

MORAL VALUES OF THE MAIN CHARACTER IN THE FILM *ENOLA HOLMES* AND ITS CONTRIBUTION TO CHARACTER BUILDING

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Abstract

Learning media can convey lesson information to students and stimulate their thoughts, feelings, attention, and willingness, and it can encourage the learning process. The film presents various stories that contain the moral values of life. One of the films to choose from is Enola Holmes. Enola Holmes is a film released in 2020 adaptation of the Nancy Springer book series *The Enola Holmes Mysteries*. Enola Holmes is directed by Harry Bradbeer and written by Jack Thorne. This study aimed to determine the moral values represented by the main character in the film Enola Holmes for character building in students. This study uses the formulation of Kemendikbud (2017). The data collection method is the documentation research method and the technique of collecting data from Miles & Huberman (1994). Researchers used descriptive qualitative research. The subject of this study used subtitles in the film Enola Holmes. The findings of the study there are five moral values with eight sub-values of moral values in the Enola Holmes film. From the result, the writer can conclude that nationalist (self-sacrifice) is the most dominant moral value in Enola Holmes' film.

Abstrak

Media pembelajaran dapat menyampaikan informasi pelajaran kepada siswa dan merangsang pikiran, perasaan, perhatian, dan kemauan siswa, serta dapat mendorong terjadinya proses belajar. Film ini menyajikan berbagai cerita yang mengandung nilai-nilai moral kehidupan. Salah satu film yang bisa dipilih adalah Enola Holmes. Enola Holmes adalah film yang dirilis pada tahun 2020 adaptasi dari seri buku Nancy Springer *The Enola Holmes Mysteries*. Enola Holmes disutradarai oleh Harry Bradbeer dan ditulis oleh Jack Thorne. Penelitian ini bertujuan untuk mengetahui nilai-nilai moral yang direpresentasikan oleh tokoh utama dalam film Enola Holmes untuk pembentukan karakter pada siswa. Penelitian ini menggunakan rumusan Kementerian Pendidikan dan Kebudayaan (2017). Metode pengumpulan data adalah metode penelitian dokumentasi dan teknik pengumpulan data dari Miles dan Huberman (2014). Peneliti menggunakan penelitian kualitatif deskriptif. Subjek penelitian ini menggunakan subtitle dalam film Enola Holmes. Temuan penelitian terdapat lima nilai moral dengan delapan sub nilai nilai moral dalam film Enola Holmes. Dari hasil tersebut, penulis dapat menyimpulkan bahwa nasionalis (pengorbanan diri) adalah nilai moral yang paling dominan dalam film Enola Holmes.

Keywords: *Moral values, Film, Character, Character Building.*

Introduction

Education is the basic foundation for creating competent and moral future generations. It means that education is about transferring knowledge and aims to develop individuals with good cognitive abilities and capabilities. It is related to character building. Character building is essential in education to make future generations intelligent and have good character and attitude. School is one of the places the sources of knowledge should teach character building, but the way conveyed it is using only lecture and memorization models. Therefore it is necessary to develop new, more effective learning models. One of the uses of technological facilities for intermediaries in conveying moral messages for character building is film. One of the films that can be referenced is *Enola Holmes*. In this study, the writer wants to analyze the moral values of the main character in the film *Enola Holmes*. The purpose is to help the reader make new learning innovations and convey moral values and character-building to students. A teacher must choose the best learning media to convey the meaning of moral value to character building. The writer chose this topic because the writer found a learning media to convey moral value to the student for character building so that the student doesn't feel bored while learning. In other words, the reason for choosing the topic is because the writer wants to know the main character's moral values in the film *Enola Holmes*.

Based on the explanation, the writer wants to analyze moral values and find the most dominant moral values of the main character in the film *Enola Holmes*. As films have many moral values in every character, especially the main character, the writer wants to make the reader understand the importance of moral values to character building. Therefore, the researcher is very interested in this research to find out more deeply about the moral values of the main character in the film "*Enola Holmes*" by analyzing the subtitle of the film that represents the moral values of the main character, as well as its contribution to character building.

Method

This study's methodology was analyzed using a documentation research method and a descriptive qualitative approach. This study order identifies analysis and describes the moral values of the subtitle in the film *Enola Holmes*. Regarding the qualitative research design Mantra in Siyoto & Sodik (2015: 28), qualitative research produces descriptive data in words or spoken by the people or behavior observed. Researchers use this type of research because the information and data will obtain in words or text. The data in this study will form words or text that will analyze. The analysis results can be in the form of a depiction or description. From these data, the researcher makes interpretations to capture a deeper meaning. This research aims to identify some moral values found in the film "*Enola Holmes*" main character and its contribution to character building. The object of the study using subtitles in the film *Enola Holmes*. The writer used sources data based on English Subtitle text downloaded on the internet as the English source subtitle included in the film. The writer analysis proposed by Miles & Huberman (2014). Some steps follow the writer to analyze data. Firstly, The data is taken from words, phrases, or sentences from the subtitles of the *Enola Holmes* film. Then the data from these words, phrases, and sentences are collected and categorized according to the type of moral values. Secondly, the researcher displays the data obtained from data reduction in words, phrases, and sentences categorized according to the type of moral values, and the researcher describes the moral values found in the main character in the film *Enola Holmes*. Third, the researcher represents the types of moral values contained in the *Enola Holmes* subtitles and the relationship between moral values and character building. Last, the researcher gets the result and conclusion.

Findings and Discussions

In this section, the writer discusses finding and discussions of the study based on the analysis data using descriptive qualitative methods. The result is the answer to all of the statements of the problem.

Findings

In the findings section, the writer explains the answer from the statement of the problems. There are three statements of the problems will be explained below:

1. Moral values are found in the main character in the film "Enola Holmes" by Harry Bradbeer.

The writer has five moral values with eight sub-values of moral values in the *Enola Holmes* 2020 film, including religious (friendship and self-confidence, nationalist (self-sacrifice), independent (lifelong learner and courage), cooperation (teamwork and helping others), and integrity (responsibility).

Table 1 The Number of Subtitles in Each Moral Value

| No | Moral Values (Sub-values of moral values) | Number of Subtitles |
|--------------|--|------------------------|
| 1 | Religious | |
| | a. Friendship | 2 |
| | b. Self-confidence | 3 |
| 2 | Nationalist | |
| | a. Self-sacrifice | 8 |
| 3 | Independent | |
| | a. Lifelong learner | 1 |
| | b. Courage | 7 |
| 4 | Cooperation | |
| | a. Teamwork | 2 |
| | b. Helping Others | 2 |
| 5 | Integrity | |
| | a. Responsibility | 5 |
| total | | 25 |

Based on table 4.1 shows 25 subtitles of the main character, *Enola Holmes*, which shows moral values. Nationalists with self-sacrifice sub-values present the highest frequency, with eight subtitles. This is followed by independent with courage sub-values with seven subtitles, integrity with responsibility sub-values with five subtitles, religious with self-confidence sub-values with three subtitles, religious with friendship sub-values two subtitles, cooperation with teamwork and helping others sub-values with two subtitles, and independent with lifelong learner sub-value one subtitle.

The dominant moral value of the main character in the film.

Table 2 Dominant Moral Value

| Moral Value (Sub-value of moral value) | Number of Subtitles |
|---|---------------------|
| Nationalist | |
| Self-sacrifice | 8 |

Based on table 2, the writer found eight subtitles that show nationalist (self-sacrifice) are dominant moral values in the subtitle of the main character in the film *Enola Holmes*. Table 4.1. The total number of subtitles that shows moral values in the subtitle of the main character in the film *Enola Holmes* is 25 subtitles. From table 4.1, the highest frequency is nationalist (self-sacrifice). The writer can conclude that moral values are dominant in the subtitle of the main character in the film *Enola Holmes*; this study is nationalist (self-sacrifice).

Discussions

In this discussion section, the writer also compares some studies about moral values from some experts that had been done before. There are three studies that the writer references. First, Cahyaningtyas et al., (2019) entitled "Battle of Surabaya: Promoting Character Values Through Animated Movie". Second, Piscayanti et al., (2020), entitled "Positive Character Education Values Found in Simba, The Lion King (1994) Movie". And third, Esianita et al., (2020) entitled "Character Educational Values on "Aquaman" Movie".

The writer utilizes based on the theory of Kemendikbud (2017: 8), five central moral values are interrelated and will form moral values that need to develop: religious (friendship and self-confidence,

nationalist (self-sacrifice), independent (lifelong learner and courage), cooperation (teamwork and helping others), integrity (responsibility).

Based on the study findings, the writer found 25 moral values in the subtitle of the main character in the film *Enola Holmes* and explains them below.

a. Religious

1. Friendship

Conversation 1 (Minute 01:11:55 – 01:12:01)

Enola : *"I've come here because I've grown to like you more in your absence,"*

Enola : ***"and because, as it turns out, your life is still in danger."***

Religion refers to friendship in the subtitle above, *"and because, as it turns out, your life is still in danger."*, it relates to friendship because the context talks about how she can't leave her best friend, Tewkesbury, because he is in significant danger. From this, we can learn that true friendship is like always being there for friends in any condition.

Conversation 2 (Minute 01:12:38 - 01:12:43)

Enola : ***"but I kept getting dragged back towards you."***

Enola : *"Now, come on. We're in serious danger, if you didn't know."*

In the subtitle above, primarily in the *"but I kept getting dragged back towards you."*. It refers to friendship because, in the context of talk about that, Enola always returns to accompany Tewkesbury because he is in danger. Enola was willing to be involved in danger to continue beside Tewkesbury. This subtitle shows us that this reflects true friendship, even accompanying friends in difficult circumstances.

2. Self-Confidence

Conversation 1 (Minute 00:05:55 – 00:06:10)

Mycroft : *"Look at you."*

"You're in such a mess."

Mycroft : *"Where's your hat and your gloves?"*

Enola : ***"Well, I have a hat."***

"It just makes my head itch. And I have no gloves."

Religion refers to self-confidence in the subtitle above, *"Well, I have a hat."*, *"It just makes my head itch. And I have no gloves."* refer to self-confidence because the context talks about Enola's eldest brother, Mycroft. He doesn't like Enola's appearance and thinks it is terrible and messy. But Enola didn't care about the ridicule. While Enola was comfortable with what she wore, she was still confident in her appearance. From this, we learn to remain confident even though we are different, and there is no need to follow standards that do not need to be followed.

Conversation 2 (Minute 00:07:21 – 00:07:36)

Mycroft : *"What is this?"*

Mycroft : *"Tennis?"*

Enola : ***"Mother says I'm getting quite proficient."***

Mycroft : *"Oh!"*

The subtitle above shows Enola is very confident in being herself, which is in Enola's utterance, *"Mother says I'm getting quite proficient."* it refers to self-confidence because the context talks about Mycroft was surprised by what Enola and her mother had done, playing tennis, because at that time was that women did not commonly play tennis. as shown in the subtitle above. Enola confidently admitted it in front of her siblings, who looked shocked and didn't like it. From this, we can learn that to remain confident in our abilities, even though people think of it as something strange and unusual, as long as it is a positive thing, don't hesitate to admit it as Enola did.

b. Nationalist

1. Self-Sacrifice

Conversation 1 (Minute 00:07:21 – 00:07:36)

Enola : ***“is that cycling is not one of my core strengths,”***
“but needs must when you must speed somewhere.”
“The fourth thing you need to know”

Enola : ***“is that I'm presently on the way***
to collect my brothers,”
“Mycroft and Sherlock”

Nationalist refer to self-sacrifice from the subtitle above, *“is that cycling is not one of my core strengths,” “but needs must when you must speed somewhere.”*, it refers to self-sacrifice because context talks about how Enola is not good at riding a bicycle, but she had to hurry and ride a bike because she was ordered to pick up her brothers; as shown in Enola's utterance, *“is that I'm presently on the way to collect my brothers,”* she was willing to fall because she was not good at cycling to get to a station quickly to pick up her older brothers. From this, we learn there is nothing wrong with sacrificing yourself, especially for your family.

Conversation 2 (Minute 00:26:38 – 00:26:44)

Tewkesbury : *“Who is that? He was trying to kill me!”*
“I'm not ready to die on a train.”

Enola : ***“I'm not ready to die at all. I wasn't going to***
before I met you.”

From the subtitle above, it is clear that Enola reflects a self-sacrificing attitude, especially in Enola's utterance, *“I'm not ready to die at all. I wasn't going to before I met you.”*, it refers to self-sacrifice because on the context talks about she is willing to sacrifice her safety to help someone she just met on the train. From that, we can learn that instilling a value of self-sacrifice is not easy, but if this value is applied, it will bring many benefits to fellow human beings.

Conversation 3 (Minute 01:16:32 – 01:16:56)

Enola : *“See that window over there?”*
“It leads onto a roof.”
“I need you to climb out and take off into nowhere.”

Tewkesbury : *“And leave you?”*

Enola : ***“I need to hold this door!”***

Tewkesbury : *“But you need to get away too!”*

Enola : ***“If he catches you, your life will be in danger.”***
“If he catches me,
it's simply a life I do not want. Now go.”

Tewkesbury : *“I don't want to leave you, Enola.”*

Enola : *“Go!”*

From the subtitle above, it can be seen that Enola reflects the value of self-sacrifice, especially in Enola's utterances, *“I need you to climb out and take off into nowhere.” “I need to hold this door!” “If he catches you, your life will be in danger.” “If he catches me, it's simply a life I do not want. Now go.”* this refers to self-sacrifice because the context talks about when they were about to be arrested by Inspector Lestrade at the inn that Enola was staying at, Enola and Tewkesbury tried to hold the door so that they wouldn't be caught. Only one of them had the chance to escape, Enola or Tewkesbury, because one had to keep the door shut. Enola tells Tewkesbury to run through the open window while keeping the door locked because Enola thinks if she is caught, only her freedom will be threatened. Meanwhile, if Tewkesbury is caught, Tewkesbury's life will be threatened. From this, we learn that the value of self-sacrifice is significant to be implemented in every individual. If it is felt that the interests of others or the common interest are more urgent than self-interest, there is nothing wrong with applying the value of self-sacrifice, as Enola has done in that scene.

c. Independent

1. Lifelong Learner

Conversation 1 (Minute 00:43:01 – 00:43:14)

Edith : *"You recognize me?"*

Enola : *"Of course I do."*

Edith : *"I was your first teacher."*

"Don't you remember?"

: ***"You've progressed nicely, I can see."***

Independent referring to the lifelong learner from the subtitle above, we can see that Enola always hones her abilities, as shown in Edith's utterance, *"You've progressed nicely, I can see."* Edith is Enola's first teacher to teach Enola the martial arts skills of jiu jitsu. It refers to the lifelong learner because Edith says Enola's abilities are growing. This proves that Enola has the will to continue learning and to continue and develop his martial arts abilities. From this, we know there is no time limit to learning and developing our capabilities. While someone is still breathing, the opportunity to continue learning and developing continues to exist.

2. Courage

Conversation 1 (Minute 00:13:04 – 00:13:55)

Enola : ***"I won't enjoy being imprisoned in those preposterous clothes."***

Miss Harrison : *"These clothes will not imprison. They will free."*

Miss Harrison : *"They will allow you to fit into society, to take part in its numerous pleasures. To catch an eye, to attract." "With Miss Harrison's help, we'll make her acceptable for society."*

Enola : *"Father would be turning in his grave."*

Miss Harrison : *"At my finishing school" "you will learn how to be a young lady," "and you'll make many new friends."*

Enola : *"I don't need friends. I have my own company."*

Miss Harrison : *"An uneducated, underdressed" "poorly mannered wildling."*

Enola : *"And I don't need to go to your ridiculous school." "No! Please don't do this to me."*

"Let me remain happy. I am happy here."

From the subtitles above, it can be seen that Enola is brave to voice and fight for her freedom and life choices, especially in several Enola's utterances, *"I won't enjoy being imprisoned in those preposterous clothes."* *"I have my own company."* *"No! Please don't do this to me."* *"Let me remain happy. I am happy here."* Miss Harrison is a teacher at an all-girls school, and she is very disciplined with all the rules that applied to women at that time, as well as the subtitle above wearing a tight corset. It refers to courage because the context talks about Enola, who dares to speak up in disapproval. Enola strongly objected to this way of dressing because it was uncomfortable for her. From this, we learn that it is okay to refuse something that is not following our wishes and desires while it can still be tolerated.

Conversation 2 (Minute 01:33:20 – 01:34:17)

Enola : ***"We need to go to Basilwether."***

Tewkesbury : *"What?!"*

Enola : *"An injustice has occurred. It's time to right some wrongs."*

Enola : *"You want a culprit, find the motive."*

Tewkesbury : *"I don't understand."*

Enola : *"When were you due to be inducted into the Lords?"*

Tewkesbury : *"I'm Viscount Tewkesbury."*

Newspaper Man : *"Well, he's a bloomin' marquess."*

Tewkesbury : *"Imminently."*

Enola : "How would you have voted on the bill?"

Demonstran : "Votes for all men!"

Tewkesbury : "The same as my father. I'd be for it.

Enola : "Who knew that?"

Tewkesbury : "I had these ideas,"

Enola : "but my family were set on me joining the army and going overseas."

Tewkesbury : "And who stands to gain the estate with your father dead and if you die?"

Uncle : "My Uncle."

Tewkesbury : "My sister-in-law has all the help she needs. Show her out."

Enola : "You think this is my uncle's doing?"

Tewkesbury : "Doesn't it make sense?"

Enola : "But he's a powerful man. What on earth could we do?"

Tewkesbury : "Solve the crime, of course."

Enola : "Enola, we are both extremely lucky to have lived this long, and you want to drive us into a place where there is most certain danger?"

Enola : "Sometimes, Lord Tewkesbury,"

Enola : "you have to dangle your legs in the water to attract the bloody sharks!"

From the subtitles above, Enola is brave, as shown in Enola's utterances, "*We need to go to Basilwether.*" "*Sometimes, Lord Tewkesbury,*" "*you have to dangle your legs in the water to attract the bloody sharks!*". It refers to courage because the context talks about Enola, who dares to make a risky decision to solve the mystery of the mastermind who wants to kill Tewkesbury. Basel Weather is where Tewkesbury's castle stands. It was hazardous for Tewkesbury if he was in Basel Weather because he was being hunted by one of the royal members, who was none other than his own family to kill. Enola thought that if Tewkesbury escaped, the people who wanted Tewkesbury dead would not be solved, and justice would no longer be served. Enola has the idea that sometimes we have to dangle our feet in the water to pull the shark out, which means to solve a case and to find out the person behind the case, sometimes, we have to sacrifice our safety, and it takes courage to do that. From this, we can learn that building courage within ourselves is very important, fortunately, to prepare ourselves for the future obstacles that will come in the future so that existing circumstances and situations do not easily defeat us.

d. Cooperation

1. Teamwork

Conversation 1 (Minute 00:31:04 – 00:31:39)

Tewkesbury : “We should think
about eating soon.”

Enola : “We have nothing to eat.”

Tewkesbury : “Of course we do.”
“*Arctium lappa*,”
“which you’ll know as burdock.”
“Um, and then there’s, *Trifolium*.”
“Clover”
“And is that...”
“Yes, I knew it!”
“Mushrooms!”
“*Agaricus lanipes*.”

Tewkesbury : “Delicious.”
“If you can get a fire started,”
“I can make us a feast.”

Enola : “Fine.”

Cooperation refers to teamwork; from the subtitles above, it can be seen that Enola can cooperate or be relied on well Tewkesbury utterances, *"If you can get a fire started," "I*

can make us a feast.” and Enola replies, *“Fine.”*. It refers to teamwork because the context talks about when they are in a wide meadow with only grass and trees. They were hungry, but they had no food. Luckily they both had abilities that each other could rely on in those situations. Tewkesbury was good at identifying plants and fungi. He used this ability to search for edible plants and fungi. Meanwhile, Enola is good at making fires from stone and wood. From this, we learn that everything that seems impossible to achieve or realize can be discovered with good teamwork.

2. Helping Others

Conversation 1 (Minute 00:26:16 – 00:26:40)

Tewkesbury : *“Help!”*
“Somebody help me!”
“Help!”
“Aah!”
Tewkesbury : *“Who is that?”*
“He was trying to kill me!”

Cooperation refers to helping others; from the subtitle above, it can be seen that Enola has an attitude toward helping others, shown in the film when Tewkesbury needs help *“Somebody helps me!”*, it refers to helping others because in the context talks about Enola returns to help Tewkesbury who is in danger on a train. She heard Tewkesbury screaming for help. Enola couldn't bear it and chose to return to Tewkesbury. When Enola returned, the man in the hat strangled and pushed Tewkesbury against the train window. Then Enola hit the man in the hat on the neck to save Tewkesbury. We can learn that the importance of helping others is to be applied and implemented for everyone, helping each other so that the next generation is sensitive to the surrounding environment and creates a peaceful social life with the help of each other.

Conversation 2 (Minute 00:34:49 - 00:34:58)

Tewkesbury : *“thank you, Enola Holmes, for helping me here.”*
Enola : *“You were supposed to have forgotten that name.”*
Tewkesbury : *“Then you'll have to find another.”*

In the subtitle above, it can be seen the attitude that reflects helping others of Enola that is shown in Tewkesbury's utterance, *“thank you, Enola Holmes, for helping me here.”*. It refers to helping others because the context talks about Tewkesbury, that thanked Enola because Enola had helped Tewkesbury from being chased by the man who wanted to kill him while on the train. Enola helps him escape from the man in the hat. We can learn the attitude of helping others in the scene in the film. It doesn't hurt if we apply this attitude to ourselves.

e. Integrity

1. Responsibility

Conversation 1 (Minute 00:44:40 – 00:04:46)

Enola : *“The fourth thing you need to know”*
“is that I'm presently on the way to collect my brothers,”
“Mycroft and Sherlock”

Integrity refers to responsibility from the subtitle above. Enola has a well responsible attitude shown in Enola's utterance, *“is that I'm presently on the way to collect my brothers,”*. It refers to responsibility because in the context talks about Enola was tasked with picking up her older brothers at the train station because her older brothers would return home. She tried as fast as possible to get to the station to be on time to pick up her brothers. From this, we can learn about the value of responsibility, especially when trusted to do something or get something done.

Conversation 2 (Minute 00:54:42 – 00:55:09)

Enola : *“The truth is,”*
“I did not ask for Viscount Tewkesbury,

- Enola : *Marquess of Basilwether in my life.* ”
“I did not want the Viscount Tewkesbury,
Marquess of Basilwether in my life.”
“So why do I feel responsibility for the Viscount Tewkesbury,
Marquess of Basilwether?”
- Enola : *“Because...”*
“there are those that want to hurt him...”
“and he has not the strength
to stop them...”
“...and I do have that strength.”

From the subtitle above, it can be seen that Enola is a very responsible person, which is shown in Enola’s utterances, *“So why do I feel responsibility” “for the Viscount Tewkesbury, Marquess of Basilwether?” “there are those that want to hurt him...” “there are those that want to hurt him...” “...and I do have that strength.”* It refers to responsibility because in the context talks about Enola cannot leave Tewkesbury in a dangerous situation. Enola realized that Tewkesbury needed help because he lacked martial arts skills. Meanwhile, Enola has a pretty good self-defense ability, and she will protect Tewkesbury and be responsible for Tewkesbury's safety. From this, we can learn that the value of responsibility is essential, especially among humans, so that they can protect each other. Most importantly, individuals who are more careful in taking action and deciding things will be formed because all actions and decisions must be their responsibility.

Conclusions

In this study, it can be concluded that the total data the writer gets from the research are several types of moral values. The moral values found in this study include: (1) Religious, which has friendship sub-values with two subtitles, and self-confidence with three subtitles, (2) Nationalist has self-sacrifice sub-values with eight subtitles, (3) Independent has lifelong learner sub-values with one subtitle and courage with seven subtitles, (4) Cooperation has teamwork sub-values with two subtitle and helping others with two subtitles, (5) Integrity has responsibility sub-values with five subtitles. This means five moral values are further divided into eight sub-moral values with a total of 25 subtitles that show each sub-moral value.

The most dominant subtitle of the main character in the film Enola Holmes of this study is nationalist (self-sacrifice). Second, independent with courage sub-values that are the most dominant after nationalist (self-sacrifice)— followed by integrity with responsibility sub-values, religious with self-confidence sub-values, religious with friendship sub-values, cooperation with teamwork and helping others sub-values, and independent with lifelong learner sub-value. Based on this study, the writer can suggest that nationalist (self-sacrifice) is the moral value more often shown by the main character in the film Enola Holmes. This study can develop knowledge about the moral values of literary works such as films, which will benefit everyone who reads this study.

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