

Moral values in *The Martian* (2015)

Susilawati¹, Ai Purnamasari²

English Language Study Program, Universitas Muhammadiyah Cirebon, Cirebon, Indonesia

Corresponding author

susilawati.asmoro@gmail.com

Abstract

The objectives of this study entitled "An Analysis Of Moral Values As Portrayed By Mark Watney's Characteristics In "The Martian" Movie Script, are: (1) to describe Mark Watney's characteristics in "The Martian (2015)" movie script. (2) to analyze the moral values as portrayed by Mark Watney's characteristics in "The Martian (2015)" movie script. The investigation of moral values in this study used a definition proposed by Thomas Lickona. This study used qualitative content analysis approach. The instrument of this research is human as the researcher and the data sheet. The data used of this study are words and sentences. The validity used is theoretical validity and investigator validity. This study indicated that characteristics of Mark Watney is a sense of humor, a supremely chill guy, and a spirit of survival and soul. Moral values that portrayed by Mark Watney's characteristics is sense of humor, self-control, self-confidence, humility, intellectual curiosity, hard-working, problem solving, courage, and integrity.

Key words : Movie; Characteristics; Moral Values

INTRODUCTION

Literature is human personal expression especially experience thought, feeling, enthusiasm, concept and certain description, which can arise the enchantments and it uses a language as communication media. Literature is divided into two parts there are, fiction and non - fiction. Carlsen in Bahun (2014:1) stated that fiction is anything made up or imagine, such as short story, novel, drama or play. While non - fiction is factual report to events, in most of biography and autobiography, the author forced to do some fictionalizing to make interest but this writing is still classified as - non fiction. Taringan in Bahun (2014:1) stated that non - fiction is an actual and fiction realistic. The actuality is anything, which really happen in human life. On the other hand, reality is anything that happened in human life but it must not be happened. One of the examples of fiction is drama or movie. Movie is extended prose fiction narrative having a central plot. We can understand deeply the movie by knowing the elements, which build the movie, such as plot, setting, point of view, character, and theme. All of the elements influence the content of movie.

Movie is important as a media of learning English. The dramatic elements and creativity of movie also help to bring fun into the classroom. Through movie, educational messages can be concretely and precisely presented to viewers. Therefore, film can be used

as teaching-learning tools for they can create and maintain students' interest and motivation (Dale, 1957; Heinichet , 1996, Ismail & Mahmud, 1999). Movie is one media that expected can give a character education to the viewers in order to build their character as a good human being by the character in the movie. Character education is the deliberate effort to cultivate virtue—that is objectively good human qualities—that are good for the individual person and good for the whole society (Lickona, 2012:5). Character education teaches habitual ways of thinking and behaviors that help individuals to live and work together as a family, community, and state and help them to make decisions that can be accounted for. According to Lickona (2012:69), character education contains three main elements, namely knowing the good (knowing the good), loving kindness (loving the good), and do good (doing the good). The goals of character education are thus essentially the goals of raising good children: youth who understand, care about, and act upon the core ethical values (such as diligence, compassion, integrity, and fairness) that make for a productive, just, and democratic society.

The character is an important role in the movie. The characters create a lot of curiosities to the viewers. Character is a reliable inner disposition to respond to situations in a morally good way. Lickona (1991:51) stated that character so conceived has three interrelated parts: moral knowing, moral feeling, and moral action. Moral brings some goal for each individual. From the social laws live in the societies, moral expects each individual can find their true identity and their role in society.

In the presence of moral values in a literary work, the author may reflect his life view of truth values so that the literary works can offer moral values relating to the noble character of humans depicted through the attitudes and behavior of the characters in a movie, helping to shape the audience as a creature of God with dignity and noble character. In order for the moral message in the movie to be perceived by the audience, there must be effort from the audience itself. Not only from the side of the disclosure is important, but from the movie side of the audience can understand and appreciate the movie.

This study used "*The Martian (2015)*" movie script written by Drew Goddard is based on Andy Weir's 2011 novel of the same name. The genre is science fiction and runtime 141 minutes. This movie produced by Simon Kinberg. It was directed by Ridley Scott. The author is very interested in the portrayal of the main character in the script. He is Mark Watney who is a main character in the story. He is an astronaut members of the [Ares III](#), the third manned mission to [Mars](#). He presumed dead after a violent storm on Mars. Watney did not choose to be stranded on Mars, he made the best of the situation he was given, using his personality, intellect, determination, and wit to fight his way out of an impossible bind and survive until he can be rescued. Looking for the characteristics of Mark Watney, this study found that the character has interesting to be analyzed. This study is expected to be able to give information to the reader about moral values found in "*The Martian (2015)*"

movie and give new knowledge that can enrich the reader knowledge about literary works especially in study movie.

METHOD

This is the best method to make inferences messages that makes by the characters on a story. So, the use of content analysis is fit to analyze the document in form of script. Then, qualitative content analysis has used to describe and analyze the expressive acts used by main character in “The Martian” movie script.

Data Collecting Procedure

In this study the data are collected though documentation. Documentation is the method used in scientific research in order to collect the data by using document. According to Guba and Lincoln, document is all of written substance or film (Moleong, 2009: 216). This method used because it can be made to examine and interpreting something (Moleong, 2009: 217). From the movie script, the researcher collected data that needed. The necessary steps of collecting data are as follows:

1. Selecting “The Martian” movie.
2. Watching the movie in several times.
3. Downloading “The Martian” movie script.
4. Reading and observing the movie script repeatedly.
5. Analyzing Mark Watney’s characteristics.
6. Analyzing the intrinsic elements such as theme, plot, setting, point of view and characters of the movie.
7. Comprehending and analyzing which one the word or sentence that contain moral values of “The Martian (2015)” movie script.
8. Giving code on each analyzed data.
9. Classifying the object of labeling or grouping that contain moral values. The example of classifying the object can be seen from this table:

Instrument

Data Sheet

In addition, a data sheet was also employed as the secondary instrument in order to classify the data that have been collected. The data sheet was presented in a table form. The format of the data can be illustrated in the table below.

Table 3.2 Data Sheet Instrument

No.	Page	Sentence/Phrase	Moral Value
-----	------	-----------------	-------------

1.	Number of page with code.	Sentence or phrase containing moral value.	Moral value in the sentence/ phrase
----	---------------------------	--	-------------------------------------

Data Analysis

Data analysis as a procedure for analyzing data, technique for interpreting the results of such procedures, way of planning the gathering of data to make its analysis easier, more precise or more accurate. After collecting the data, the researcher extracts the data obtained by classifying, arranging, and manipulating. There are flow models data analysis components in analyzing data in this study: data reduction, data displays, and conclusion drawing/verification (Miles & Huberman, 1992: 16-19).

RESULTS AND DISCUSSIONS

Moral Value in “The Martian” Movie

Main character Mark Watney in “The Martian” movie brings some moral values that we need to pay attention more. These values sound common in our ears. In fact, we neglect it all the time and we do not realize if this neglect action brings some impacts.

Sense of humor

When we experience humor, we focus mostly on positive affects, though, apparently in a paradoxical manner, laugh and humor often occur in the presence of pain. Humor can emerge where adversity is substantial, in most traumatic situations that sometimes help in the individual’s growth and in his development.

Humor is closely linked to the concept of resilience, as a possibility to recover or to successfully cope with situations though adversity is substantial (Rutter, 1985). The sense of humor has been seen as one of the protective factors involved in shaping resilience. Some authors consider humor a sign of emotional maturity while laughing helps the individual growth, being an act of gratitude and faith in the face of death and tragic events (Bianchi, 2005).

Mark’s sense of humor can be seen by the dialogue :

Vincent : “Mark, this is Vincent Kapoor... We’ve been watching you since Sol 54 The whole world is rooting for you. Amazing job, getting Pathfinder. We’re working on rescue plans. Meantime, We’re putting together a supply mission to keep you fed until Ares 4 arrives.

Mark : Glad to hear it. Really looking forward to not dying.

Everyone laughs, cheers. Tim notices there's more...

It is what Mark wrote when he has more complicated conversations with NASA for first in the Rover's operating system. Everyone laugh and cheers when Tim JPL read this.

Self-control

Hirschi (2004) defines self-control as the tendency of an individual to consider a broad range of consequences for a particular behavior. People have self-control problems: From a prior perspective, they want to behave relatively patiently, but as the moment of action approaches, they want to behave relatively impatiently. Self-control is the ability to control oneself, in particular one's emotions and desire or the expression of them in one's behaviour, especially in difficult situations. We are expected to always be able to control ourselves wherever we are. If we can control our actions and speech, we will not hurt others.

In public life we should be able to control ourselves so that do not make others injured. We can control ourselves by taking the breath and having positive thinking.

As it can be seen in the section of script:

1. He cries out in pain. Nearly goes unconscious. Fights it. Don't pass out, mark. He probes with the forceps, grimacing in agony. He can't find it. Pushes the forceps in deeper. And deeper. Jesus. Mark's face goes white.
2. Mark struggles to stay conscious. His head bleeding. Jesus Christ. What just happened?
3. Mark sits at the keypad. Takes a moment to compose his words. God, how do I explain this? As he begins to type... The crops are dead.
4. Mark tries to stay focused on the matter at hand. Tries not to think about the fact that his life is currently held together by duct tape. Keep working, Mark.
5. I'm not giving up. Just planning for every outcome.

The section of script above showed that Mark tried to control himself and stay focused on what he was doing. He tried not to think about all the bad things that happened to him. He still tried to take the positive side of every difficult situation he experienced.

Self-confidence

Self-confidence directly selection, motivation, persistence, vulnerability, and the pattern of subjective expectations, ambitions and ambitious gives influence; so people with high self-confidence, positive and successful results, and usually people with low self-confidence, low negative performance and results, along with the situation (Ansari &

Oskrochi, 2004). People with self-confidence knows his strengths and weakness, has high self-esteem, knows his subject matter, has lots of energy, passion and enthusiasm (this does not mean to say he is hyperactive but communicates enthusiasm for his subject), has clear voice, has good body language, has an open mind and is able to encourage a free flow of ideas, and gives a considered response when needed. If we have strong confidence we will easy to speak without fear.

As it can be seen by the monologue:

Mark : They've got a room full of people trying to micromanage my crops. Which is awesome. Look, I don't mean to sound arrogant here, but I'm the best botanist on the planet.

Mark : One big bonus of this NASA communication: Email! Just like the days on the Hermes, I get data dumps. Not just friends and family, but NASA also sends choice messages from the public. Rock stars, athletes, even The President. The coolest one is from my alma mater, the University of Chicago. They say once you grow crops somewhere, you have officially "colonized" it. So, technically, I colonized Mars. In your face, Neil Armstrong.

In both monologues, Mark showed his confidence when he had succeeded in growing potatoes on Mars which incidentally was a planet with no plants there. He claimed as the best botanist on the planet. Mark also claimed as a Mars colonizer because he could harvest the potatoes he planted. and he claimed he is someone more powerful than Neil Armstrong.

Humility

The virtue of humility is intelligent lack of concern for self-importance, where self-importance is construed as conferred by social status, glory, honor, superiority, special entitlements, prestige, or power. Tangney (2002) states that the elements of humility include: 1) an accurate assessment of one's abilities and achievements (not low self-esteem or self-deprecation); 2) an ability to acknowledge one's mistakes, imperfections, gaps in knowledge, and limitations (often vis-a-vis a "higher power"); 3) openness to new ideas, contradictory information, and advice; 4) keeping one's abilities and accomplishments – one's place in the world – in perspective (e.g., seeing oneself as just one person in the larger scheme of things); 4) a relatively low self-focus, a "forgetting of the self," while recognizing that one is but one part of the larger universe; 5) an appreciation of the value of all things, as well as the many different ways that people and things can contribute to our world.

As it can be seen by the monologue:

Mark : Commander Lewis... If you ever hear this... Listen. It wasn't your fault. Just bad luck. You did what you had to do, and if I had been in your position I would have done the same. I'm glad you guys made it.

Mark : "Impaled by antenna. Bio-monitor destroyed. Crew had reason to think me dead. Not their fault."

In both monologue, Mark revealed that what had happened to him was not commander Lewis and the entire crew fault. He also said that he would do the same if he was in commander Lewis position. Mark wasn't angry, instead he was proud because the whole crew did that.

Another the humility showed in the script:

Mark depress surizes the Hab. Stares at it for a moment. Thank you for keeping me alive.

Mark : Thank you for coming back for me.

In the two part of script above, Mark expressed his gratitude. On his last day in Hab, he prepared all his needs in journey to Ares 4 landing place. He thanked Hab for keeping his life on Mars. In the second dialogue Mark thanked all the crew who had returned to pick him up and back to Earth together.

Intellectual curiosity

Love for knowledge, or intellectual curiosity (Mussel, 2010), was initially conceptualized as a temporal motivational state that was situationally aroused and stimulated targeted information seeking (Berlyne, 1954; 1960). Under this model, intellectual curiosity was thought to emerge either when individuals were confronted with information that challenged their beliefs, attitudes or knowledge, or when they identified a gap in their existing framework of knowledge (Kang, 2009; Loewenstein, 1994). Both conditions were understood to prompt explorations of the environment to acquire new information that resolved the conceptual conflict or filled the knowledge gap (Berlyne, 1960).

More recently, intellectual curiosity has become recognized as a stable trait dimension of individual differences in the preference for engagement in cognitively challenging or complex tasks and intellectual leisure time pursuits (Mussel, 2013). Here, intellectual curiosity is no longer assumed to vary primarily as a function of the situation but rather because of inherent differences between people in their tendency to purposefully seek out knowledge. If actively seeking out knowledge is the essence of intellectual curiosity, the readiness to cognitively engage with perception, fantasy, aesthetics, and emotions is at the core of openness.

The example monologue on this script about intellectual curiosity:

Mark flushes the toilet, which begins the procedure of vacuum drying the waste. Mark glances back at the system. Hmm... The system finishes its process, sealing the waste into -- A SILVER BAG. Mark studies the bag. Idea forming.

Mark : Let's do the math... Our surface mission here was supposed to take thirty-one days. For redundancy, they sent enough food to last for sixty eight days. For six people. So for just me, it'll last three-hundred days. And I figure I can stretch that to four hundred if I ration. So... I've still gotta figure out how to grow three years worth of food. Here. On a planet where nothing grows. Luckily, I'm the botanist.

In both monologue above, Mark wanted to try his idea after seeing the process in the toilet which vacuum drying the waste and stored in silver bag. He also want to know how to find the right way to grow three years worth of food on Mars until The next NASA mission is Ares 4 arrived. Then, Mark try to grow up potatoes with label "DO NOT OPEN UNTIL THANKSGIVING" using Mars soil and his waste as a fertilizer.

Hard Working

Human capital/psychological factors include personality/individual differences variables, career resilience, self-efficacy and hard work. Working hard, according to Thomas et al. (2005), represents a merit based explanation for career success because enhancing a person's competency through job-related knowledge, skills and abilities should be rewarded in the career contest.

In literary work, hard work is usually associated with the construct work ethic, which denotes an attitudinal construct that reflects deeply held values regarding the fundamental place of work in one's life (Miller, Woehr and Hudspeth, 2002). These values include hard work, autonomy, fairness, wise and efficient use of time, delay of gratification, and the intrinsic value of work.

The example of hard working in the script:

1. Mark collects the pile of silver bags. Carries them inside. Mark stands in the kitchen, surrounded by silver bags. He fills a large container with water from the Reclaimer. He dumps in the contents of the compost bin. Mark scoops Martian dirt into a container with a small shovel. He carries the container to the airlock. Mark enters the Hab, dumps his container of dirt into a corner where he's cleared an empty area.
2. Mark trudges out to the Mars Descent Vehicle (MDV) -- the lander that brought the six of them to Mars. He delicately begins to remove the Hydrazine tank from the undercarriage.

In the script above, Mark starts his work to grow potatoes. Starting from collecting the pile of silver bag, then making fertilizer from his fases. After that, he scoops Martian dirt into a

container. And of course he tried to make water to pour his potato fields using Hydrazine from the MDV.

Hard work is using a lot of time and energy to do work because you expect to reap rewards. It is dedication of time and resources toward the achievement of a goal and pushing through until the desired target is realized. To put in extra effort in activities that is targeted at achieving goals.

Problem solving

The human beings are in their lives every day confronted with the situations that are for them contradictory, containing obstructions that have to be overcome in order to achieve the aim, or the human beings experience various difficulties. To cope with these situations, it is desirable to apply the thought processes enabling generating of knowledge necessary for a successful solving or removing of the above-mentioned obstructions. The problematic situation has a potential to grow into a problem that deserves a solution. Every problem is bound to the problematic situation, however, not every problematic situation turns into the problem because this reality depends on the individual. A person, who finds him/herself in a problematic situation and is aware of its existence, does not have to “see” the problem until the ability of the problem awareness is developed. The individual, who is aware of the problem, is able to specify the difficulty or the source of the conflict which causes the problematic situation, is capable to deal with the problem.

M. Nakonecny (1998 :458) states that for the individual’s willingness to solve the problem and deal with it is essential the probability that he/she achieves his aim. The value of the aim, which should be achieved by solving or the subject’s expectations of possible consequences, play an important role as well.

Examples of Mark’s problem solving monologue:

Mark : I’ve created one-hundred and twenty-six square meters of soil. But each cubic meter needs forty liters of water to be farmable. So, I gotta make a lot of water. Fortunately, I know the recipe. Take hydrogen. Add oxygen. Burn. Unfortunately... burn. I have hundreds of liters of unused Hydrazine from the MDV. If I run the Hydrazine over an iridium catalyst, it’ll separate into N₂ and H₂.

Science time. Quick cuts now as Mark shows us how to make water by burning rocket fuel.

In this monologue Mark solve the problem about how to pour his potatoes plants. He is really know how to make a lot of water by burning rocket fuel to pour one-hundred and twenty-six square meters of soil.

Another monologue from the script about Mark’s problem solving:

Mark : Good news, I may have a solution to my heating problem.

In this monologue Mark solve the problem that he not cold anymore. Because he has Radioisotope Thermoelectric Generator (RTG) in his hand. He no need to doubled his rover battery life again. Mark use RTG because if he use the heater from battery power, it will eat up half of battery power every day. But if he does not use the heater, he will be slowly killed by the laws of thermodynamics.

Courage

Lopez, Koetting, O'Byrne, and Peterson (2003) assessed the physical aspects of courage by defining courage with respect to one's ability to, after assessing a situation as potentially harmful or fatal, overcome the fear and proceed with the task. Lopez et al. determined that components of courage included risks and facing fears.

Sekerka and Bagozzi (2007) chose to compare moral courage and physical courage. A morally courageous person was defined as one who takes personal risks as an outcome of decisions that benefit others. This type of risk taking needed to be a consistent characteristic of the individual's behavioral repertoire as opposed to something more episodic.

In human live being courage is needed. Courageous person are who are not easy to give up. They are never afraid to do. They dare to get the risk of what he/she did. We have think positive and believe we can do it to be a courageous person.

This are how is Mark showed his courageous:

Mark : I'm not cold anymore. And yes, I could choose to think about the fact that I'm warm because I have a decaying radioactive isotope riding shotgun next to me, but right now I have bigger problems on my hands. I've scoured every single data file on Commander Lewis' personal drive, and this is officially the LEAST disco song she owns.

In this monologue Mark dare to put Radioisotope Thermoelectric Generator (RTG) for make he warm in the rover. RTGs are good for spacecraft, but if they rupture around humans, no more humans. But Mark Watney digging up the RTG without fear.

Another monologue from the script:

Mark rolls out of the Hab site. Heading towards the horizon.

Mark : Everywhere I go, I'm the first. It's a strange feeling. Step outside the rover? First guy to be there. Climb that hill? First guy to do that. Four and a half billion years... nobody here. And now, me. I'm the first person to be alone on an entire planet.

In this monologue Mark reveals that he was the first person to be alone on the whole planet. He is the first person to go wherever he wants on Mars. He was the first person to walk outside the rover and climb the hill on Mars. That incidentally, since four and a half billion years nobody there.

Integrity

Scholars of organizational behaviour and human resource management have paid extensive attention to the subject of integrity. In addition leadership theorists and researchers have found that integrity is a central trait of effective business leaders (Bass, 1990; Kirkpatrick & Locke, 1991; Yukl & Fleet, 1992). Integrity is the authentication of a person who displays strong moral and ethical principles at work. People who demonstrate integrity derive others to them because they are reliable and dependable. They are ethical and can be relied on to perform in reputable and righteous ways even when no one is observant. It is those traits of an individual that are frequently accommodating, compassionate, lucid, candid, and ethical. The trait of trust is closely paired with integrity. While the definition may seem ambiguous, we designate individuals with integrity as an individual that we can depend on to do consistently what is “just” and what is anticipated of them. They are reliable and predictable in dealing with others and with issues, and they are supporters of what is fair, just, and respectable.

Understanding the role of integrity and trust at an individual and organizational level are metrics to build the absolute standard of what a great workplace is. At its most basic level integrity, respect and trust is the assurance people have that one will certainly act in their best interest, never knowingly committing actions that might harm them.

As it can be seen by the monologue:

Mark : So, um. Commander Lewis. I need you to do something for me. If I die. I need you to check on my parents. They'll want to hear about our time on Mars firsthand. I'll need you to do that. It won't be easy talking to a couple about their dead son. It's a lot to ask; that's why I'm asking you. I'm not giving up. Just planning for every outcome. Please tell them I love what I do. And I'm really good at it. And I'm dying for something big and beautiful. And greater than me. Tell them I said I can live with that.

In that monologue, Mark showed that he love his job. Mark also proud of what he did. He never give up in any situation. Mark ignore how the risk he was taking, although

Discussions

Lickona (1991:51) stated that character so conceived has three interrelated parts: moral knowing, moral feeling, and moral action. There are six main elements in moral knowing that include moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self-knowledge. Moral knowing that found in Mark Watney's character is intellectual curiosity. Mark Watney has good intellectual curiosity in this movie. All scientists are driven by curiosity, but especially a botanist who has chosen to give years of his life to training and travelling to Mars so he can explore the idea of growing

plants on other planets. We learn very little of Mark's back story, but clearly his career is defined by a desire to learn more.

While in moral feeling, there are six elements that can be felt by a person in order to become a man of character, namely: conscience, self-esteem, empathy, loving the good, self-control, and humility. The moral feeling found in Mark Watney's character is self-control, self-confidence, and humility. Mark also has moments of anger and railing at the unfairness situations. But overall, he remains positive and optimistic throughout, with his self-control, self-confidence and his humility in forgiving and understands that his crew did not leave him behind on purpose. He does not waste energy for being angry at them, and wants to be sure they are told it was not their fault.

Moral action is a concrete manifestation of the implications or moral activities knowing and moral feeling. Moral action consists of three aspects: competence, will, habit. Moral action in Mark Watney's character is sense of humor, hard-working, problem solving, courage, and integrity. Mark can-do attitude and willingness to work hard. When he is faced with inconceivable challenges, he does not let them overwhelm him.

According to Lickona (1991:51), noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes (attitudes), and motivations (motivations), and behavior (behaviors) and skills (skills). Mark Watney's character in this movie has some of the laudable qualities. It gave the authentic example how to be a good person. It can be a suitable materials for teachers in teaching and learning process, especially in teaching character education.

Teaching character means talking how to teach intelligences beside cognitive intelligence. It is an obligation for teacher to teach character, since students should have character in their own life. Smart not only means able in doing task in school, but they have to behave in good attitude. Mark Watney's character in "The Martian" movie is included in criteria as a media to teach character education. It has an authentic example in sense of humor, self-control, self-confidence, humility, intellectual curiosity, hard-working, problem solving, courage, and integrity

CONCLUSION

After analysing moral values of "The Martian" movie script, the researcher would like to write the conclusion as follows. Main character Mark Watney in "The Martian" movie brings some moral values that we need to pay attention more. These values sound common in our ears. In fact, we neglect it all the time and we do not realize if this neglect action brings some impacts. Moral values in "The Martian" movie is sense of humor, self-control, self-confidence,

humility, intellectual curiosity, hard working, problem solving, courage, and integrity.

REFERENCES

- Bahun, N., (2010). *An Analysis Of Intrinsic Elements On "In My Heart" A Novel By Kharisma Aprilia 2006*. Mataram. Unpublished Thesis
- Degim, I.A. (2011). Fantasy Films as Postmodern Phenomenon. A Thesis. Department of Communication and Design and The Graduate School of Economics and Social Science of Ihsan Dogramaci Bilkent University (Unpublished)
- DiYanni, Robert. (2000). *Literature: Reading Fiction, poetry, and Drama*. McGraw-Hill Book Company, Inc.
- Dostál, J. (2015). Theory of problem solving. *Procedia - Social and Behavioral Sciences*. 174 (2015) 2798 – 2805
- Ebrahimi, M.,Yusoff, K., and Salamon, B.H. (2015).“Teaching Moral Values Through the Film, "Children of Heaven": A Review and Qualitative Analysis of Islam as a Way of Life. *Mediterranean journal of social sciences*.Vol 6 No 2 S1 331-335
- Eripuddin. (2017). The Analysis Of Plot And Setting As Found On The Jungle Book Movie. *Jurnal Ilmiah Edu Research*.Vol. 6. 1-6
- Gay, L.R, Mills, G.E and Airasian, Peter. (2006). *Educational Research: Competencies for analysis and applications* (eight ed). New Jersey: Pearson Education, inc.
- Goddard, D. (2015). The Martian Shooting Script. Retrieved from http://s3.foxfilm.com/foxmovies/dev/films/104/assets/the_martian_screenplay.pdf-9551349672.pdf
- Guth, Hans P, and Gabriele L. Rico. (1997). *Discovering Literature: Stories, Poems, Plays*. New Jersey: Prentice Hall.
- Hartley, D. H. (2011). Sun Tzu And Command Assessment: A Study On Commander's Courage. *International Journal of Leadership Studies*, Vol. 6 Iss. 2, ISSN 1554-3145
- Henkle, Roger. B. (1977). *Reading The Novel*. New York: Hamper and Row Publisher
- Hirschi, T. (2004). Self-control and crime. In R. F. Baumeister & K. D. Vohs (Eds.), *Handbook of self-regulation: Research, theory, and applications*. New York, NY: Guilford Press. (pp. 537-552)
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press
- Hornby, AS. (2003). *Oxford Advanced Learner's Dictionary*. London: Oxford University press.
- Krippendorff, K. (2004). *Content analysis: an introduction to its methodology*. Thousand Oaks, California: Sage Publication Inc.
- Lickona, T. (1991). *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York, Toronto, London, Sydney, Aucland: Bantam books.
- Lickona, T. (2012). *Character Matters: Persoalan Karakter*, terj. Juma Wadu Wamaungu & Jean Antunes Rudolf Zien dan Editor Uyu Wahyuddin dan Suryani, Jakarta: Bumi Aksara.

- Lickona, T. (2012). *Educating for Character: Mendidik untuk Membentuk Karakter*, terj. Juma Wadu Wamaungu dan Editor Uyu Wahyuddin dan Suryani, Jakarta: Bumi Aksara.
- Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA. Sage Publications
- Mahmud, R.H & Ismail, M.A.H. (2003). *The Value of Bukit Kepong as an Educational Film: A Research*. *The Turkish Online Journal of Educational Technology*.46-50
- Martin, R. A. (2007). *The Psychology of Humor: an integrative approach*. Burlington, MA : Elsevier Academic Press.
- McMillan, James H. (1992). *Research in Education*. New York: Longman.
- Miles, B. M. dan Huberman M. (1992). *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. Jakarta:UIP
- Naim Hj. Ahmad (1995a). *Film Sebagai Alat dan Bahan Kajian*. Serdang: Universiti Putra Malaysia.
- Nurgiyantoro, Burhan. *Teori Pengkajian Fiksi* . Yogyakarta : UGM Press, 2002.
- Peck. J and Coyle. M. (1989). *Literary Terms and Criticism*. London. Macmillan Education Ltd
- R. Agustina. (2013). *Elements of Fiction: chapter II*, PDF. Universitas Sumatera Utara
- Rutter, M. (1985). *Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder*. *British Journal of Psychiatry*, 147: 598-611.
- Semi, M. A., (2012). *Metode Penelitian Sastra*. Bandung: Angkasa Bandung.
- Shahid, A., Azhar, S. M. (2013). *Integrity & Trust: The Defining Principles of Great Workplaces*. *Journal of Management Research*. ISSN 1941-899X 2013, Vol. 5, No. 4.
- Stumm, S.V, Hell B., and Premuzic, T. C. (2011). *The Hungry Mind: Intellectual Curiosity Is the Third Pillar of Academic Performance*. *Journal of Perspectives on Psychological Science*. 6(6) 574 -588
- Tangney, J. P. (2002). *Humility*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*. NY: Oxford University Press.
- Utami, Septiyanti. (2017). *An Analysis of Moral Value in "The Secret life of Pets (2016)" Movie*. Faculty of Teacher Training and Education, Muhammadiyah University of Cirebon. Unpublished Paper
- Whatley, L.R. (2012). *The Use of Psychological Capital, Humility, and Discrepancy Theory as Inputs for Strategy and Sociotechnical Systems: Phase One of an Action Research Case Study*. *Journal of Organizational Psychology* vol. 12(3/4) page 99-114
- Webster, N. (1979). *Webster's New Twentieth Century Dictionary*. New York: Prentice Hall Press