

An Analysis Of Educational Value In The Movie AGAK LAEN 2024

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Received : 3 Mei 2026, Revised : 22 Mei 2026, Published : 15 Juni 2026

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Abstrak

This research entitled "An Analysis of Educational Value in the Movie Agak Laen (2024)" aims to investigate the educational values contained in the movie and to describe how the main characters manage these values. The study applies a descriptive qualitative method with the primary data taken from the movie itself and supported by secondary data such as journals and articles. The analysis is based on Character Education Theory (Lickona, 1991), Multicultural Education Theory (Banks, 2017), and Social Learning Theory (Bandura, 1997). The findings reveal that the movie conveys various educational values including honesty, responsibility, respect, empathy, tolerance, social solidarity, conflict management, and cooperation. These values are reflected through the characters' actions, dialogues, and interactions in facing challenges and conflicts. The analysis shows that Agak Laen not only functions as entertainment, but also as a medium that conveys important moral messages to the audience. The characters' solidarity and tolerance represent multicultural values, while their cooperation and persistence reflect character education and social learning. In conclusion, the movie successfully integrates humor and horror to deliver meaningful educational values, making it an effective medium to teach character, multicultural awareness, and positive social behavior in an entertaining and accessible way.

Kata kunci - educational values, character education, multicultural education, social learning, agak laen movie

Abstract

Penelitian ini berjudul "An Analysis of Educational Value in the Movie Agak Laen (2024)" yang bertujuan untuk mengkaji nilai-nilai pendidikan yang terkandung dalam film tersebut serta mendeskripsikan bagaimana para tokoh utama mengelola nilai-nilai tersebut. Penelitian ini menggunakan metode kualitatif deskriptif dengan data utama yang diambil dari film itu sendiri dan didukung oleh data sekunder seperti jurnal dan artikel. Analisis ini didasarkan pada Teori Pendidikan Karakter (Lickona, 1991), Teori Pendidikan Multikultural (Banks, 2017), dan Teori Pembelajaran Sosial (Bandura, 1997). Hasil penelitian menunjukkan bahwa film tersebut memuat berbagai nilai pendidikan, antara lain kejujuran, tanggung jawab, rasa hormat, empati, toleransi, solidaritas sosial, manajemen konflik, dan kerja sama. Nilai-nilai ini tercermin melalui tindakan, dialog, dan interaksi para tokoh dalam menghadapi tantangan dan konflik. Analisis menunjukkan bahwa Agak Laen tidak hanya berfungsi sebagai hiburan, tetapi juga sebagai media yang menyampaikan pesan moral penting kepada penonton. Solidaritas dan toleransi para tokohnya merepresentasikan nilai-nilai multikultural, sedangkan kerja sama dan ketekunan mereka mencerminkan pendidikan karakter dan pembelajaran sosial. Kesimpulannya, film ini berhasil menggabungkan unsur humor dan horor untuk menyampaikan nilai-nilai pendidikan yang bermakna, sehingga menjadi media yang efektif untuk mengajarkan karakter, kesadaran multikultural, dan perilaku sosial yang positif dalam bentuk yang menghibur dan mudah dipahami.

Keywords - nilai pendidikan, pendidikan karakter, pendidikan multikultural, pembelajaran sosial, film agak laen

How To Cite : Sihombing, M. S. J. P., Rullyanti, M., & Diana, E. (2026). *An Analysis Of Education Value In The Movie AGAK* LAEN 2024. *Jurnal Penelitian Multidisiplin Bangsa*, 3(1), 51 -66. <https://doi.org/10.59837/jpnmb.v3i1.826>

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PENDAHULUAN

Literature and life are inseparable. As in its development, literature always presents life and life in society. The events described in literary works can occur in real life or outside the real world. Literature is a form of communication conveyed through language. In this case, literature, besides presenting beauty values and exposure to events, is also able to invite readers to contemplate finding values and living the complexity of life in depth Sugiarti (2002).

In this regard, Sugiarti (2002) argues that literary works are intellectual treasures that in their own way record and voice the values that live in society. In addition, literary works, unlike theories, do not only speak to the intellect of the reader but to his or her entire personality. In this case, literature can be said to be an important integral part of the social and cultural process.

Various literary works include poetry, movies, novels, plays, and short stories. Studying and researching literary works there are building blocks, both intrinsic and extrinsic elements. Intrinsic elements are elements that build literary works related to story events, plot, characterization, theme, setting, storytelling point of view, and language or language style.

Movie works have deep and diverse meanings, serving as an effective communication medium to convey messages to the public. In general, a movie is a combination of moving images and sound created to tell a story or convey an idea. Movies are not just entertainment, but can also function as educational tools, information, and social reflection. Through visual narrative, movies are able to 2 convey emotions and experiences that can touch the hearts of the audience, creating a strong emotional bond. This makes movie one of the most influential art forms in modern culture, due to its ability to reach a wide and diverse audience.

In addition, movies often reflect the social, political and cultural conditions in society. In many cases, movie are used to criticize or reflect on important current issues. For example, documentaries often address themes such as the environment, social injustice and human rights. In this way, movies not only entertain but also educate the audience about the reality around them. For example, the movie "Agak Laen" tells the story of four friends who try to open a haunted house to achieve their dreams and overcome various financial problems. Through this story, the movie can be analyzed from the point of view of the educational values contained in it. The movie "Agak Laen" managed to attract the attention of the audience with more than one million viewers in a short time after its release. This success shows that movie not only function as entertainment, but also as a medium that can influence people's way of thinking and behavior.

McQuail (2010) explained that movie have the potential to educate audiences about social and cultural issues. There fore, it is important to analyze how this movie conveys educational values through its characters and storyline. In this movie, each character has a different background and motivation in pursuing their dreams. This is in line with Bordwell, D., & Thompson (2020) opinion that movie often reflect the social and psychological conditions of society. In addition, the interactions between characters in "Agak Laen" also provide lessons about cooperation and friendship. Although they have their own goals, the four friends must learn to support each other and work together for their endeavors to succeed. 3 This reflects educational values such as collaboration, empathy and social responsibility.

Santoso (2021) stated that movies can be an effective tool to teach these values to the audience in an interesting and easy-to-understand way. However, behind the comedy and horror elements presented, there are also moral messages that can be taken from the impulsive actions of the characters when facing critical situations. Their decision to cover up the death of a haunted house visitor shows

how dishonesty can bring serious consequences. This is in line with the view that movie not only entertain but also invite audiences to reflect on their actions and choices in real life Hutcheon (2013). Thus, the analysis of educational values in the movie "Agak Laen" is very relevant to understand how movie media can function as a means of education as well as entertainment. This research aims to explore the various aspects of educational values contained in the movie and their impact on the audience. Through this analytical approach, it is expected to provide new insights into the role of movie in conveying important messages to society.

There are several studies related to the idea of educational values that have been reviewed by previous. The first research by Simorangkir et al. (2024) research entitled "Character Education Analysis in the Movie "Agak Laen" by Muhadkly Acho 2024". In this study, the theory used is Character Education based on Zubaidi's view in Ambarwati, A (2023), which defines character education as an effort to shape and develop ethical values at the individual and community levels. This theory is used to analyze the character values contained in the movie "Agak Laen" (2024). The results show that the movie conveys a variety of important character education values, including religiosity, tolerance, courage, hard work, creativity, friendship, and 4 curiosity. Despite focusing on the horror-comedy genre, the movie successfully illustrates the importance of appreciating diversity, building solidarity in friendship, and overcoming challenges with determination and creativity. These character messages are delivered in a light and entertaining way, making it effective in imparting moral lessons to the audience without seeming patronizing.

The second research by Vahlevi & Puspitasari (2024) with the research title "Representation of Moral Values in the Movie "Agak Laen" by Benedion Rajagukguk (Sociology of Literature Study)". The theory used in this research is Sociology of Literature with a focus on moral values in movie, which is adapted to analyze the movie "Agak Laen" by Benedion Rajagukguk. This sociology of literature is used to explore the moral messages contained in the work, by connecting elements in the movie to broader social and cultural values. The results show that the movie conveys important moral values such as patience, respect for others, not harming others, empathy, honesty, and friendship. Each of these moral values is presented through the interactions and conflicts experienced by the main characters in the movie, making "Agak Laen" an effective means of conveying moral messages to the audience.

The third research by Anggraeni et al. (2024) with the research title "Moral Messages in the Movie Agak Laen (Roland Barthes Semiotics Analysis)". In this research, the theory used is Roland Barthes' Semiotic Theory, which consists of three levels of meaning: denotation (literal meaning), connotation (meaning related to cultural or social interpretation), and myth (meaning built through culture and collective experience). This theory is used to analyze the moral messages in "Agak Laen". The results show that the movie conveys various moral messages that reflect 5 human interaction with themselves and others, including honesty, responsibility, the struggle for love, loyalty, and the importance of having self-confidence. This research also identifies how each moral message is revealed through visual and verbal signs in the movie, which ultimately forms a deep social myth.

The fourth research by Kusmawan et al. (2024) with the research title "Representasi Persahabatan dalam Film Agak Laen (Analisis Semiotika Charles Sander Peirce dalam Film Agak Laen)". In this research, the theory used is Charles Sanders Peirce's Semiotics, which involves three main elements: sign, object, and interpretant. This theory is used to analyze how the movie "Agak Laen" represents the dynamics of friendship between its characters. The results show that the movie portrays friendship through four main components: affection in friendship (affective), social elements (sociability), shared experiences, and the quality of friendship. Semiotic analysis identifies how in-scene signs such as facial expressions, dialog, and body language reinforce the meaning of a deep and sacrificial friendship relationship.

The fifth research by Nihayah (2021) with the title research "Analysis Of Character Education Values In The Movie Sejuta Sayang Untuknya By Herwin Novianto". In this research, the theory used is Character Education, which focuses on instilling moral values to students to form a good person. Character education aims to shape the character of a nation that is moral, noble, and knowledgeable. The results showed that in the movie Sejuta Sayang Untuknya, there are ten important character education values, including: religious values, responsibility, honesty, hard work, respect for achievement, social care, self-control, compassion, forgiveness, and 6 courage. The most prominent value in this movie is the love between father and son, which is the basis for the emergence of other character values.

From the five journals discussed, there are several research gaps that can be studied further. While there are many studies that discuss the value of education in movie, none have specifically explored how horror-comedy movie like "Agak Laen" can effectively convey moral messages and character education. Further research could explore how this genre, often associated with light entertainment, can be a medium to convey values such as honesty, courage, responsibility and tolerance in the context of Indonesia's rich culture. In addition, there is resilience in pursuing dreams or ideals. While many studies focus on explicit moral values, not many have examined how implicit moral values in movie are conveyed through symbolism and characters. Another gap is the lack of research on the link between local culture and character education in movie, which can be addressed by examining how "Agak Laen" uses distinctive Indonesian values to shape character. Research could also examine the role of humor in the comedy genre to convey educational values, as well as the effectiveness of using movie in non-formal education contexts, such as in communities or homes, to teach moral values to a wider audience.

Based on these five studies, it has not discussed in depth how the values of character education, multicultural education, social learning theory are received by various audiences, as well as the long-term impact of these messages. The researcher would like to invite us to enrich our understanding of the important role of movies as an educational medium, which not only functions as a means of an educational medium, which does not only function as a means of entertainment, but also as an effective tool in conveying educational values to society. Through the movie "Agak 7 Laen" (2024), the audience can be invited to reflect on and understand the concepts of multicultural education character education theory, social learning theory.

This research is expected to provide deeper insights deeper insight into how media industrialization, especially movie, can contribute to the formation of positive character and social attitudes. character building and positive social attitudes, both for young and adult audiences. This research is expected to provide deeper insights into how the industrialization of media, especially movies, can contribute to the formation of positive social characters and attitudes, both for young and adult audiences. There fore, based on the things that have been mentioned, the researcher researcher intends to examine the value of education in the movie "Agak Laen" with the research title "Analysis of Educational Values in Movie with the research title "Analysis of Educational Values in the Movie 'Agak Laen' 2024."

TINJAUAN PUSTAKA

Educational values are the principles, beliefs, and moral standards that guide the educational process to shape character, develop potential, and prepare individuals to contribute positively to society. These values cover intellectual, emotional, social and spiritual aspects Bandura (1997) in Rahmat Hidayat (2022). The following are some relevant theories related to educational values that can be connected to the movie "Agak Laen" (2024).

Education Value Theory

Character Education Theory Character education is an educational approach that aims to

develop and shape individual personalities through teaching moral and ethical values that can be applied in everyday life. Most of the studies referenced, such as those by Simorangkir et al. (2024) use character education theory as the basis for analysis. For example, Simorangkir analyzed character education in Muhadkly Acho's "Agak Laen", which highlights how ethical values and character can be developed through audio-visual media such as movie. This theory focuses on the development of moral values that aim to shape the personality of a good and responsible individual. Thomas Lickona (1991) in his book *Educating for Character* states that character education focuses on developing values such as :

- a) Honesty, means telling the truth, not lying, cheating, or falsifying facts. An honest person will be trusted by others and maintain their integrity, both in words and deeds.
- b) Responsibility, is the awareness to carry out tasks and obligations with full commitment and the courage to bear the consequences of decisions or actions taken. Responsible people do not blame others for mistakes that occur and are willing to make amends if they do something wrong.
- c) Respect, is the attitude of valuing the rights, opinions, and differences of others, and treating everyone with courtesy. This attitude also includes respecting oneself, rules, and the surrounding environment.
- d) Empathy, is the ability to feel and understand what others are feeling, and to put oneself in their position or situation. An empathetic person tends to care, help, and pay attention to others, thereby building harmonious social relationships.

The movie "Agak Laen" illustrates various character education values, especially through the friendly relationship between the main characters, who show mutual respect even though they come from different backgrounds. The characters in this movie, despite having different world views, still show positive values such as cooperation, tolerance and mutual support. These values are very important in character education, where individuals are taught to develop good attitudes towards fellow humans and society as a whole. The character education conveyed in "Agak 11 Laen" is very relevant for Indonesia's pluralistic society, where differences in religion, culture and ethnicity are often a source of conflict. Through this movie, viewers can learn how to overcome differences with mutual respect and work together to achieve common goals. This makes "Agak Laen" a good example of teaching character education in the context of plural Indonesia.

Multicultural Education Theory

Multicultural education is an educational approach that aims to instill understanding, appreciation, and respect for the diversity of cultures, religions, ethnicities, races, and other social identities in society. This theory appears in research such as that conducted by Vahlevi & Puspitasari (2024) who examined the movie "Agak Laen" from the point of view of literary sociology and highlighted the representation of diversity in the movie. For example, in the subject of PKN, students are taught about the diversity of cultures, ethnicities, religions, and the importance of the motto *Bhinneka Tunggal Ika* which instills mutual respect and respect for differences in Indonesia.

Banks (2017) an expert on multicultural education, argues that multicultural education focuses on :

- a) Tolerance Multicultural education teaches tolerance, which means the ability to understand, respect, and accept differences in social life, This concept of tolerance is an important foundation for individuals to live harmoniously with people from different cultural, racial, ethnic, and religious backgrounds.
- b) Social solidarity, Social solidarity in the context of multicultural education means fostering a sense of togetherness and concern among different individuals or groups in order to create cooperation, social justice, and harmonious social relations. In the movie "Agak Laen", the theme of diversity

and tolerance is very strong. The movie presents characters who come from different religious and cultural backgrounds, but they can work together and build strong friendships.

The movie conveys an important message about how a society consisting of various ethnicities, religions, and cultures can coexist with mutual respect, not by setting aside differences, but instead celebrating these differences. The values of multicultural education contained in "Agak Laen" teach the audience that diversity is not an obstacle to living together, but a strength that must be respected and maintained.

Social Learning Theory Bandura (1997)

This theory of social learning argues that individuals learn not only through direct experience, but also through observing the behavior of others, especially in a social context. An example of the application of Bandura's (1997) social learning theory in the movie "Agak Laen" can be seen when the main character or characters in the movie observe the behavior of others in their environment and then imitate or adapt the behavior to their lives. For example, if in the movie there is a scene where a character shows tolerance and respect for cultural diversity to others, other characters who observe this behavior can learn to imitate this positive attitude without having to experience the consequences of these actions firsthand. Bandura explains that people tend to imitate the behaviors they see in others, especially if those behaviors are rewarded or have positive outcomes.

In the context of the movie 13 "Agak Laen", the characters displayed on screen have a great influence on the audience. Through their interactions, especially in overcoming social differences and challenges, the audience can learn positive ways of :

- a) Handling conflict According to Bandura, social interaction provides opportunities for individuals to observe and imitate behavior in real situations, including ways of dealing with conflict. Through observation, individuals learn effective conflict resolution strategies from models in their social environment. In addition, cognitive processes also play a role in assessing consequences and choosing appropriate behavior, so that conflicts can be managed positively without violence.
- b) Building cooperation. Bandura explains that cooperative behavior is learned through interaction and observation of positive social behaviors such as mutual assistance, effective communication, and task sharing. By observing the positive consequences of cooperation demonstrated by the model, individuals are motivated to adopt such behaviors. In this movie, the main characters not only interact in the context of friendship, but also in various challenging social situations, illustrating how they strive to overcome problems in a mutually supportive and respectful manner. The audience, through these observations, can emulate the positive attitudes and actions displayed by the characters in the movie.

Movie

Movie is an art form that combines visual, audio, and narrative elements to convey a story or message to its audience. As a communication medium, movies function not only as entertainment, but also as educational tools and social reflection. According to Bordwell, D., & Thompson (2020) movies can influence people's perceptions of various issues, including culture, politics, and social identity. As such, movie have the potential to shape the worldview of their audience and contribute to broader social discourse. The main elements of a movie include narration, visuals, and audio. Narrative includes the storyline built through characters, conflicts, and settings.

Visuals focus on cinematography and production design that create the mood and atmosphere of the movie. Audio, including dialog and music, adds emotional depth to the story. According to Bordwell, D., & Thompson (2020), the combination of these three elements is crucial in creating an immersive cinematic experience for the audience. Movie have various functions in society. McQuail (1987) identifies that movie can function as a source of knowledge that provides information about

events and social conditions in various parts of the world. In addition, movie also act as a means of socialization that transmit cultural values and norms to the audience. The power of movie lies in its ability to influence the emotions of the audience and raise awareness of relevant social issues.

The Forms Of Understanding General Educational Values In Daily Life

Education value in the context of general education serves to shape individual character and behavior through the cultivation of moral, ethical, and social values. Here are some forms of understanding general education values that can be applied in everyday life:

- a) **Classroom Learning Integration of Values in the Curriculum:** Teachers can integrate moral values in lessons, such as discussing ethical dilemmas in social studies lessons or inviting students to participate in social activities. Practical Example: Organizing an environmental project where students learn about social responsibility and care for nature.
- b) **Habituation in the Family Environment Family Values:** Value education starts at home, where parents teach values such as honesty, discipline, and responsibility through daily examples and conversations. Practical Example: Inviting children to get involved in cleaning activities around the house.
- c) **Social Activities Community Activities:** Organizing social service activities that involve students to understand the importance of sharing and helping others. Practical Example: Organizing a fundraising event to help underprivileged children.
- d) **Character Development Through Extracurricular Activities Extracurricular Activities:** Activities such as scouts, sports, or arts can be a means to instill the values of cooperation, discipline, and respect. Practical Example: Sports teams that focus not only on winning but also on fair play and mutual respect.
- e) **Project-based Learning Value-Based Projects:** Students can be invited to do projects related to social issues, such as anti-drug campaigns or health counseling. Practical Example: Develop a community outreach program on the importance of keeping the environment clean.

This process involves receiving values through direct experience and imitation

- a. **Constructivism Theory Education** should involve hands-on experiences that are relevant to everyday life, so that the values taught can be understood and actively applied by individuals. This active learning helps learners construct their own knowledge and values.
- b. **Behavior Change Theory Managing educational values** can be done through positive (reward) or negative (punishment) reinforcement to strengthen the desired behavior. This encourages the application of educational values in daily life as part of a positive habit or attitude.
- c. **Holistic Education Theory Education** that integrates cognitive, emotional, social, and spiritual aspects can help manage educational values in a balanced way in life. This includes learning that emphasizes character development, morality, and empathy in every life interaction. These four theories can help individuals internalize educational values and apply them in daily life.

Agak Laen The Movie

Agak Laen is a horror comedy movie released on February 1, (2024), directed by Muhadkly Acho. The story focuses on four friends-Boris, Jegel, Bene, and Oki who run a haunted house ride at a night market. Despite their efforts to attract visitors, the ride fails to create a scary atmosphere, resulting in a lack of visitors. The story begins when the four friends see a business opportunity by setting up a haunted house at the night market. However, their endeavor fails as the ride is unable to scare the visitors. In an attempt to improve the situation, they decide to renovate the haunted house to make it more scary.

The renovation seemed to work until a tragic incident occurred: a visitor had a heart attack and

died after being startled by one of the “ghosts” on the ride.



Figure 1.

When they were looking for a way to bury a dead body

Source: Google

When they tried to hide the death of the visitor by burying him inside the haunted house, the situation became even more complicated. The once quiet haunted house has now gone viral due to the mystical rumors attached to it. However, the death of the visitor attracts the attention of the police who start investigating the disappearance of an important person. The four friends get caught up in a ridiculous conspiracy to cover up the incident. The movie has a duration of around 119 minutes and combines comedy elements with strong horror nuances. In addition, the movie stars a number of famous Indonesian comics, including Arie Kriting and Tissa Biani. Agak Laen has received positive reviews from audiences, garnering more than 2 million views in a short period of time after its release on February 1, 2020.

METODE

This research uses descriptive qualitative methods. According to Sugiyono (2019), descriptive qualitative research is a type of research that aims to describe or describe the phenomenon being studied in an in-depth and comprehensive manner. In this research, the data collected is not in the form of numbers or statistics, but in the form of narrative descriptions that focus on understanding the object under study in a natural or real context. Sutopo (2002) data sources used in qualitative descriptive research can be in the form of people, events or activities, places or locations, some images and document or archive records. The data source in this research is taken from the movie “Agak Laen”. This movie was directed and written by Muhadkly Acho. The main actress, Reza Rahardian, is a senior Indonesian actor who often appears in various genres of movie. The movie also stars Tika Panggabean, Marthino Lio, and the director, Muhadkly Acho who also appears in this movie. In this study, the data used will be divided into two main categories, namely primary data and secondary data. The following is the explanation: Primary data is data collected by researchers from watching the movie “Agak Laen” directly. The primary data for this research are conversations and actions in the movie “Agak Laen”. The movie has a duration of around 119 minutes. Secondary data is data collected by other researchers used to support research. The data used in this study were taken from the internet, various journals and articles. In descriptive qualitative research, data collection techniques are very important to ensure the quality of the information obtained. Sugiyono (2020). In collecting data, researchers use the following steps: 1. Watching Movie “Agak Laen” 2. Understanding the content of the story and the conflict/problem in the movie 3. Explaining the content of the dialog into a transcript 4. Highlighting parts of the conversation/dialogue that show educational values 5. Analyzing educational values and How do the main character manage the values in the movie “Agak Laen”.

PEMBAHASAN

In this section, we will discuss the main findings from the analysis of the film "Agak Laen" (2024), specifically regarding the educational values contained in the film *Agak Laen* and how the main character navigates these educational values in the film "Agak Laen". This subsection contains findings regarding educational values in the movie "Agak Laen". In the movie, not all lines and actions demonstrate educational values. The data presented is based on lines and actions experienced by the characters Boris, Bene, Oki, and Jegel in the movie "Agak Laen". The table below represents the form of data collection related to this research :

Table 1.

Education values contained in the movie "Agak Laen" and how the character manage education values.

No	Educational Values Main Characters	Charater Education Values	Multicultural Education Values	Social Learning Values
1	Boris	Responsibility	Tolerance Social Solidarity	Handling conflict, Building cooperation.
2	Bene	Responsibility	Tolerance Social Solidarity	Handling conflict, Building cooperation.
3	Oki	Honesty Responsibility Respect Empathy.	Tolerance Social Solidarity	Handling conflict, Building cooperation.
4	Jegel	Responsibility	Tolerance Social Solidarity	Handling conflict, Building cooperation.

Table 2.

Character Education Value in Agak Laen Movie

No	Education Value	Data
1	Responsibility	1
2	Honesty	1
3	Respect	1
4	Empati	1
	Total	4

Based on the table above, there are 4 forms of Character Education Values experienced by main character that were found in this research. There were 1 data of responsibility, 1 data of honesty, 1 data of Respect and 1 data of Empati.

a. Honesty

The first finding about honesty in a conversation between Boris and his mother, Boris asked his mother to do something.



Figure 2.

Conversation Between Boris and His Mother Showing the Value of Honesty

At 01:52:04, Boris told his mother that he had been deceived when he tried to join the army. His mother had spent a lot of money on Boris while he was a fake soldier. Boris said, *"Tapi aku malu, Bu, aku gagal menjadi tentara"*. His mother replied, *"Tak apa-apa, Nak, kau tak jadi tentara."* From this conversation, the author concludes that Boris is an honest person. His mother might have thought that her son had been working as a soldier all this time, but Boris wanted to admit his regret to his mother.

b. Responsibility

The first finding about responsibility in the conversation between Oki and his friends is that Oki wanted to confess everything to the police about what had happened.

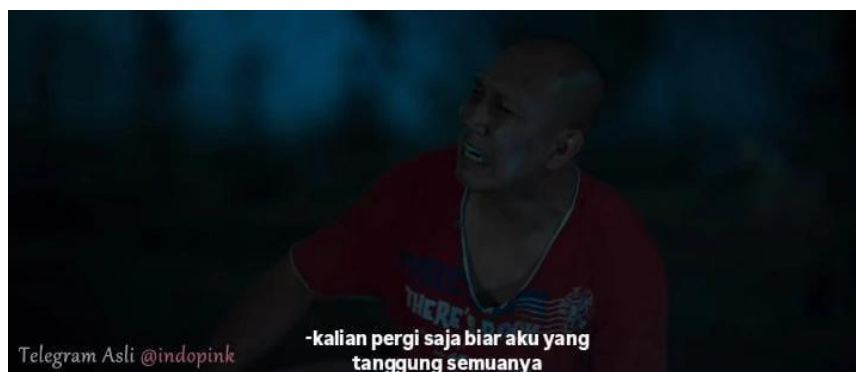


Figure 3.

Conversation Showing Oki's Sense of Responsibility Toward His Friends

At 01:48:56, when the police already knew about all their plans, Oki wanted to end his and his friends' plans, then let himself take responsibility for what had happened. Oki said *"Aku gak peduli jika harus masuk penjara, sudahlah kalian pergi saja, biar aku yang tanggung semuanya"*. From this conversation, the author concludes that Oki is a responsible person. He thought about the fate of his friends if they were caught, and he wanted to bear the consequences himself.

c. Respect

The first finding about respect in the conversation between Oki and his friends while visiting Oki's mother's grave.



Figure 4.

Boris Demonstrates Honesty by Admitting His Failure to Become a Soldier

At 01:54:09, Boris and Bene tried to make Oki strong and resilient over the loss of his mother. Boris said, "Tuhan telah angkat semua penyakit mamak, ki". Bene also said, "Sabar ki, kita doakan sama-sama, ya?". From this conversation, the author concludes that Boris and Bene are respect people. They encouraged Oki to stay strong and not be sad for too long even though his mother had passed away.

d. Emphaty

The first finding about empathy in the conversation between Oki and his mother.



Figure 5.

Minute 12:07

At 00:12:07, when Oki's mother was lying sick in bed, Oki wanted to give his mother medicine, but it turned out that the medicine had run out. Oki was very sad to see his mother. Oki said, "Gak usah mamak pikirin obat itu ya mak, Mamak pasti sembuh". From this conversation, the author concludes that Oki is an empathetic person. He thought about his mother's condition and didn't want her to think about anything other than her health.

The forms of Multicultural education values that have been found in the movie agak laen in this study are as follows:

Table 3.

Multicultural Education Value in Agak Laen Movie

No	Education Value	Data
1	Tolerance	1
2	Sosial Solidarity	1
3	Total	2

Based on the table above, there are 2 forms of Multicultural Education Values experienced by main character that were found in this research. There were 1 data of tolerance, 1 data of sosial solidarity.

e. Tolerance

The first finding about tolerance in the conversation between Oki and Jegel.



Figure 6.

Minute 07.48

At 00:07:48, when Oki came to look for work at his friend's place, Jegel arrived after returning from worship, and Oki was amazed by this because Jegel used to be a gambler. Oki said, "*Alhamdulillah, aku ga nyangka dulunya kau seorang penjudi, sekarang sudah tobat!*". From this conversation, the author concludes that Oki is a tolerant person. He was impressed by Jegel's repentance, as he had once been a gambler

f. Social Solidarity

The first finding about social solidarity was in a conversation between Oki, Jegel, Bene, and Boris when they were about to be caught by the police.



Figure 7.

Minute 01:49:28

At 01:49:28, when Oki, Bene, Jegel, and Boris were burying Pak Basuki's body together, the police were already aware of their plan and began chasing them. Then Oki's brother called Oki about their mother's death. Oki then told them to just go, so he could bear it alone, but Bene, Boris, and Jegel refused to leave Oki and wanted to share the burden together. Oki said, "*Dah meninggal mamak ku we, kalian pergi aja biar aku aja yang bertanggung jawab*". Boris replied, "*kalau kau tidak pergi, aku juga tidak*". Jegel added, "*akupun tidak pergi!*". Then Bene joined them and did not want to leave his friends. From this conversation, the author concludes that Oki, Bene, Boris, and Jegel are people of social solidarity. They do not want to leave each other and are willing to bear everything together.

The forms of Sosial Learning education values that have been found in the movie agak laen in this study are as follows:

Table 4.
Sosial Learning Education Value in Agak Laen Movie

No	Education Value	Data
1	Handling Conflict	1
2	Building cooperation	1
3	Total	2

Based on the table above, there are 2 forms of Multicultural Education Values experienced by main character that were found in this research. There were 1 data of handling Conflict, 1 data of building cooperation

g. Handling conflict

The first finding about handling conflict in the conversation between Oki, Jegel, Bene, dan Boris is faced with the ghost house rent payment which is dueshortly.

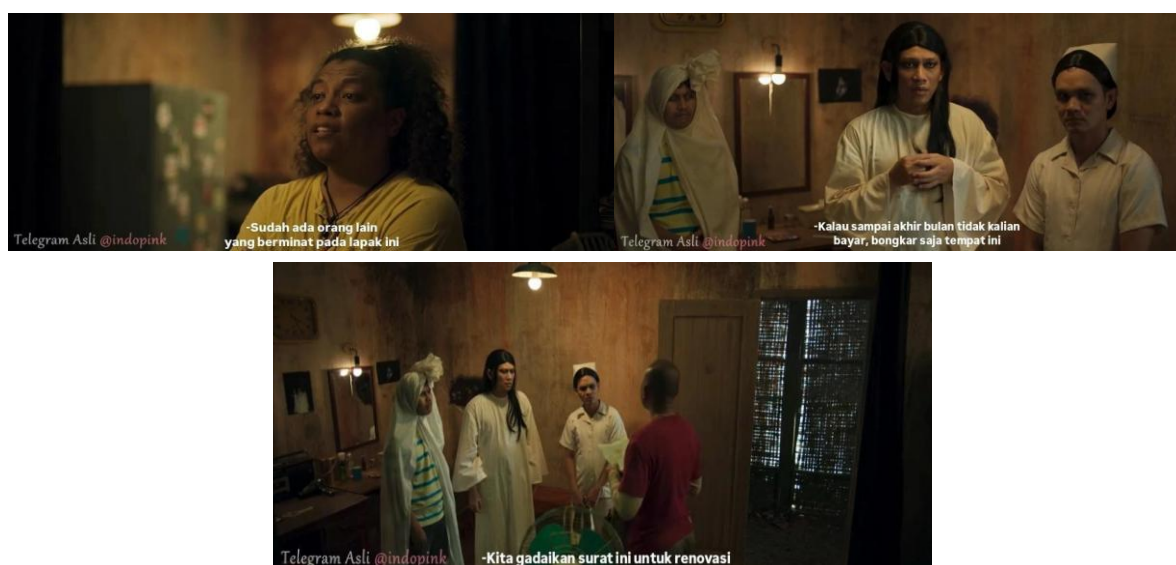


Figure 8.
Minute 14. 25

At 00:14:25, when Bene, Jegel, and Boris were approached by the owner of the night market land to collect the rent by the end of the month. Oki came to resolve the issue by offering to pawn his mother's house certificate. The night market

owner said, "Sudah ada orang lain yang berminat pada lapak ini, Kalau sampai akhir bulan kalian tidak bayar, bongkar saja tempat ini". Then Oki came and said, "Kita gadaikan surat ini untuk renovasi". From this conversation, the author concludes that Oki, Bene, Boris, and Jegel are people who can handling conflict. They are willing to collaborate to mortgage the certificate to pay the rent and renovate the haunted house.

h. Building cooperation

The first finding about building cooperation in the conversation between Oki, Jegel, Bene, and Boris while renovating the haunted house.



Figure 9.
Minute 19.45

At 00:19:45, when Oki, Bene, Jegel, and Boris were together renovating the night market to make it nice again. Oki said, "Jadi ini rencananya, kita biasanya kalau masuk dari depan sana". Then Jegel said, "Ada pohon-pohon disini". From this conversation, the author concludes that Oki, Bene, Boris, and Jegel are people who building cooperation. They are together in renovating the haunted house as they agreed together..

Based on the analysis results in this thesis, the values of education that emerge are quite diverse, such as honesty, responsibility, respect, empathy, tolerance, social solidarity, conflict management, and cooperation. However, the most dominant educational values are responsibility and tolerance. Responsibility Almost all the main characters—Boris, Bene, Oki, and Jegel—are faced with difficult situations that require them to bravely bear the consequences of their actions, for instance when they have to face the repercussions of Mr. Basuki's death. This value of responsibility consistently arises in various conflicts of the story, thus becoming the main moral message for the audience.

Tolerance This movie also prominently highlights tolerance among differences, especially through the interactions of characters from different belief backgrounds. For example, when they have to decide whether to call a cleric, a priest, or a shaman, the debate is eventually resolved through compromise. This illustrates the importance of mutual respect in diversity. These two values become dominant as they are always present in the dynamics of the characters and the main conflicts of the

movie, while also reflecting the Character Education theory (Lickona), Multicultural Education (Banks), and Social Learning (Bandura) used as the framework for analysis in the research

KESIMPULAN

Based on the analysis of the movie "Agak Laen," it can be concluded that this movie not only functions as entertainment, but also as an effective medium in conveying character education values. These values are realized through the narrative and characters in the movie, where the friendly relationship between the main characters reflects religious character and tolerance. Despite coming from different faith backgrounds, they show mutual respect and work together to solve problems, which illustrates the importance of appreciating diversity in society.

In addition, the value of hard work and creativity is shown in the characters' efforts to develop the haunted house ride. The never-give-up attitude and initiative to innovate reflect the perseverance needed to achieve success. The movie also emphasizes honesty and curiosity through the interactions between the main characters and visitors, which show their openness in accepting criticism as well as encouragement for improvement.

Furthermore, the value of friendship and respect for achievement are portrayed as important foundations in the storyline. The support of closest friends helps the characters face challenges, emphasizing the solidarity and loyalty required in friendly relationships. Overall, the movie "Agak Laen" successfully conveys character education messages in a light and fun way, making moral and character values acceptable without a patronizing impression. These messages are relevant and can be a good example for the audience of the importance of friendship, tolerance, hard work, creativity, and responsibility in everyday life.

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