

## Moral Education Reflected in Siddarth P Malhotra's Hickhi

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### Abstract

Moral education is developing students' moral that can be developed by all out of school's members and also school's instrumentalities. This study aims to identify students' moral and how the teacher developed students' moral in Hickhi *movie*. In identifying moral education in Hickhi *movie*, researcher used John Dewey's theory in 1922. This researcher used qualitative method. To collect the data, researcher identified and classified the scene reflected with the kind of moral education and the way to applied moral education. Research instrument was used observation sheet. The kind of moral education was found in Hickhi movie were moral formation and moral inquiry. According to John Dewey, moral formation had three characteristics, such as students' non-cognitive, make a decision, and make a conclusion. Moral inquiry had two characteristics, such as adhere self-code of conduct and adhere other code of conduct. The way to applied moral formation that used by the teacher are praise and admonition, example and modeling, rule enforcement and boundary settings, and habituation and training. The way to applied moral inquiry was directive, non-directive. To teach moral formation and moral inquiry there were many strategies to applied them, such as teach the students in the sport center to know about the students closer, study outside to make the students happier, come to students' house to see the real students' conditions in their life. By great effort, the strategies used by Mrs. Naina to developed students' moral were successful.

**Keywords:** *Moral Education, Kinds of Moral Education, The Way to Applied Moral Education, Hickhi Movie*

## **A. Introduction**

Teachers are moral agents, and education as a whole, and thus classroom interaction in particular, is fundamentally and inevitably a moral in nature (Robbert and Bullough, 2010). Moral agent is someone who is able to distinguish right and wrong, and is responsible for his own actions. As a moral agent teacher does not only teach about lesson or teaching academics, so that the students can finish the examination, but also teach a moral for students, so that the students have a moral in their life. Both of them are education, education to develop students' ability and education to develop students' characters.

Teaching Academics will communicate with enthusiasm and impact to inspire students to learn and extend themselves, demonstrate excellent in teaching in the classroom as well as in an online environment, have a high level of digital competence, and commit to pedagogical innovation. (University Of South Australia, 2014). Teaching morally means that teachers conduct themselves in ways that are moral and ethical and that they infuse their practice with moral values of fairness, honesty, kindness, responsibility, courage, trust, and respect, to name but a few (Routledge, 2015).

However, still there are many students who has less moral. Students who have less moral are students who do bad things, such as impolite, disobey, rudeness, cheating, not following the class, coming late, etc. To make the student to be a better person it needs to teach moral. Teaching moral will make a students be a good human. Students will more understand about how to do. Therefore, moral education is a must.

This study found the movie that relate to moral education, the movie is HICKHI. HICKHI is an Indian movie that directed by Siddarth P Malhotra, and Rani Mukerji (Naina Mathur) as a main character. This movie was telling about Naina Mathur as a teacher who though the naughty students at favorite school called St.Notker. There are many scenes that carry out about moral education. First, at minute 41.15, there is the scene that tell about the teacher shows about a small change will give an impact to life. In this scene the teacher using a chalk to be modeling. Second, at the minute 41.00, the teacher also teach to the students to make a decision between "why" or "why not". There are the example of the scene on the movie that carry out about moral education.

Based the explanation above, this study interested to analyze the moral education on the HICKHI movie. So, the title of this research is Moral Education Reflected by Siddarth Malhotra's HICKHI.

## **B. Literature Review**

### **1. a. Moral Education**

According to John Dewey, moral education is the development of characters through all of the agencies, instrumentalities and material in the school life (John Dewey, 1909). Developing characters is very important to the student. Character will influence student' behavior, students' felling, students' believe, students' action and it can make influence students' habit. Student's character same with student's moral.

### **b. Kinds of Moral Education**

Moral education is the developments of students' ethics involving all off the school life. Children develop a moral sense through the relationships and activities they experience at school, studying subjects such as experimenting and actively working on ideas. According to Dewey in Hand, There are two kinds of moral education:

#### 1. Moral formation

Moral education is an attempt to induce children to follow a particular morality. Intention, compliance, and desire for these criteria, and expect everyone else to follow. This kind of moral education is entirely non cognitive (Dewey in Hand, 2014, p.7).

#### 2. Moral formation

According to Dewey in Hand Moral inquiry is the investigation of whether and which moral standards are justified. Moral inquiry engaging children in moral research. It means to find out the students' moral on the school, teacher encouraging students to think about why they adhere to themselves and each other's codes of conduct

### **2. The Ways to Applied Moral Education**

Every kinds of moral education has the ways to applied it

#### 1. Moral formation

There are for ways to applied moral formation:

##### a. Praise and admonition

Praise is to glorify (a god or saint) especially by the attribution of perfections (Merriam-Webster). Glorifying means giving praise for what the students have done. It mcan be done by giving a compliment

when students complete their assignments well, teacher can say “good job” “great!” “You are so good!” “Excellent” or “you did your best”. Admonition is counsel or warning against fault or oversight (Merriam-Webster) admonition in moral formation is a warning given by the teacher to students about their mistake. The aim of admonition is to warning them to not repeat their mistakes in the future.

b. Example and modeling

Example is a thing characteristic of its kind or illustrating a general rule (UK Dictionary) depiction of something in general so that it is easier to understand and can be imitated by the viewer. Modeling is an information on something, created for someone, for somebody, for some purpose (Steinmuller in Thomas, K, 2004).

c. Rule enforcement and boundary settings

Rule enforcement is regulation made by the leader of school and it must be obeyed by all of school’s members. Boundary-setting is an important part of establishing one’s identity and is a crucial aspect of mental health and well-being (Positive Psychology.com) to be human who able to set limits on self is very important.

d. Habituation and training

Habituation describes the progressive decrease of the amplitude or frequency of a motor response to repeated sensory stimulation that is not caused by sensory receptor adaptation or motor fatigue (Neurosci in Susanne, S, 2015. Habituation is an adaptation about something that is done by giving stimulus continuously. Training constitutes a basic concept in human resource development (Chand). Training focuses on developing certain abilities needed for practice.

2. Moral Inquiry

a. Directive

Directives is a speech act where the speaker requests the hearer to carry out some action or to bring about some states of affair (Searle, 1979, 12). The directive in moral inquiry is that the teacher gives direction to students when students should respect themselves and when students must apply a code of ethics, namely respecting others

b. Non directive

Nondirective is that does not direct; (Psychology) that does not give or involve instructions on how to proceed. Nondirective is opposite meaning from direction

c. Mixture of the two

Mixture of the two is combine two ways directive and non-directive. It means the teacher gives direction about respecting oneself and

respecting others then students are given the freedom to decide for themselves what to do.

### **3. Previous Study**

The first previous is “Learning Content in Moral Education and Pupils’ Behavior” (Bipoupout and Lum, 2018). This research focused in investigate the relationship between learning content in the moral education teaching process and pupils’ behavior. This study conclude that content in the moral education teaching process in school is significance related to pupils’ behavior.

The second previous study is “The Importance of Teaching Moral Values to the Students” (Sari, 2013). This study focus on how important of teaching moral values to the students, how to teach moral value at the school and what the impact of moral value. The finding of the study is teaching of moral values at school is important, because moral value can change students’ behavior be a better. Teaching moral value make the students can differentiate between good and bad thing for their life.

### **C. Research Method**

This study uses the descriptive qualitative approach. This study describes the moral education contained in an Indian movie entitled HICKHI. Qualitative studies attempt to understand the what, how, whilst and were of an occasion or an action to establish its meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions (Latief, 2017)

This research uses data from the scenes of the movie. The data used is the scenes of the movie that indicate moral education that is taught by the teacher and the scenes that indicate how the teacher carries out the moral education to the students. The source of the data is the movie entitled HICKHI..

To collect the data, the instrument of observation sheet is used. An observation check sheet is a method of gathering data that uses a structured form to record data based on sample observations (Borysowich, 2006).

To collect the data, the scenes that correlate with the moral education, the following steps are taken:

1. Watching the movie intensively to understand the contents of the movie
2. Identifying the scenes that contain moral values contained in the movie
3. Identifying the scenes that show implementation of moral education.

4. Classifying the scenes according to the kind of moral education and the way to apply it.
  5. Coding the scenes
- To collect the data will be analyzed beside the following steps:
    - a. Describing the moral education
    - b. Explaining how the teacher carries out the moral education to the students
    - c. Concluding the results of the analysis

#### **D. Findings**

The findings of the research can be seen by the table below:

Table 1. Kinds of Moral Education

Kinds of moral education	The characteristics of moral education	Time	Code
1. Moral formation	1. Non cognitive	a. 01.02.14	MF/NC
	b. Make a decision	a. 41.38	
2. Moral Inquiry	1. Adhere self-code of conduct	a. 49.08	MI/SC
		b. 49.29	
		c. 01.00.40	
		d. 01.01.02	
2. Adhere other code of conduct	e. 01.03.07	a. 40.32	MI/OC
		b. 01.12.43	

Moral education had two kinds. First, moral formation. Second is moral inquiry. Beside on the findings, all of the kinds of moral education are showed in Hickhi's movie. There are several times in every kinds that showed the scene that reflected with the theory. Moral formation has three characteristics. First, students' non-cognitive, there are one scene. It is at 01.02.14. Second is make a decision. There is one scene that reflected with the theory. It is at 41.38.

Moral inquiry has two characteristics. First, adhere self-code of conduct. There are five scenes that reflected with the theory. There are 49.08, 49.29, 01.00.40, 01.01.02, and 01.03.07. The second is adhere other code of conduct.

There are two scene that reflected with the thepy. There are at 40.32, and 01.12.43.

Table 2. the Ways to Applied Moral Education

Types of moral education	The way to applied moral education	Time	Code
1. Moral formation	1. Praise and admonition	a. 42.02	MF/PA
		b. 01.01.00	
		c. 01.13.05	
		d. 01.13.16	
		e. 01.36.29	
1. Moral formation	2. Example modeling and	a. 41.12	MF/EM
		b. 01.12.46	
1. Moral formation	3. Rule enforcement	a. 41.35	MF/RB
		4. and boundary settings	
1. Moral formation	5. Habituation and training	a. 01.06.47	MF/HT
2. Moral Inquiry	1. Directive	a. 40.32	MI/D
		b. 01.00.40	
		c. 01.03.07	
		d. 01.12.43	
2. Moral Inquiry	2. Non Directive	a. 28.35	MI/ND

Every kinds of moral education has the way to apply it. Moral formation has four way. First, praise and admonition. There are five scenes that reflected in the theory. There are at 42.02, 01.01.00, 01.13.05, 01.13.16, and 01.36.29. Second is example and modeling. There are two scenes that reflected with the theory. There are at 41.12, and 01.12.46. Third is rule enforcement and boundary settings. There is one scene that reflected with the theory. There is at 41.35. the last is habituation and training. There is one scene that reflected in the theory. There is at 01.06.47.

Moral inquiry has three ways to apply it. First, directive's way. There are four scene that reflected with the theory. There are 40.32, 01.00.40, 01.03.07, and 01.12.43. second is non-directive. there is one scene that reflected with the

theory. There is at 28.35. the last is mixture directive and non-directive. this way is not found in the movie. So, the ways to apply moral inquiry only found two ways from three ways.

### **E. Discussion**

Moral education have two kinds, there were moral formation and moral inquiry (Dewey in Hand, 2014). Every kinds of moral education had the characteristics and the way to applied it. Moral formation had three characteristics. There were students' non-cognitive, make a decision, and make a conclusion (Dewey in Hand, 2014). In the movie only found two characteristics there were non-cognitive and make a decision. Meanwhile, the way to applied moral formation there were four ways praise and admonition, example and modeling, rule enforcement and boundary settings, habituation and training. All of them were found in the movie.

All of the scene that reflected in moral education can be applied in real life. For moral formation has three characteristics there are students' non-cognitive, make a decision, and make a conclusion. To see the example of students' non-cognitive, we can see at MF/NC to know the example of non-cognitive. Besides this scene, the teacher in real life could imitate this strategy to teach the students and develop students' confidence. To see the example of make a decision, can see MF/D. Teachers, in real life, could follow this strategy to solve the problem made by students. The teacher could ask the students to make a decision that impacts their future. For moral formation's characteristics only found two characteristics.

Moral inquiry has two characteristics. There are adhere self-code of conduct and adhere other code of conduct. To see the example of adhere self-code of conduct. We can see MI/SC. To be confident and believe in themself, students need guidance from the teacher. Teachers in real life can use this way to develop students' confidence. The students will respect and follow their opinion and their life. To see the example of adhere other code of conduct, we can see MI/OC. Teachers in real life can apply these ways to develop the students to be a human who respects other. Not only focusing on their own opinion but also another opinion.

Every kinds of moral education has the way to apply it. For moral formation there are four ways to apply it. First are Praise and admonition. To see the example of these ways, we can see MF/PA. These ways could imitate by the

teacher in real life. When the teacher found the students who did bad things, the teacher could give them a warning. For example, when students cheat in their exams, the teacher could give a warning. The students will not get a score if they do bad things. When the students do good things, the teacher can praise them. For example, the moment at school when the students get higher scores school teacher can give praise by saying, "good job, dears!" and "excellent." "Wow, great!" and so on.

The second are example and modeling. To see these ways, we can see MF/EM. The way Mrs. Naina does in the movie can imitate by the teacher in real life. The teacher can use materials like books, lamps, Pencils, and so on to do it. When the teacher wants to make the students moral, the teacher can give them an example by showing the same situation and its effect. The teacher also can give the students modeling to make the students more understand. Third are rule enforcement and boundary settings. To see the example of these ways, we can see MF/RB. The teacher in real condition can imitate this way. When the teachers advise the students, teachers could use the headmaster's words to ensure the advice is given to the students.

The last are habituation and training. To see the example of these ways, we can see MF/HT. This way can imitate real teachers. When the teacher explains, the material or moral teacher must train the students. This way can imitate the teacher. The ways to apply moral formation widely used are praise and admonition (see the table 4.2) and these ways can be imitated in real teaching and learning activity effectively. Because besides the movie these ways impact to the students' change be a better one.

The ways to apply moral inquiry there are three ways to apply moral inquiry. First is directive. to see the example of directive's way, we can see MI/D. To apply moral inquiry in real life, the teacher can use this way. The teacher can understand students' morals by inviting the students to one activity directly. For example, the teacher can invite students to study outside of class and ask about their dream, their wishes or give them some problems, and the teacher can see their morals by their responses

The second way is non directive. to see the example of this way, we can see MI/ND. n real life, the teacher can apply these ways to know about the morals of the students. For example, the teacher can understand students' morals by paying attention when the students get a problem. The teacher

doesn't need to advise them directly. The teacher can pay attention from afar. the way to apply moral inquiry in real life more effective use directive way. Because in the movie the way to apply moral inquiry that give more impact is directive way (See table 4.2) it means this way can be applied in real life, in teaching and learning activity.

#### **F. Conclusion**

To develop students' morals, teachers must first understand the students' characteristics. After that, the teacher applied moral education to the students. There were several ways to apply moral education, such as praise, admonition, rule enforcement, example, modeling, training, directive and non-directive.

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