

Secondary data comes from literature books, while documentation comes from specific information such as books written by others moral values (Priadana & Sunarsi, 2021) . Secondary data was data obtained or collected by people conducting research from existing sources. Secondary data in this study were obtained from literature studies, books, and other sources related to the Movie "Cahaya Cinta Pesantren".

### **C. Data Collection Technique**

In this case, the data collection method that researchers used the documentation method. The documentation method was a method used to find and explore data about things and variables through searching documents both from mass media, electronic media, books and movies.

The data collection technique in the form of documentation was carried out by looking for the most important data, namely in the form of a video of the Movie Cahaya Cinta Pesantren. With this documentation search, various theories can be found that can be taken into consideration in the research.

The steps of data collection carried out are:

- 1) Video search and selection was searching and obtaining the official version of the cahaya cinta pesantren film as the main material for documentation.

- 2) Screening and observation was playing the video repeatedly to identify important elements that contain moral values to be analyzed.
- 3) Detailed recording was taking detailed notes related to scenes, dialogues, characters, and situations that contain the main moral values.
- 4) Data classification was classifying data based on certain moral themes such as honesty, loyalty, hard work, and responsibility raised by the film.
- 5) Comparison with theory was relating the data found to relevant moral and ethical theories to support research analysis.

#### **D. Data Analysis**

The data analysis method used in this research is the content analysis method. Content analysis was a systematic effort made by researcher to study the contents of documents and find message characteristics, then draw a conclusion (Sugiyono, 2019).

The unit of analysis in this study was messages related to moral value contained in the Movie Cahaya Cinta Pesantren. The steps taken by researcher in analyzing it are to describe the data that has been collected from the Movie Cahaya Cinta Pesantren using Linda and Richard' theories.

**CHAPTER IV**  
**RESULT AND DISCUSSION**

**A. RESULT**

**1. Identity of Cahaya Cinta Pesantren Movie**



**Figure 4.1 Poster Cahaya Cinta Pesantren**

The film "Cahaya Cinta Pesantren" is an Indonesian drama film released in 2017, adapted from a novel by Ira Madan with the same title. The film was directed by Raymond Handaya and is set in a pesantren. This film tells the story of a girl named Shila, who comes from North Sumatra. Shila must separate from her home life on Lake Toba and study at a pesantren,

although at first she was reluctant and felt burdened by the decision. In this pesantren, Shila struggles to adjust to the rules and routines of the disciplined pesantren, and meets new friends who also have unique life stories.

This film depicts how Shila slowly begins to find light and happiness in the pesantren. Through various experiences full of joy and sorrow, she learns about the values of friendship, love, and sincerity in religion. In addition, this film also emphasizes the importance of sincere friendship and self-confidence to achieve dreams.

Theme, The film highlights themes such as Islamic education in Islamic boarding schools, the process of self-maturation, friendship, and feelings of love and sincere affection. It also presents how the Islamic boarding school environment can be a place for the formation of strong character for students, while also showcasing the beauty of Indonesia's cultural diversity. The film combines religious values with a touching narrative, so that in addition to providing entertainment, it also conveys moral and spiritual messages to its audience (Rahma et al., 2022).

## **2. Finding**

The data described in this finding was taken from moral value movie “Cahaya cinta pesantren”. Detail description of the data can be seen as follow:

**a. Courage/Bravery**

Courage is The ability to face danger, fear, or difficulty without being overwhelmed by fear or giving up. It involves taking action despite uncertainty or risk. The courage/bravery footage in the film "Cahaya Cinta Pesantren" is seen in various moments when the main character, Shila, has to face challenges that test her mental and emotional state. One example of this courageous moment is when Shila decides to stay at the pesantren, even though she initially feels alienated and uncomfortable.

Here is a clip that shows Shila's courage:

After Shila enters the pesantren, she has to adapt to an environment that is very different from her life at home. Amidst the longing for her family and the pressure to live a disciplined life, Shila initially feels like giving up and going home. However, she then chooses to be brave in facing the situation. Her courage is seen when she begins to open her heart, study diligently, and adapt to the pesantren culture.



### Figure 4.2 Shila fight

Source : Youtube (duration 02:08)

Shila's courage is also seen in her efforts to overcome inner conflict, where she has to come to terms with the fear of change and doubts about her future. This courage is not only in the form of surviving in a foreign environment, but also in facing uncertainty, accepting challenges, and growing self-confidence to achieve dreams. Although it is not always easy, this courage leads him to an extraordinary process of self-maturation.

This excerpt emphasizes that courage is not always about great heroic deeds, but also about the ability to face everyday difficulties, survive difficult situations, and believe in yourself.

#### **b. Peace Ability**

Peace ability is the quality of being peaceful, calm, and inclined to avoid conflict or aggression. It refers to the ability to maintain peace and harmony in interactions with others.

One example of a clip that shows the ability to create peace occurs when Shila successfully makes peace with herself and the pesantren environment. At first, she felt restless, alienated, and had difficulty accepting her new situation, but over time, she learned to accept the situation. She began to understand that inner peace does not only come from a comfortable

situation, but also from self-acceptance and sincerity in living the destiny that is given.

This moment is depicted when Shila begins to find happiness in the routine of the pesantren and establishes good relationships with her friends. She not only learns to understand their different views and backgrounds, but also plays an active role in maintaining a harmonious atmosphere between them, especially when minor conflicts arise between the students. In this process, Shila demonstrates her ability to calm the situation and facilitate peace among her friends.

Another clip that shows peace ability is when Shila begins to realize that peace can be created when she focuses on positive things, such as studying, praying, and making friends. At this point, Shila is no longer rebellious or feels trapped, but rather lives her days with peace and sincerity.



Figure 4.3 Shila feels comfortable in the boarding school environment

Source: Youtube (Time 29:09)

These scenes can be found in the middle of the film, when Shila begins to live her life at the Islamic boarding school more harmoniously and peacefully.

**c. Self Reliance**

Self reliance is the ability to depend on oneself, being independent and capable of handling responsibilities or challenges without needing constant help or support from others.

One of the important moments that shows Shila's independence is when she has to learn to adjust to life at the Islamic boarding school without relying too much on others, including her family. Initially, Shila was very dependent on the comfort she got at home, but when she was faced with the Islamic boarding school environment full of rules and discipline, she had to learn to take care of herself, complete Islamic boarding school assignments, and live her daily life without the help of her parents or family.

A snippet that shows this self-reliance can be seen when Shila began to dare to make her own decisions, both in small daily matters such as arranging study and worship schedules, and in facing emotional challenges, such as longing for her family or conflicts with friends. Here, Shila shows the development of independence by handling her own problems, thinking carefully, and taking responsible actions.



Shila's ability to stand on her own two feet is also seen when she becomes more confident in studying and actively participating in the Islamic boarding school. Her independence is tested when she has to decide not to give up and stay focused on her life goals, even though there are many temptations and challenges that make her feel doubtful.



Figure 4. 4 Shila Confident in studying

Source: Youtube (Time 28:44)

The scenes that depict Shila's independence are usually in the middle to the end of the film, when she has begun to find her own way at the Islamic boarding school and becomes more confident in her own ability to face a tough life but form a strong character.

#### **d. Self Dicipline**

Self Disipline is The ability to control one's impulses, emotions, and behaviors to achieve long-term goals. It involves staying focused, managing time and actions, and sticking to plans or principles even when faced with distractions or difficulties.

One of the important moments that shows Shila's self-discipline is when she begins to follow the daily schedule of the Islamic boarding school which is full of worship activities, studying, and other tasks. At the beginning of the film, Shila finds it difficult to follow these strict rules, especially since she was previously used to a freer life at home. However, over time, she begins to adjust and learn the importance of discipline to achieve her goals.

This self-discipline is seen in several scenes, such as when Shila has to wake up early to pray the morning prayer in congregation, follow lessons consistently, and memorize the Quran or other materials given at the Islamic boarding school. Despite the temptation to break the rules or be lazy, Shila remains steadfast and disciplined in carrying out her obligations.



Figure 4. 5 Shila was scolded for not being disciplined in time

Source: Youtube (Time 29:50)

Shila's self-discipline grows stronger when she begins to manage her time better, dividing it between studying, praying, and socializing with her friends. This shows that Shila is not only following the rules because she is forced to, but because she realizes the importance of discipline in shaping her character and future success. These clips usually appear in the middle to the end of the film, where Shila has transformed from a girl who feels oppressed by the rules, into someone who takes responsibility.



Figure 4. 6 Shila is late for congregational prayer

Source: Youtube (Time 30:41)



Figure 4. 7 Shila and her friends are punished for being undisciplined

Source: Youtube (Time 30:04)

### e. Loyalty

Loyalty is a strong feeling of support, allegiance, and commitment to a person, group, or cause. It involves staying true to relationships, promises, or duties, even in difficult situations.

of the important moments that shows Shila's loyalty is when she remains loyal to her friends at the Islamic boarding school, even though they face conflicts or differences of opinion. There is a scene where Shila stands by her friends when they are having problems, showing that she is a reliable and loyal friend, even in difficult times. This loyalty is shown by her actions to always support and defend her friends, both in small everyday problems and when there are bigger challenges.



Figure 4. 8 Shila and her friends try to solve the problem

Source: Youtube (Time 1:06:48)

Shila's loyalty is also seen towards her family, especially when she maintains the values taught by her parents even though she is far from home. Even though she has difficulty adapting to the Islamic boarding school, she remains loyal to her promise to be a good student, maintain her family's good name, and hold fast to the teachings that have been given to her since she was little.

This glimpse of loyalty is also seen in Shila's commitment to the Islamic boarding school itself. Even though there are times when she feels like giving up and going back to her old life, she remains loyal to her initial goal of studying religion at the Islamic boarding school and continues to fight to survive there. This loyalty is not only to the institution, but also to her own ideals to become a better person through education at the Islamic boarding school. Scenes depicting loyalty can be found at various points in the film, but usually appear when Shila is faced with the choice between leaving or continuing to support her friends and the values she believes in. This loyalty is one of the important elements that depicts Shila's character development throughout the story.

**f. Respect**

Respect is a deep sense of admiration and regard for someone or something, often based on their qualities, abilities, or achievements. It also means treating others with dignity, consideration, and understanding, regardless of differences.

One of the most prominent elements in this film is the respect shown by the students, including Shila, to the teachers or ustaz at the Islamic boarding school. In many scenes, it is seen how the students respect their teachers, either by listening to lessons diligently, being polite, or following their advice. This respect is reflected in the traditions at the Islamic boarding school which emphasize the importance of manners and ethics in seeking knowledge.



Figure 4. 9 Shila was counseled for exchanging love letters

Source: Youtube (Time 44:52)

Shila also shows great respect for her parents, even though sometimes she does not completely agree with their decision to send her to the Islamic boarding school. Even though there are moments of inner resistance, Shila still follows her parents' wishes as a form of devotion and respect for the decision taken for her future. This shows Shila's respect for family values and her parents' teachings.



Figure 4. 10 Shila was advised by her Mother

Source: Youtube (Time 2:33 minutes)



Figure 4.11 Shila was advised by her parents

Source: Youtube (Time 13:03)

This film also shows how respect is established among the students, even though they come from different backgrounds. In many scenes, it is seen how Shila and her friends respect each other, even though sometimes they face differences of opinion or conflict. This respect is seen in the way they resolve

conflicts without bringing each other down and still maintaining good friendships.

Respect for the traditions of the pesantren and religious teachings is also an important theme in this film. The students show deep respect for worship, the rules of the pesantren, and the religious values taught. This can be seen in how they carry out their worship devoutly, participate in religious activities with discipline, and maintain good manners in interacting with each other.

**g. Love**

Love is a deep, affectionate feeling of care, attachment, and compassion towards someone or something. It often involves selflessness, concern for others' well-being, and a desire to foster positive relationships.

Family love is an important element in this film, especially seen in the relationship between Shila and her parents. Although Shila was initially disappointed to have to leave home and live in a boarding school, her parents' love for her is very clear in the decision. They want the best for Shila's future, even if it means sending her to a boarding school far from home. Shila herself, although she misses her old life, shows a deep love for her family by trying to live her life at the boarding school according to their expectations.





Figure 4.12 Shila and Father Laughed together

Source: Youtube (Time 4:10)

Love for God is a central theme in life at the boarding school, and this is very evident in Shila's spiritual journey. As time goes by, Shila begins to understand and feel a deeper love for God through worship and appreciation of religious teachings. She learns to find happiness and peace in living her life according to religious values, which ultimately strengthens her faith. This love becomes the main force that helps her survive and grow spiritually.

Although the film focuses on boarding school life and spiritual values, there are elements of romantic love that are inserted in a simple and not excessive way. In the course of the story, there are several moments where Shila and other male characters, such as Rifqy, experience attraction to each other. However, romantic love in this film is told very subtly and remains within the boundaries of decency that are in accordance with the pesantren environment. This feeling is not the main focus, but rather a feeling of pure love that grows as they mature.

## **h. Kindness**

Kindness is the quality of being generous, considerate, and compassionate toward others. It involves treating people with warmth, care, and understanding, often going out of one's way to help or uplift them.

From the beginning, Shila had difficulty adapting to life at the Islamic boarding school. However, her new friends showed kindness by helping Shila adjust. They supported her, gave her motivation, and shared tips so that Shila could live her days at the Islamic boarding school better. The kindness of her friends was seen from their concern when Shila felt lonely or had difficulty following the rules of the Islamic boarding school.



Figure 4. 13 Shila's friends follow her to pray in congregation.

Source: Youtube (Time: 24:23)

The teachers and ustaz at the Islamic boarding school are also depicted as figures full of kindness. They not only teach religious and scientific material, but also provide moral and spiritual guidance to the students. In several scenes, it is seen how they patiently accompany Shila and her friends when they face problems, give wise advice, and never judge the students even though they make mistakes. This kindness is one of the factors that helps the students feel comfortable at the Islamic boarding school.

Although Shila felt it was hard to leave her family to live in a boarding school, she still showed love and kindness to them. In her letters to her family, Shila always maintained a positive attitude and tried not to worry her family. This shows how much Shila values her family and wants to repay the love and kindness they have given her.

**i. Justice and Mercy**

Justice is The principle of fairness, where actions and decisions are based on equality, impartiality, and doing what is morally or legally right. It involves giving people what they deserve, whether in reward or punishment.

Justice in this film often appears in the context of rules that must be followed by all students. The Islamic boarding school has strict rules that must be followed by all students, and there are consequences for anyone who breaks these rules. The footage that shows justice occurs when the teachers and staff of the Islamic boarding school ensure that the rules are enforced evenly

regardless of the students' backgrounds. If anyone breaks them, the punishment given is fair and aims to educate, not punish excessively. This shows that the Islamic boarding school upholds justice to maintain discipline, but still pays attention to humanity in the process.

Despite the strictness in enforcing the rules, the teachers at the pesantren also show compassion. For example, when a student breaks a rule, the ustaz often chooses to understand the situation first and give advice rather than immediately punishing harshly. In some scenes, the teachers prefer to educate and guide the students in a gentle and compassionate manner, showing that they care about the moral and spiritual development of the students. This reflects the balance between justice and compassion that is needed in religious education.

The conflict between the students also provides a glimpse that shows justice and compassion. For example, there is a moment where Shila and her friends are involved in a dispute. In resolving this conflict, they try to be fair to each other by listening to each party and finding a solution that is not only fair, but also based on compassion. Justice in their friendship is not only about finding out who is wrong or right, but also about forgiving and continuing the friendship with understanding.



Figure 4.14 Mandatory rules for scouting

Source: Youtube (Time 28:24)

Compassion is also seen in scenes where characters choose to forgive each other after experiencing misunderstandings or conflicts. Shila and her friends often have to learn to forgive, whether for small everyday mistakes or bigger problems. This attitude of forgiveness shows compassion and a deep sense of humanity, where everyone tries to understand that mistakes are part of the learning and maturing process.

**Table 4.1 Recapitulation Of Moral Values In Dialogue**

No	Moral Value	Dialog	Total
1	Courage/Bravery	Shila: We don't need Afraid whatever except with Allah. Abu: yes yes	1

2	Peace ability	Shila: come on manda We have fun like sport play volleyball  Manda: come on	1
3	Self-reliance	Shila is able answer teacher's question	1
4	Self Discipline	<p>1. Shila : I Want to Eat teacher  Ustadzah : meal times Already through . Islam does not Once teach throw away throw away time</p> <p>2. Shila is late For soslat congregation lying Sick to religious teacher</p> <p>3. Shila doesn't guard body hygiene</p>	3

5	Loyalty	<p>Cut : I sad father I don't know where ..</p> <p>Shila: we are is your friend cut. We will always There is by your side .</p>	1
6	Respect	<p>1. Ustazah : no may Send letter letter , will followed up .</p> <p>Shila : I No Like with he female teacher there</p> <p>Sorry I female teacher yes.</p> <p>2. mother : don't play ball because his friend all man</p> <p>Shila: okay Mom pardon Mom</p> <p>3. Mr. Shila: Allah knows best for ham</p>	3

		<p>Shila: me No Want to enter Islamic boarding school pack</p> <p>Mr. Shila : If you love asthma god you don't will Once disappointed or Sick heart .</p>	
7	Love	<p>Mr. Shila : Thank God.</p> <p>Lots catch We while hug sheila .</p> <p>Shila : laugh with happy</p>	1
8	Kindness	<p>Cut: come on prayer crowded crowded</p> <p>Manda : come on prayer congregation</p> <p>Always invite Shila For prayer congregation</p>	1
9	Justice/Mercy	Mandatory gathering For	1



		discipline time and togetherness	
--	--	-------------------------------------	--

The table shows that there are 14 moral values in the film Cahaya Cinta Pesantren, where the most dominant moral values are self-discipline are 3 and respect are 3.

**Table 4.2 Moral Value Percentage**

No	Moral Value	Frequencies	Percentage
1	Courage/Bravery	1	7,69 %
2	Peace ability	1	7,69 %
3	Self-reliance	1	7,69 %
4	Self Discipline	3	23,08 %
5	Loyalty	1	7,69 %
6	Respect	3	23,08 %
7	Love	1	7,69 %
8	Kindness	1	7,69 %
9	Justice/Mercy	1	7,69 %
Total		13	100 %

The 9 moral value found in the Film Cahaya Cina Pesantren are Courage (7,69 %) , Peace ability (7,69 %), Self-reliance (7,69 %), Self

Discipline ( 23,08 %), Loyalty (7,69 %), Respect (23,08 %), Love (7,69 %), Kindness (7,69 %), and Justice/Mercy (7,69 %).

The reason self discipline and respect are dominant because Self-discipline, life in a pesantren places great emphasis on self-discipline, both in carrying out religious obligations, studying, and daily interactions. The main character and other students may often face situations where they must control themselves, maintain commitment to prayer times, study, and other pesantren activities. This reflects the importance of the value of self-discipline in forming strong characters in the pesantren environment and then Respect, the pesantren environment teaches the importance of respecting others, both fellow students, ustaz/ustazah, and parents. This film may highlight scenes or interactions where the characters respect each other, both in daily interactions and in following religious teachings. This respect includes attitudes of mutual respect, respect for differences, and obedience to the teachings of teachers or leaders in the pesantren. These moral values are dominant because they reflect the essence of pesantren life which is based on character education through discipline and respect.

## **B. DISCUSSION**

### **1. The kind of moral values found in the movie Cahaya Cinta Pesantren**

a) Courage/Bravery, Courage is depicted in the film through Shila's

ability to face new and challenging situations with strength and determination. Moving away from home to attend a pesantren (Islamic boarding school) requires bravery, especially as she must adapt to a new environment, make new friends, and overcome her initial fears and insecurities. Shila's journey demonstrates how bravery is not only about facing external challenges but also about confronting internal fears and uncertainties.

- b) **Peace Ability**, The ability to foster peace is seen in how the students handle conflicts and disagreements at the Islamic boarding school. They learn to resolve their differences through dialogue, understanding, and patience, instead of letting conflicts escalate. This value highlights the importance of promoting peace and harmony in relationships, both within the Islamic boarding school and in the wider community, reflecting the Islamic teachings of peace and reconciliation.
- c) **Self-Reliance**, Self-reliance is a key theme in Shila's personal growth. Initially, she struggled with the absence of her family and the structured life at the Islamic boarding school. Over time, Shila becomes more independent, learning to manage her daily responsibilities, solve problems on her own, and make decisions without relying on others. This journey toward self-reliance teaches the importance of personal strength, responsibility, and

confidence in one's abilities.

- d) **Self-Discipline**, Self-discipline is central to the students' lives in the Islamic boarding school, where they must follow a strict schedule of prayers, studies, and daily routines. Shila and her friends learn to control their impulses, prioritize their duties, and maintain focus on their spiritual and educational goals. This discipline helps them develop good habits that contribute to their personal and academic success, emphasizing the role of self-discipline in achieving long-term growth and fulfillment.
- e) **Loyalty**, Loyalty is demonstrated through the strong bonds of friendship and trust between Shila and her friends. Despite the challenges they face, they remain loyal to one another, supporting each other through difficult times. Loyalty extends beyond friendships in the film, encompassing commitment to family, faith, and the values of the pesantren. This loyalty strengthens their relationships and fosters a sense of unity and belonging.
- f) **Respect**, Respect is a core value in the Islamic boarding school, where students are taught to respect their teachers, parents, and peers. This is evident in how they address their elders with politeness and follow the rules of the pesantren. Respect also manifests in their interactions with each other, as they learn to appreciate different perspectives and treat everyone with dignity.

This value underscores the importance of mutual respect in maintaining a harmonious and respectful community.

- g) Love, The film explores various forms of love, including love for family, friends, and God. Shila's love for her family motivates her to persevere through the challenges of pesantren life, while the love between friends fosters a supportive and nurturing environment. The film also emphasizes love for God as a central theme, showing how the characters grow spiritually through their devotion and religious practices. Love is described as a powerful force that brings people together and strengthens their faith.
- h) Kindness, Kindness is a recurring theme in the interactions between the students and teachers at the Islamic boarding school. Shila and her friends demonstrate kindness through their willingness to help each other, offer emotional support, and show empathy in times of need. The teachers also exhibit kindness by guiding the students with patience and understanding, even when enforcing discipline. Kindness is depicted as an essential value that fosters a compassionate and caring community.
- i) Justice and Mercy, The film balances the themes of justice and mercy in how rules are applied in the Islamic boarding school. Justice is enforced when students break rules, ensuring fairness and accountability. However, this justice is tempered with mercy,

as the teachers often choose to guide and mentor the students rather than punish them harshly. This balance reflects the Islamic principle that while justice is necessary for order, mercy is essential for growth, forgiveness, and compassion.

## **2. Expressions of each kind of moral values found in the movie Cahaya Cinta Pesantren**

### a) Courage/Bravery

Expression: A student may face their fears by speaking out against a wrongdoing or challenging a prevailing injustice within the Islamic boarding school. For example, standing up to a senior student who is bullying others or defending someone in a critical situation.

### b) Peace Ability

Expression: Characters might work to mediate and resolve conflicts between peers or within the community. A student or teacher could facilitate dialogue between conflicting parties, aiming to restore harmony and mutual understanding.

### c) Self-Reliance

Expression: Characters can demonstrate independence by managing their own academic and personal responsibilities effectively. For example, a student might take initiative in their studies, handle personal challenges without relying heavily on others, or tackle a problem on their own.

### d) Self-Discipline

Expression: This could be shown through characters adhering to the rules and routines of the pesantren. For example, a student might wake up early for prayers, stick to a study schedule, or practice moderation in their behavior and habits.

e) Loyalty

Expression: Loyalty might be expressed through steadfast support for friends, family, or the Islamic boarding school community. A character might stay loyal to a friend in difficult times or uphold the values of the pesantren even when facing external challenges.

f) Respect

Expression: Respect could be illustrated through courteous interactions between characters, such as listening to teachers and elders, showing consideration for others' opinions, and honoring the cultural and religious practices of the pesantren.

g) Love

Expression: Love might be depicted through acts of care and affection towards others. This could include a student helping a friend in need, family members supporting each other, or the overall sense of community and belonging within the pesantren.

h) Kindness

Expression: Characters may perform kind acts, such as assisting those in need, showing empathy towards others' struggles, or offering comfort and

support. For example, a student might volunteer to help with communal tasks or support a peer facing difficulties.

i. Justice and mercy

Expression: Justice might be depicted through characters advocating for fairness and addressing grievances. This could involve standing up against unfair treatment, ensuring that everyone is treated equally, or addressing issues of inequality within the Islamic boarding school,

Mercy:

Expression: Mercy can be shown through forgiveness and compassion. Characters might reconcile with those who have wronged them, offer second chances, or show empathy and understanding towards individuals who have made mistakes. For example, a teacher might forgive a student's lapse in behavior and offer guidance instead of punishment.

### **3. The most dominant kind of moral values found in the movie Cahaya Cinta Pesantren**

In "Cahaya Cinta Pesantren," the most dominant moral values are likely to be Respect and Self-Discipline. These values are central to the setting and themes of a pesantren (Islamic boarding school) and are often emphasized in such narratives:

- a) Respect, This value is crucial in a pesantren environment, where respect for teachers, peers, and religious practices is fundamental. The film likely portrays respect through interactions between students and teachers,



adherence to cultural and religious norms, and the overall atmosphere of mutual consideration and honor (Syarifuddin, 2019).

- b) Self-Discipline, Self-discipline is essential in a pesantren, where students are expected to follow strict routines, engage in religious practices, and manage their personal and academic responsibilities. The film probably highlights how characters maintain discipline in their studies, prayers, and daily activities, reflecting their commitment to personal growth and the values of the pesantren.

#### **4. Respect and Self-Discipline become as dominant kind of moral values in the movie Cahaya Cinta Pesantren**

In "Cahaya Cinta Pesantren," Respect and Self-Discipline are likely to be dominant moral values due to the pesantren setting, which emphasizes the importance of these principles. Here's why these values might become dominant:

- a) Respect: Cultural and Religious Importance, Respect for elders, teachers, and religious practices is deeply ingrained in the culture of a pesantren. The film likely depicts how characters demonstrate respect through their interactions and adherence to traditions.
- b) Community Harmony, Respect fosters a sense of community and harmony within the Islamic boarding school, which is essential for maintaining a positive and supportive environment. The film may highlight how respect contributes to building strong relationships and a cohesive community.
- c) Self-Discipline, Routine and Structure: Pesantren life involves structured

routines, including religious practices, study schedules, and communal activities. Self-discipline is crucial for adhering to these routines and achieving personal and academic goals (Marzuki, 2018).

- d) Personal Growth, The film may emphasize how self-discipline helps characters grow and overcome challenges, both personally and academically. It reflects the commitment to personal development and the values promoted by the pesantren.

These values are central to the pesantren experience and are often highlighted in stories set in such environments. They help shape the characters' behavior and the overall message of the film.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

- 1) The kind of moral value are courage/bravery, peace ability, self reliance, self dicipline, loyalty, respect, love, kindness, justice and mercy.
- 2) Expression suitable with the moral value namely a student or teacher could facilitate dialogue between conflicting parties, aiming to restore harmony and mutual understanding, respect could be illustrated through courteous interactions between characters, such as listening to teachers and elders, showing consideration for others' opinions, and honoring the cultural and religious practices of the pesantren etc.
- 3) The most dominant moral values are likely to be respect and self-discipline. these values are central to the setting and themes of a pesantren (islamic boarding school) and are often emphasized in such narratives.
- 4) In Cahaya Cinta Pesantren respect and self-discipline are likely to be dominant moral values due to the pesantren setting, which emphasizes the importance of these principles . these values are central to the pesantren experience and are often highlighted in stories set in such environments. they help shape the characters' behavior and the overall message of the film.

**B. SUGGESTION**

- 1) Use conflicts and their resolutions to illustrate the importance of values like peace ability, justice, and mercy. Demonstrating how characters handle disputes can make the moral lessons more impactful.
- 2) While conveying moral values, ensure the film remains entertaining and engaging. A well-balanced mix of drama, humor, and meaningful lessons can captivate and educate the audience effectively.
- 3) For the next researcher Investigate how the film influences viewers' understanding and perceptions of pesantren values and Islamic teachings. This could involve surveys or interviews with audiences to gauge their reactions and insights.

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**APENDIX**

Appendix 1: Film Cover







## Appendix 2: The cast of the film

**Cahaya Cinta Pesantren**  
2016 · Drama/Komedi · 2 | 24 m |

Ringkasan Pemeran Ulasan




Yuki Kato Shila  
Vebby Patwinta Iouf  
Febby Rastanty Manda  
Sivia Azizah Aisyah  
Wirda Mansur Aitra  
Rizky Febian Abu  
Fachri Muhammad Rizy  
Zee Zee Shahab Ustadzrah Jannah



Tabah Penemuan Ayah Shila  
Eima Theana Mamak Shila, Sh...

## Appendix 3: Instrument Data (Film Cahaya Cinta Pesantren)



**Film Religi - Cahaya Cinta Pesantren 2017 | Full Movie HD (tanpa iklan)**

Omata Channel  
1,83 rb subscriber

1,3 rb likes

162 rb x ditonton · 4 tahun yang lalu · #Cahaya #Cinta #Pesantren  
Jika Kalian Suka Dengan Video Ini, Silakan Di Like Comment dan Share  
Jumlah 1 vns Subscribes Channel Ini Vns...  
<https://www.youtube.com/watch?v=Go-4e0d3E>

Semua Dari Omata Channel Terkait

- Dignitate 2020 - Full Movie Bambang Soetrisna 4,3 jt x ditonton · 10 bulan yang lalu 1.44.00
- .Feat - Nina (Official Lyric Video) Feat 2 2,8 jt x ditonton · 3 bulan yang lalu 4.45
- Tugas keas 9.7 caku wmsly 20 x ditonton · 1 hari yang lalu Baru 6.51
- Nina Feat 2 691 rb x ditonton · 3 bulan yang lalu 4.38
- Feat - Nina (Official Music Video) Feat 2 1,1 jt x ditonton · 2 bulan yang lalu 6.30




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 NPM : 1702050135  
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
An Analysis of Moral Value in Cahaya Cinta Pesantren Movie's	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
 Dosen Pembimbing



**Yayuk Hayulina Manurung, S.Pd., M.Hum.**

Medan, Oktober 2023  
 Hormat Pemohon,



**Luluk Alfinur**



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IPK= 3,46

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Analysis of Moral Value in Cahaya Cinta Pesantren	
	Analysis of Speech Act by Naomi Scott in the Lyrics of Song "Speechless"	
	Action Verb Analysis in The Storybook "Clingak-Clinguk Humortivasi"	

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Pembimbing : Yayuk Hayulina M, S.Pd., M.Hum

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07 Mei 2024 M



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Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Analysis of Moral Value in Cahaya Cinta Pesantren

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
May 27 <sup>th</sup> , 2023	Chapter 1 (Background of study, the objective of study)	
June 12 <sup>th</sup> , 2023	Chapter 1 and Chapter 2 (Conceptual framework)	
June 14 <sup>th</sup> , 2023	Chapter 2 (related research)	
June 14 <sup>th</sup> , 2023	Chapter 3 (Method of research, research design, Data Collection, Data Analysis etc)	
June 15 <sup>th</sup> , 2023	Chapter 3 (last) and References	
	final Review	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Oktober 2023

Dosen Pembimbing

(Yayuk Hayulina M., M.Hum.)



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

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Nama Lengkap : Luluk Alfinur  
N.P.M : 1702050135  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Analysis Moral value in Movie of Cahaya Cinta Pesantren Movie's

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Juli, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2024

Ketua, 



(Pirman Ginting, S.Pd., M.Hum)



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Luluk Alfinur  
NPM : 1702050135  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of Moral Value in Cahaya Cinta Pesantren Movie's

Sudah layak diseminarkan.

Medan, Mei 2024

Disetujui oleh  
Pembimbing

Yayuk Hayulina Manurung, S.Pd., M.Hum.

**UMSU**  
Unsyiah Cendekia Terpercaya





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#### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 24 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Luluk Alfinur  
 N.P.M : 1702050135  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Analysis Moral value in Movie of Cahaya Cinta Pesantren Movie's

No	Masukan dan Saran
Judul	<i>Revised the title becomes : Analysis of Moral Values in The Movie " Cahaya Cinta Pesantren" &amp; cover</i>
Bab I	<i>Background of study &amp; identification of problem.</i>
Bab II	.
Bab III	<i>Research Design, Data collection &amp; Analyze</i>
Lainnya	<i>References</i>
Kesimpulan	[ ] Disetujui [ ] Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Ratna Sari Dewi, S.S., M.A.)

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Yayuk Hayulina M., S.Pd., M.Hum.)

Panitia Pelaksana

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



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 Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Luluk Alfinur  
 N.P.M : 1702050135  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Analysis Moral value in Movie of Cahaya Cinta Pesantren Movie's

Pada hari Rabu, tanggal 24, bulan Juli, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Juli 2024

Disetujui oleh:

Dosen Pembahas

(Ratna Sari Dewi, S.S., M.A.)

Dosen Pembimbing

(Yayuk Hayulina M., S.Pd., M.Hum.)

Diketahui oleh  
 Ketua Program Studi

(Pirman Ginting, S.Pd., M.Hum)



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**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Luluk Alfinur  
 NPM : 1702050135  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Analysis of Moral Value in the Movie "Cahaya Cinta Pesantren"

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
July 30 <sup>th</sup> , 2024	Previous chapter findings	
August 1 <sup>st</sup> , 2024	Data collection	
August 7 <sup>th</sup> , 2024	Data Analysis	
August 12 <sup>th</sup> , 2024	Research findings	
August 20 <sup>th</sup> , 2024	Conclusion, Abstract, Acknowledgment, writing system	
August 26 <sup>th</sup> , 2024	Acc for sidang	

Medan, 31 Agustus 2024

Diketahui oleh:  
 Ketua Prodi

Dosen Pembimbing

Pirman Ginting S.Pd., M.Hum.

Yayuk Hayulina M, S.Pd., M.Hum.

**CURRICULUM VITAE****1. Personal Information**

Name : Luluk Alfinur  
TTL : Medan, 29 September 1996  
Gender : Female  
Religion : Islam  
Statue : Single  
Nationality : Indonesian  
Address : Jl. Perjuangan, Gg Sawah, Kec. Batang Kuis  
Email : [lulukalfinur8@gmail.com](mailto:lulukalfinur8@gmail.com)

**2. Parents Information**

Father : Sudarman  
Mother : Ernawati  
Address : Jl, Jl. Perjuangan, Gg Sawah, Kec. Batang Kuis

**3. Educational Background**

- |                        |      |
|------------------------|------|
| 1) SD Swasta Bahagia   | 2008 |
| 2) SMP Negeri 25 Medan | 2011 |
| 3) SMA Negeri 4 Medan  | 2014 |

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