

**EFL LECTURER'S PERCEPTION AND STRATEGY FOR
INTEGRATING *ULUL ALBAB* MODEL OF EDUCATION
INTO LISTENING COURSE THROUGH MULAN (2020)
MOVIE**

THESIS



By:
Rosa Balqis
NIM. 17180005

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG

July, 2021

**EFL LECTURER'S PERCEPTION AND STRATEGY FOR
INTEGRATING *ULUL ALBAB* MODEL OF EDUCATION
INTO LISTENING COURSE THROUGH MULAN (2020)
MOVIE**

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Education
Department



By:
Rosa Balqis
NIM. 17180005

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
July, 2021

APPROVAL SHEET

**EFL LECTURER'S PERCEPTION AND STRATEGY FOR
INTEGRATING *ULUL ALBAB* MODEL OF EDUCATION
INTO LISTENING COURSE THROUGH MULAN (2020)
MOVIE**

THESIS
by:

Rosa Balqis
NIM. 17180005

Has been approved by the advisor for further approval by the board of examiners

Advisor,



Septia Dwi Jayanti, S.S., M.Pd
NIP. 19890912 20180201 2 223

Acknowledged by
Head of English Education Department,



Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

LEGITIMATION SHEET
EFL Lecturer's Perception and Strategy for Integrating *Ulul*
Albab* Model of Education into Listening Course through *Mulan
(2020) Movie

THESIS
by:

Rosa Balqis (17180005)

has been defended in front of the board of examiners at the date of 13th July 2021
and declared

PASS

accepted as the requirement for the Degree of English Language Teaching (S.Pd.)
in the English Education Department, Faculty of Education and Teacher Training.

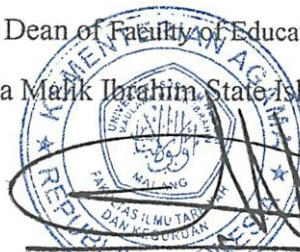
The Board of Examiners

Signatures

- Chair
1. **Harir Mubarak, M.Pd** :
NIP. 19870708 20180201 1 152
- Secretary
2. **Septia Dwi Jayanti, M.Pd** :
NIP. 19890912 20180201 2 223
- Advisor
3. **Septia Dwi Jayanti, M.Pd** :
NIP. 19890912 20180201 2 223
- Main Examiner
4. **Dr. Alam Aji Putera, M.Pd** :
NIP. 19890421 20150201 1 153

Approved by

The Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang


Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Septia Dwi Jayanti, S.S., M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang

THE OFFICIAL ADVISORS' NOTE

Malang, July 4th, 2021

Hal. : Thesis of Rosa Balqis
Lamp : 3 (Three) Copies

The Honorable,
To the Dean of Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University of Malang
In
Malang

Assalamu 'alaikum Wr.Wb

After conducting several times of guidance in terms of content, language, writing techniques, and after reading the students' thesis as follow:

Name	: Rosa Balqis
Student ID Number	: 17180005
Department	: English Education
Skripsi	: EFL Lecturer's Perception and Strategy for Integrating <i>Ulul Albab</i> Model of Education into Listening Course through Mulan (2020) Movie

therefore, we believe that the thesis of Rosa Balqis has been approved by the advisors for further approval by the board of examiners.

Wassalamu 'alaikum Wr.Wb

Advisor,



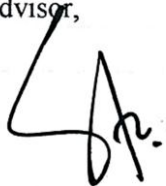
Septia Dwi Jayanti, S.S., M.Pd
NIP. 19890912 20180201 2 223

APPROVAL

This is to certify that the thesis of Rosa Balqis has been approved by the advisors for further approval by the board of examiners.

Malang, July 4th, 2021

Advisor,

A handwritten signature in black ink, appearing to be 'Septia Dwi Jayanti'.

Septia Dwi Jayanti, S.S., M.Pd
NIP. 19890912 20180201 2 223

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, 1:

Name : Rosa Balqis

NIM : 17180005

Department : English Education

Address : Jl. Diponegoro, Gg. Malabar RT. 22/RW. 07 Kel.
Kotakulon, Bondowoso, Jawa Timur

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, July, 4th 2021

The Researcher,



Rosa Balqis

NIM. 17180005

MOTTO

“You can’t just pretend that the things you watch, and the things you hear, and the places you go will not have an impact on your character. They will.”

-Nouman Ali Khan-

DEDICATION

Firstly, I would thanks to Allah SWT. of His mercy, blessing, and compassion. Also sholawat and salam to the Prophet Muhammad SAW. who bring me to the brightness so as I can finish this thesis.

The thesis entitled EFL Lecturer's Perception and Strategy for Integrating *Ulul Albab* model of education into Listening through Movie is dedicated to my parents, K.A. Soedarman dan Zaitin Yulis Tiwowati, that has support my life and education, my big bro, Necktar for his consultation's support, also to my lovely advisor who that has guided to finish this thesis with great patience, then my thanks to all my friends who have given me support and happiness during the course of my study.

ACKNOWLEDGMENTS

Alhamdulillah rabbil ‘alamin, praise is to Allah SWT. for all the grace and affection given the researcher for completing her thesis entitled “EFL Lecturer’s Perception and Strategy for *Ulul Albab* model of education into Listening through Movie”, which was then handed over as a final duty requirement to get a bachelor’s degree (S.Pd). Sholawat and salam may always be given to our Prophet Muhammad SAW. that has guided us from the dark ages into the bright ages, that is Islam rahmatan lil ‘alamin.

The researcher realized that the completed thesis had not escaped with support and help from the different sides. Accordingly, in gratitude, the researcher wishes to extend her infinite gratitude to:

1. Beloved father and mother (K.A. Soedarman dan Zaitin Yulistiowati) who constantly prayed, motivated, and kept their daughter mentally to stay positive during the thesis process.
2. Prof. Dr. H. Abd Haris, M.Ag, as a rector of Maulana Malik Ibrahim State Islamic University of Malang.
3. Dr. H. Agus Maimun, M.Pd, as a dean of Faculty of Education and Teacher Training in Maulana Malik Ibrahim State Islamic University of Malang.
4. Dr. H. Langgeng Budianto, M.Pd, as a head Department of English Language Education in Maulana Malik Ibrahim State Islamic University of Malang.
5. Septia Dwi Jayanti, S.S., M.Pd, as an advisor who is so patient in providing the researcher with much input and guidance in the thesis making process.

6. All friends of “AMBIGU SQUAD TBI”, the dearest class of 2017, have provided much physical, mental help and support in the thesis completion process.
7. All seven members of BTS, RM, Jin, Suga, J-Hope, Jimin, V, and Jungkook who have given much support to the researcher through their comforting works.

Regarding the contents of the thesis, the researcher was keenly aware that there were many flaws and mistakes that needed to be corrected. Therefore, constructive criticism and advice are expected by the researcher to correct such flaws. With this thesis, the researcher hopes that she can offer a contribution that can benefit the readers, especially in the field of education.

Malang, July, 4th 2021

The Researcher,

Rosa Balqis

NIM. 17180005

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r	ف = f	

B. Long Vocal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Diphthong Vocal

او = aw

اي = ay

او = û

اي = î

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
THE OFFICIAL ADVISOR’S NOTE	iv
APPROVAL.....	v
DECLARATION OF AUTHORSHIP	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENTS	ix
LATIN ARABIC TRANSLITERATION GUIDE	xi
TABLE OF CONTENTS	xii
LIST OF PICTURES	xiv
LIST OF APPENDIXES	xv
ABSTRACT	xvii
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2 Research Questions	8
1.3 Research Objective.....	8
1.4 Significance of the Study	9
1.5 Limitation of the Study	9
1.6 Definition of Key Terms	9
CHAPTER II REVIEW OF RELATED LITERATURE	12
2.1 Perception.....	12
2.2 Strategies of Teaching Listening.....	13
2.3 <i>Ulul Albab</i> Model of Education	17

2.4 Movie as a Teaching Media	26
CHAPTER III METHODOLOGY	28
3.1 Research Design.....	28
3.2 Research Subject	28
3.3 Research Instrument.....	29
3.4 Data Collection.....	30
3.5 Data Analysis	30
CHAPTER IV RESEARCH FINDINGS.....	31
4.1 Research Findings	31
4.2 Discussion.....	58
CHAPTER V CONCLUSION AND SUGGESTION	64
5.1 Conclusion	64
5.2 The Suggestion.....	65
REFERENCES.....	66
APPENDIXES	73

LIST OF PICTURES

Picture 4.1 Mulan curtsy to her ancestors in the shrine.....	34
Picture 4.2 Mulan’s father is kneeling inside the shrine	35
Picture 4.3 Mulan sees a reflection of herself through her sword.....	36
Picture 4.4 Mulan kneeling before the Commander Tung, Sergeant Qiang, and the other soldiers	36
Picture 4.5 Honghui’s response and attitude to Hua Jun answer	37
Picture 4.6 Honghui talked to Hua Jun	38
Picture 4.7 Mulan met her sister Xiu	39
Picture 4.8 Mulan’s father talked	40
Picture 4.9 Mulan convinced Commander Tung about a bogus attack from Bori Khan	41
Picture 4.10 Sergeant Qiang and Commander Tung brandishing swords at the warriors before war	42
Picture 4.11 Cricket talking to Ling and Ling smiling at the Cricket	43
Picture 4.12 Hua Jun talked to her soldier friends	44
Picture 4.13 Honghui saved Cricket	45
Picture 4.14 Mulan saved Honghui	45
Picture 4.15 Mulan’s father talked to Mulan	46
Picture 4.16 Mulan saved a teapot and cups that flew through the air.....	47
Picture 4.17 Mulan took a helmet	48
Picture 4.18 Commander Tung disciplining Honghui and Hua Jun	49
Picture 4.19 Hua Jun standing in front of the tent.....	50
Picture 4.20 Hua Jun trying desperately to carry two buckets full of water up the mountain.....	51
Picture 4.21 Honghui fought with Rouran Army	51
Picture 4.22 Imperial soldiers defeated the Rouran Army	51
Picture 4.23 Hua Jun was on guard all night at the outpost alone	52
Picture 4.24 Honghui talked to Commander Tung about his opinion.....	54
Picture 4.25 Mulan got a sword, royal reward from the emperor	54

LIST OF APPENDIX

Appendix I Lecturer's First Interview Guide	73
Appendix II Lecturer's Second Interview Guide	75
Appendix III Students' Interview Guide.....	80
Appendix IV Teacher's RPS	88
Appendix V Consultation Evidence	91
Appendix VI Curriculum Vitae.....	93

ABSTRAK

Balqis, Rosa. 2021. Persepsi dan Strategi Guru EFL dalam Pengintegrasian Pendidikan Model *Ulul Albab* ke dalam Pelajaran Mendengarkan (*Listening*) melalui Film *Mulan* (2020). Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Septia Dwi Jayanti, S.S., M.Pd.

Kata kunci: Persepsi, Strategi dalam Mengajar Mendengarkan, Model *Ulul Albab* dalam Pendidikan, Film Sebagai Media Mengajar, Film *Mulan* (2020).

Pendidikan bertujuan untuk mengembangkan potensi akal juga untuk mengembangkan jiwa yang baik dan berakhlak mulia. Di tingkat perguruan tinggi, pendidikan model *Ulul Albab* berperan penting dalam mengembangkan karakter baik pada setiap individu terutama para pelajar. Banyak alternatif yang digunakan sebagai media yang efektif, salah satunya adalah film. Banyak cara dan strategi yang dapat digunakan untuk mengembangkan kemampuan siswa sekaligus mengajarkan mereka tentang pendidikan model *Ulul Albab*, salah satunya menggunakan strategi mendengarkan. Peneliti menjadikan dosen *listening* sebagai subjek dan menggunakan persepsinya sebagai data penelitian. Maka fokus dalam penelitian ini adalah persepsi dan strategi dosen EFL dalam pengintegrasian pendidikan model *Ulul Albab* melalui film.

Penelitian ini adalah penelitian kualitatif studi kasus dimana ada dua instrumen yang digunakan, pertama adalah peneliti sendiri dan yang kedua menggunakan panduan wawancara dan observasi. Pengumpulan data dimulai dari mempersiapkan instrumen, kemudian mewawancarai subjek. Untuk data analisis, peneliti menggunakan triangulasi data untuk mendapatkan hasil yang valid.

Berdasarkan pada hasil interview yang dilakukan dengan dosen selaku subjek dari penelitian ini, terdapat strategi yang digunakan sang subjek untuk mengajarkan *listening* kepada siswanya yaitu strategi kognitif dengan metode segmen video. Jenis pendekatan yang digunakan yaitu film dan video dengan teknik lisan dan tulisan. Dalam pengajaran *listening* sang subjek menggunakan film dalam pengintegrasian pendidikan model *Ulul Albab*. Nilai-nilai *Ulul Albab* banyak terkandung dalam film *Mulan* (2020), yakni kedalaman spiritual, keagungan akhlak, keluasan ilmu, kematangan professional. Subjek penelitian meyakini bahwa film dapat digunakan sebagai media dalam pengajaran mendengarkan juga mengintegrasikan pendidikan model *Ulul Albab* kepada para siswa.

ABSTRACT

Balqis, Rosa. 2021. EFL Teacher's Perception and Strategy for Integrating *Ulul Albab* Model of Education into Listening Course through *Mulan* (2020) Movie. Thesis. Department of English Language Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor Septia Dwi Jayanti, S.S., M.Pd.

Keywords: Perception, Strategies of Teaching Listening, *Ulul Albab* Model of Education, Movie as a Media, *Mulan* (2020) Movie.

Education is aimed at developing potential, it also aimed at developing a good soul and noble moral. At the university level, *Ulul Albab* model of education plays an important role in developing good character in each individual especially students. Many alternatives used as the effective media, including movies. Also many ways and strategies that can be used to develop students' abilities while at the same time teaching them about *Ulul Albab* model of education, one of which uses a listening strategy. The researcher selected the EFL lecturer in the listening class as the subject and used the subject's perception as research data. So the focus in this study is the perception and strategy of EFL lecturer in the integration the *Ulul Albab* model of education through *Mulan* (2020) movie.

This study used qualitative case study where there are two instruments used, the first was the researcher and the second used the subject's interview guide and observation. Data collection starts from preparing the instruments, then interviewing the subject. For analysis data, researchers use data triangulation to get valid results.

Based on the results of interviews conducted with subject lecturer from this study, there is a strategy that the subject uses to teach his students listening: a cognitive strategy and a contextual teaching learning strategy using a video segment method. The type of approach used was films and videos with oral and written techniques. In teaching the subject's listening uses the film in integrating the *Ulul Albab* model of education. *Ulul albab* values are featured in the *Mulan* (2020) movie, such as spiritual depth, moral majesty, the breadth of science, professional maturity. The subject believes that movies can be used as a media platform for listening and also integrate the *Ulul Albab* model of education to students.

التجريد

روسا بلقيس، 2021. إحساس الأستاذ EFL و استراتيجيه في تكامل التربية بشاكلة أولو الألباب إلى درس التسميع من خلال فيلم مولان (2020). رسالة. لطلاب قسم تدريس اللغة الإنجليزية بكلية التربية و علوم التدريس بجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ.

المشرف : سابتيا دوى جاياتي- الليسانس في علوم الأدب و الماجستير في علوم التربية.

مفتاح الرموز : الإحساس، استراتيجي في درس التسميع، شاكلة أولو الألباب في التربية، فيلم وسيلة للتعليم، فيلم مولان 2020.

التعليم له هدف لإنماء قوة العقل و تظهير حسن النفس و أخلاق الكريمة. في مستوى الكلية، التعليم بشاكلة أولو الألباب يساهم على إنماء الخلق الحسن لكل شخصية فضلا على الطلاب. عندنا خيارات كثيرة لاستعمالها بطريقة مؤثرة، منها الفيلم. يمكن أن يستعمل الطرق و الاستراتيجي لإنماء مهارات الطلاب و أيضا ليعلمهم حول التعليم بشاكلة أولو الألباب، أحدها باستعمال استراتيجي التسميع. الباحث يجعل معلم التسميع فاعلا و يستعمل إحساسه في صناعة المعلومات البحثية. فلذلك، يركز هذا البحث في إحساس الأستاذ EFL و استراتيجيه في تكامل التربية بشاكلة أولو الألباب من خلال فيلم.

هذا البحث هو البحث النوعي للدراسات التي تستعمل أداتين. الأول، الباحث نفسه و الثاني استعمال بين المقابلة و المرصاد. إجماع البيانات يُبدأ باستعداد الأدوات ثم يقابل مع الفاعل. و للبيانات التحليلي، يستعمل الباحث تليلث البيانات ليحصل أصلح النتيجة.

بموجب على نتيجة الإستجواب التي يعمل المعلم على أنه يكون فاعلا لهذا البحث، هناك استراتيجي يستخدمه المعلم ليعلم التسميع على طلابه و هو الاستراتيجي السلوكي بطريق قطعة الفيديو. نوع التقرب هو الفيلم و الفيديو بعملية اللسان و الكتابة. في تعليم التسميع ، الباحث يستخدم الفيلم في تكامل التعليم بشاكلة أولو الألباب. لأولو الألباب يتضمن القيم في فيلم مولان 2020. يعني غمق الروحاني، كرم الأخلاق، واسع العلم و نضج المهني. الفاعل للبحث يعتقد على أن الفيلم يمكن أن يستخدمه لوسيلة تعليم التسميع و تكامل التعليم بشاكلة أولو الألباب لطلاب.

CHAPTER I

INTRODUCTION

This chapter covers some important points that provide the context of present study. It covers background of the study, research question, research objective, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

Education is a pillar for every human being to be able to construct and develop their knowledge and intelligence. It is also a mean for people striving to increase their life. Payuyasa and Hengki (2020) asserted that the most important part of education was not merely to construct intellectual intelligence but rather to develop the emotions and character of someone. It is reinforced with the Law No. 20 of 2003 on education system in Indonesia which states, “national education functions to develop abilities and to shape national characteristics and civilizations which dignified in order to educate the nation’s life, it aims at increasing the potential of learners to become the humans who devout and believe in God the Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and responsible citizens.” Then, it is true that the purpose of education itself is not for the brain but for the nurturing the soul. This goes hand in hand with what Allah SWT has said in the Quran about moral in the following verses:

يَبْنِيْ اَقِمِ الصَّلَاةَ وَاْمُرْ بِالْمَعْرُوفِ وَاَنْهَ عَنِ الْمُنْكَرِ وَاَصْبِرْ
عَلَى مَا اَصَابَكَ اِنَّ ذٰلِكَ مِنْ عَزَمِ الْاُمُوْرِ ﴿١٧﴾

وَلَا تَصْعَرَ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْاَرْضِ مَرَحًا اِنَّ اِلٰهَ لَا يُحِبُّ كُلَّ
مُخَنَالٍ فَخُوْرٍ ﴿١٨﴾

“Oh my son, make a prayer and let (human) do good, and refrain (them) from the small deeds and be patient with what happened to you. Actually such things include obligation (by Allah). And do not turn your face away from human (because of pride) and you shall not walk the earth with pompous. Surely Allah disapproves of those who are proud anymore boasting.” (Quran Surah Al-Lugman, verses: 17-18).

Education can be a benchmark of progress for a country, the sentence of “the better the education, the better the country” sounds certainly undeniable. However, in reality, sometimes we find in the communities around us that there are many people who have good education, endowed with a brilliant mind, also glorious accomplishment, but behaving deviously. If this occurs repeatedly, it could adversely affect the moral value of a nation, especially its successor. Therefore, The State Islamic University of Maulana Malik Ibrahim Malang has been developing model of education named *Ulul Albab*. It is a model of character education development (Rahardjo, 2016) which consists of four pillars; deep spirituality, noble morality, broad knowledge, and professional maturity. This model of education plays a vital role and needs to be cultivated in everyone, especially students.

However, in this millennial era, young people tend to have demoralization, Hidayati et al. (2014) claimed that there are various forms of

behavior of students when they are at school such as fighting, cheating, promiscuity, also consuming drugs and alcohol. Apart from this, Hartini (2017) said that there are some similar problems that are common at school, like, undisciplined, using harsh words and inappropriate, taking a stand against one another, skipping, disobeying the laws in the school, smoking, and doing adultery. Similar things are happening to university students, such as students still showing impertinence toward their teachers, lack of respect, not paying attention to teachers during class, playing during prayer, making noises during the learning process, neglecting duties, skipping, cheating, and get annoying their friends.

In the character development program in students, teacher is someone who has an important role. Since teachers interact more often with students, they need to include *Ulul Albab* education in learning. According to Rahmi dan Erlinda (2014), a teacher's role is not only delivering the knowledge of materials, but in the process of teaching and learning, a teacher can also implement character education for students. Furthermore, Harmer (2007) also said that the way a teacher acts in a class sets a crucial point in building the character of her student. It can be concluded that all teachers hold a key in the process of developing cognitive skills for their students also as an example to all of them, including EFL teacher.

Various strategies can be applied by teachers in delivering teaching materials as well as integrating *Ulul Albab* education to students, one of them is listening strategies that have major impact in educating students on various subjects. Listening is a process of accepting what is spoken by a person who

speaks, represents and builds meaning, negotiating meaning with the speaker and responding to it, creating meaning through involvement, empathy and imagination. In order to listen clearly and well, the listener must have the ability to translate, implement interactive processes and strategies, and respond to what is spoken in various ways that meet the purpose of his communication (Rost, 2002).

In order to improve the character education for students at school, there are many things and strategies that can be done by the teachers. One of the interesting alternatives would be using a movie as the media. Movie can be an effective media of communication when they contain the meaning of values which cinemagoers can readily grasp. In accordance with what Bordwell and Thomson (2004) said that movie also can be the speaker's experiences, ways of thinking, and ideas through audio as well as visuals that can involve the emotions and minds of those who see it.

There are a lot of interesting movie genres to watch, but not all of them deserve to become media for education. Many movies that contain such harmful content such as pornography, violence, and bullying can affect the students' mental faculties as well as point to negative things (Piscayanti, 2020). On the other hand, the students often find it difficult to sift out and distinguish things that are good or bad/right or wrong for what they saw. Therefore, students need the direction from their parents and teachers to watch movies that are appropriate for their age and also educative as well as instilling character values. For teachers, the occurrences in movies can also

help them in delivering a lesson for students, especially about the *Ulul Albab* education values.

In addition, the film industry has released many movies that incorporate elements of character education nowadays. One of them is *Mulan* which was released in 2020. It is a remake of the original animation in 1998 under the same title. This movie contains educational values. It is a film produced by the Walt Disney Pictures and it is directed by Niki Caro. *Mulan* movie was telling a story about a girl from China who lives in Chinese empire, she was a very active and good fighter. She has *chi* (energy produced by nature, the universe, which is one of them belonging to humans (Ny, 2016)), a very powerful one that only the men who reserve the right to have it at that time. *Mulan* who is a girl cannot reveal that power. She must also be mild and follow the rules of tradition. When *Mulan* was growing up, she was branded a disgrace to her family because she failed to show her grace as a good fiancée in front of the matchmaker. In a similar way both *Mulan*'s parents were disappointed by his failure to marry. One day, came an announcement from the empire requiring every boy or man from every family to go to the army and fight for the kingdom. Because *Mulan*'s parents just have *Mulan* and her younger sister. Unwillingly, they had to let *Mulan*'s father to go as the only man in her family to fulfill that obligation. *Mulan* did not want her father to die in the battle because her father's leg was defect after the war. Afterward, *Mulan* secretly decided to leave her home with her father's armor, sword, and horse then going to the training camp and disguised as a man. Subsequently she trained with the other soldiers in the

camp and followed the war. Although the genre is fight, action, adventure, drama, and fantasy, it does not mean that this movie is unworthy to watch by children under the age. *Mulan* (2020) movie is a family movie which is acceptable for anyone to watch.

Throughout the story, *Mulan* (2020) movie has repeatedly discussed three words of royal, brave, and true. It is done because this movie intended to instill good values in its audiences which in the movie that three words are called “the three pillars of virtue”, so that the three words appear from the beginning until the end part of the movie.

Furthermore, there are some previous researches that discuss the integration of *Ulul Albab* education. Firstly, Mulyono, et al. (2020) studied strategy to build *Ulul Albab* character for students at UIN Malang Indonesia. The results of that research determined the *Ulul Albab* profile indicators, namely students who have strength of *aqeedah* and spiritual depth, moral grandeur, breadth of knowledge, and professional maturity. In addition, they also framing the main characteristics of *Ulul Albab* students, such as 1) independence, 2) ready to compete with graduates of other universities, 3) global academic insight, 4) the ability to lead and motivate the people, 5) being responsible for developing Islam in the community, 6) having a big spirit, 7) caring for others, 8) loving sacrifice for mutual progress, and 9) ability to be a role model for the surrounding community. This research found a strategy model to build the *Ulul Albab* character for students by integrating the values of academic and religious culture.

Secondly, Walid (2011) investigated the model of character education developed by UIN Maliki Malang that create *Ulul Albab* frame as the basic. The aim of character education based on *Ulul Albab* UIN Maliki Malang are: shaping Muslim who have *ulul albab* values. Those values are religious, patient, sincere, *tawakkal*, *tawadlu'*, *istiqamah*, surrender, fair, honesty, soft hearted, high spirit, criticize, boarder education, can see natural and social phenomenon appropriately, caring, empathy, tolerant, cooperation, professional. In addition, there are nine characters taking from *Ulul Albab* basic. Those are: (1) religious (patient, sincere, *tawakkal*, *tawadlu'*, *istiqamah*, surrender, fair, honesty, soft hearted, high spirit); (2) criticize (they like to ask) (3) having boarder knowledge; (4) can see natural and social phenomenon appropriately (smart); (5) caring others; (6) empathy; (7) tolerant; (8) cooperation; (9) professional.

Thirdly, Herawati (2016) investigated the alternative way in preparing media for teaching listening which can accommodate the expectation of the teaching learning purposes. She proposed balabolka software as the good choice for the needs of Indonesian students in general. She created a media in the form of MP3 by inserting the important ingredients of character education, and local wisdom inside the content of English teaching, especially teaching listening. By doing so, it is expected that moral education and local wisdom which can change the students' behavior can be inserted in the English course, especially for listening skill.

There are some gaps between those previous studied and this study. First, in this study, the researcher is going to observe the lecturer's perception

as well as his teaching strategy of listening course's lecturer who integrates *Ulul Albab* model of education into his teaching learning process. Second, the researcher chose movie as one of the lecturer's teaching media rather than software or any other application since movie tends to be more interesting visual media of teaching. Therefore, the researcher is interested in conducting this study to see how the lecturer's perception and strategy in integrating *Ulul Albab* model of education in teaching listening course through *Mulan* (2020) movie.

1.2 Research Questions

After discussing the background of this study, the following research questions are formulated:

1. How does EFL lecturer's perception toward the integration of *Ulul Albab* model of education into listening course through *Mulan* (2020) movie?
2. How does EFL lecturer's strategy in teaching listening by integrating *Ulul Albab* model of education by using *Mulan* (2020) movie as the teaching media?

1.3 Research Objectives

Regarding to the research questions above, the researcher expected the research objectives of this study as shown below:

1. To know the EFL lecturer's perception toward the integration of *Ulul Albab* model of education into listening course through *Mulan* (2020) movie.

2. To know the EFL lecturer's strategy in teaching listening by integrating *Ulul Albab* model of education by using *Mulan* (2020) movie as the teaching media.

1.4 Significance of the Study

The result of this study is expected to give beneficial contribution for English teachers/lecturers and future researchers. For the lecturers especially in UIN Malang, the finding hopefully could enrich their teaching strategies to be applied in teaching English skills, especially in improving the learners' listening skill and implementing *Ulul Albab* model of education. Moreover, for the future researchers, this study is expected to become a reference in similar field of research for the sake of developing knowledge especially in English language teaching area.

1.5 Limitation of the Study

This study focuses on the lecturer's perception and strategy in teaching listening for integrating *Ulul Albab* model of education through movie. The subject of this study is a lecturer in English Education Department, Faculty of Education and Teaching Training in Maulana Malik Ibrahim State Islamic University, Malang. He has been teaching for 8 years and 5 years experiencing teaching listening skill. Most of his focuses of teaching are literal listening, interpretive listening, and critical listening.

1.6 Definition of Key Terms

1. Perception

The perception defined in this study is the awareness of the integration of *Ulul Albab* model of education into listening course through movie related to the lecturer's knowledge and experience in teaching listening skill in English Education Department, Maulana Malik Ibrahim State Islamic University, Malang.

2. Strategy in Teaching Listening

Strategy in teaching listening is a planned series of actions for achieving English Education Department students' listening comprehension by using movie as the teaching media in the State Islamic University of Maulana Malik Ibrahim, Malang.

3. *Ulul Albab* Model of Education

Ulul Albab model of education is a concept of education which is intended to form generation who have the combination of attribution of scientific rational thoughts (intellect) and spirituality beliefs and fear Allah which then, lead them to observe their moral conduct for the sake of getting blessings from Allah. In Maulana Malik Ibrahim State Islamic University of Malang, this model of education is categorized into four; deep spirituality, noble morality, broad knowledge, and professional maturity.

4. Movie as a Teaching Media

Movie as a teaching media is a media used by the lecturer in the listening class in order to increase understanding, help to realize intonation, and motivate as well as stimulate interest from students in English Education

Department in the State Islamic University of Maulana Malik Ibrahim, Malang. In this case, Mulan is chosen as the media in teaching since it is educative movie and rich of good characters that can be integrated into the model of education in Maulana Malik Ibrahim State Islamic University, Malang.

5. Mulan (2020) Movie

Movie Mulan (2020) is a movie with the action/adventure genre produced by Walt Disney Picture with Niki Caro as movie director and Elizabeth Martin, Amanda Silver, Rick Jaffa, and Lauren Hynek as screenwriters. This movie is a live action movie that was revived from an originally animated film in 1998 with the same title. Mulan (2020) movie was released on September 4, 2020, in the United States in a time of 2 hours.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains review of theories that are closely related to this study. It covers perception, strategies of teaching listening strategy, *Ulul Albab* model of education, movie as a teaching media, also Mulan (2020) Movie.

2.1 Perception

Perception is an separate cognitive for understanding and deciphering an object (Gibson, 1996 in Jannah's thesis, 2019). According to B.S. Bloom of the classification of educational objectives in knowledge taxonomy, he gathered perception into a sphere of psychomotor. Perception includes the ability to discriminate properly between two stimuli or is based more on the differentiation between distinctive traits and individual stimuli. This ability is expressed in a reaction in which the consciousness of the coming of the stimulus also recognizes the difference between existing tenets (Winkel, 1996).

Based on the statement of Azhari (2006), there are 6 factors which can explain the dissimilarities of perception, the first being attention. We generally cannot capture all the stimulation around us at the same time but instead focus on one or two objects. The second is the mental set, which is a person's expectation of the stimulation to be provoked. Third is the need. A person's temporary and permanent need affected his perception. Fourth, a

system of values that prevails in society can have an effect on perception. The fifth one is personality traits. It can change a person's sense of urgency. The latter was the psychological breakdown. Where it can lead to misperceptions referred to as hallucinations.

2.2 Strategies of Teaching Listening

In learning listening, the use of strategies is important to help learners enhance their understanding. Strategies are the thoughts and behaviors that learners used to help them comprehend, learn, or retain information (O'Malley & Chamot, 1990). Moreover, the success of learning English listening may be caused of the learning strategies used in the class. Therefore, using language learning strategies is the crucial aspect for learners in learning English listening, because the success of learning English listening as a foreign language may depend on what and how learning strategies applied.

There are three main categories of language learning strategies; cognitive, metacognitive, and social (Setiyadi, 2011). The cognitive strategy includes all activities related to mental processing. The cognitive category may include all activities that take place in the brain in order to acquire a foreign language. This category may include intelligent guessing, looking for patterns from sentences, inference, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes. Besides, metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity. In addition, Oxford (1990)

says that metacognitive learning strategies used by learners to control their own cognition, that is to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. The third strategy is social which is included the activities related to social interaction and how people come to influence one another's behavior.

Listening strategies can be assumed as the ways where a student approaches and manages a task, and the student can be taught effective ways of approaching and managing their listening. These activities attempt to encompass listeners actively in the listening process. Similar to the above categories of listening strategies, Buck (2001) identifies two kinds of strategies in listening; cognitive strategy and metacognitive strategy. First, cognitive strategy is defined as mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval. There are three processes to do so. The first is comprehension processes which is associated with the processing of linguistic and non-linguistic input. The second is storing and memory processes which is associated with the storing of linguistic and non-linguistic input in working memory or long-term memory. The third is using and retrieval processes which is associated with accessing memory, to be readied for output.

The second one is metacognitive strategy. This listening strategy is defined as those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies. There are some important processes in this strategy. The first is assessing the situation. Here, the listener takes stock of conditions surrounding a language task by

assessing student's own knowledge, student's available internal and external resources, and the constraints of the situation before engaging in a task. The second is monitoring. In this process, the effectiveness of the student's own or another student's performance while engaged in a task is determined. The third is self-evaluating. Here, the students determine the effectiveness of their own or another student's performance after engaging in the activity. The fourth is self-testing in which testing the students themselves to determine the effectiveness of their own language use.

Goh (1997, 1998) explained how the metacognitive activities of monitoring, planning, and evaluating can be practical to the teaching of listening. The first is planning. It is a strategy for determining learning purposes and determining the means by which the purposes can be reached. In this planning strategy, there are four general listening development; identifying learning objectives for listening development, determining ways to achieve these objectives, setting realistic short-term and long-term goals, seeking opportunities for listening practice. Then, Goh also stated three specific listening tasks; preview main ideas before listening, rehearse language (e.g., pronunciation) necessary for the task, decide in advance which aspects of the text to concentrate on. The third strategy is monitoring. It is a strategy for checking on the progress in the course of learning or carrying out a learning task. The general listening development in monitoring are; consider progress against a set of predetermined criteria, determine how close it is to achieving short-term or long-term goals, check and see if the same mistakes are still being made. Then, the specific listening task in monitoring

are; checking understanding during listening, checking the appropriateness and the accuracy of what is understood and compare it with new information, identify the source of difficulty. The last strategy in metacognitive strategies is evaluating. It is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task. The general listening development are; assessing listening progress against a set of predetermined criteria, assessing the effectiveness of learning and practice strategies, assessing the appropriateness of learning goals and objectives set. The specific listening tasks in evaluating are; checking the appropriateness and the accuracy of what has been understood, determining the effectiveness of strategies used in the task, assessing overall comprehension of the text.

There are some steps in guiding metacognitive sequence in a listening lesson as proposed by Goh and Yusnita (2006). The first step is *Pre-listening* activity. In this step, in pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language. The second step is *First listen*. As they are listening to the text, students underline or circle those words or phrases (including first-language equivalents) that they have predicted correctly. They also write down new information they hear. The third step is *Pair process-based discussion*. In pairs, students compare what they have understood so far and explain how they arrived at the understanding. They identify the parts that caused confusion and disagreement and make a note of the parts of the text that will require special attention in the second listen.

The fourth step is *Second listen*. Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear. The fifth step is *Whole-class process-based discussion*. The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using.

While, there is also another strategy that can be used in the listening class, namely contextual teaching and learning (CTL). Sanjaya (2006) stated that contextual teaching and learning is a learning strategy that emphasizes the full involvement of students in the process of collecting materials they learned then associate it with real life. This strategy helps teachers and lecturers in connecting the material being taught to the real world situation known to students.

There are several effective modern methods that used in the listening class. Some types are; 1) interpersonal activities, this way through assignments to students in small Numbers and inviting them to perform regular listening activity, as one student interviews their other friend; 2) group activities, a couple of activities where each child shares his or her name and hobby with the rest of the group; 3) video segments, this activity is a listening skill for video segments, such as news program, documenter film, interview segment and so on (Switzer, 2018).

Although, there are two approaches in the teaching listening skills that usually used by the teachers and lecturers, such as natural approach and

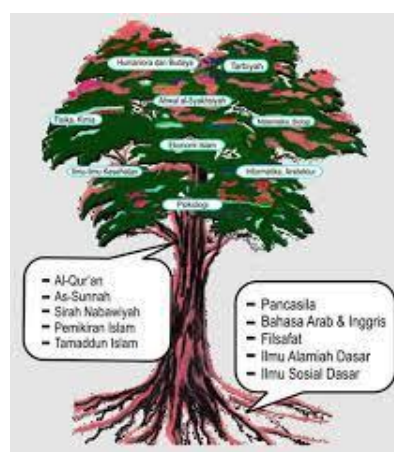
total physical response approach (TPR). Natural approach is focus on an understandable understanding in the optimum emotional state of the student. So listening skills possessed by students that will be acquired prior to writing and reading skills (Krashen and Terrel, 1983). Then total physical response (TPR), it is often used in various teaching approaches and methods, focusing on lowering the emotional filter and psychomotor association (Asher, 1977).

2.3 *Ulul Albab* Model of Education

Maulana Malik Ibrahim State Islamic University of Malang resolves strategies to shape the *ulul albab* character of students by integrating the values of both the scientific and religious communities to develop students' intellectuals (Sumbulah, 2017). This university tries to discover to develop the attitudes of the academic community to be critical, analytical, objective, creative, free from prejudice, innovative, open to accepting criticism, constructive, respecting time and scientific achievements, having and upholding academic norms, having dialogical partnership, and ethics and adhering to scientific traditions, such as dynamic, and future-oriented (Samudi, 2013; Grafispaten, 2013). What is more, this university is also planned to develop the values and attitudes of religious communities such as: strengthening the faith (*aqeedah*) also the monotheistic values to Allah SWT and in put up the spiritual depth and moral grandeur, with values such as honesty, discipline (*istiqamah*), a sense of responsibility, and truth and protecting to the community (Sahlan, 2014). Therefore, a model of

education is developed here which cover the whole values of character education in higher education.

The aforementioned model of education is called *Ulul Albab* which covers four pillars; deep spirituality, noble morality, broad knowledge, and professional maturity. These four pillars of *Ulul Albab* model of education are developed in the Knowledge Tree concept by integrating science and religion, implemented by combining university and *ma'had* (boarding school) education system. This concept is measured new in the Indonesian Higher Education scope, in which Universitas Islam Negeri Maulana Malik Ibrahim Malang becomes the pioneer in its growth. Besides applying in *ma'had*, Prof. Imam Suprayogo (former rector of Maulana Malik Ibrahim State Islamic University) enquired to integrate *Ulul Albab* model of education into teaching and learning activities in all courses. The following picture is a knowledge tree which becomes the symbol of education model which integrates religiosity and science.



Picture 1. Tree of Knowledge of Maulana Malik Ibrahim Sattte Islamic University, Malang.

Mulyono, et al. (2020) listed the description of 4 pillars of *ulul albab* developed in Maulana Malik Ibrahim State Islamic University:

2.3.1 Deep spirituality

The characteristics of deep spirituality are:

1. Have true faith in Allah, angels, Holy Books, prophets, the last day and *qadha* and *qadar* (the destiny of life). The indexes are; 1) mastering, understanding and accepting the pillars of the faith both *aqliyah* (reason) and *naqliyah* (quoting the Holy Book); 2) the students can show concretely rational proofs of the Oneness of God; 3) the students can establish fact the signs of God's greatness in His creation, 4) ready to hand out faith in the form of humanitarian actions or activities to others and support the harmony of nature.
2. Developing remembrance and thoughtful about the *qauliah* (Book) and *kauniah* or the universe phenomena. The indexes are; 1) the students can recite and transcribe the Qur'an correctly and thoroughly; 2) the students are familiar to reading and studying the Qur'an and hadith as a foundation of Islamic teachings; 3) the students are familiar to observing also researching natural phenomena and extending their results, 4) the students are familiar to doing thinking (*tafakur*) and to contemplating (*tadabur*).
3. loyal to carry out God's commands. The indexes are; 1) submissive in carrying out ceremonies in Islam; 2) perform

Ramadan fasting, prayers, zakat, and other Sunnah practices recommended; 3) always elude things that are prohibited by Allah SWT.

4. Heart vibrated when calling the name of Allah. The indexes are;
 - 1) be receptive when hearing the call to prayer, reciting the Qur'an, prayers, etc.;
 - 2) chant the name of Allah every time or when something happens;
 - 3) happy to pursue religious activities;
 - 4) able to ask and pray for the God's forgiveness.
5. Have eyes of the heart that pierce far to see the good and the bad. The indexes are;
 - 1) able to use internal power to deal with life's complications, able to come at critical moments to find answers,
 - 2) the learners can be a campus citizen and a good fellow of the community that furtherance the fundamentals of religious life;
 - 3) develop the Islamic culture and traditions;
 - 4) if the learner has done something incorrect immediately regret and do not repeat the act anymore.

2.3.2 Noble morality

1. Think, speak and act by subsequent the values of Islamic teachings (self-morality). The indexes are;
 - 1) honest;
 - 2) having manners in relations;
 - 3) desist from actions and arguments that are not useful;
 - 4) can separate between good and evil;
 - 5) disciplined and fulfill with applicable rules;
 - 6) able to uphold social distance between males and females;
 - 7) able to use moral understanding to do or not do an action.

2. Having a sense of integrity, responsibility, dignity, being able to respect each other (*akhlaq* fellow), socialize. The indexes are; 1) engaging by subsequent Islamic rules; 2) being able to take responsibility for what he or she is doing; 3) confidence, 4) loving to help and try to not selfish; 5) the student loves to encourage the other to do good (*Fastabiqul khairat*); 6) appreciate the dissimilarities.
3. Having wisdom of solidarity (*akhlaq/values* nation), democratic, nationality, diversity, sense of social. The indexes are; 1) the student is having an character similar to the Indonesian nation; 2) ready to oblige and work the interests of the state; 3) able to lead, work in groups, and get along with the community; 4) able to respect the ideas or opinions of others; 5) able to live organized and be helpful to others; 6) able to love and respect others.

2.3.3 Broad knowledge

1. Think and be scientific also creative. The indexes are; 1) categorizing and answering problems through scientific approaches; 2) the students can discovery new alternatives for answering problems; 3) the students can pick one of the various alternative answers to problem solving.
2. Loving science and truth. The indexes are; 1) having study behaviors; 2) likes to read books and entrance information from various causes; 3) likes to join seminars, discussions, or workshops.
3. Having skill in Indonesian and foreign languages. The indexes are; 1) the students can recapture contents of the mind verbally in a

systematic and understandable; 2) able to transcribe scientific papers analytically in standard Indonesian; 3) able to comprehend the contents of Arabic or English textbooks without much trouble; 4) able to speak in Arabic or English.

4. Mastering the fundamentals of Islamic science both empirical and normative. The indexes are; 1) the student comprehends normative and pragmatic Islamic teachings as a basis for the development of his field of skill; 2) the student understanding the field of skill based on the spirit of Islamic values and teachings.

2.3.4 Professional maturity

1. Having skills in utilizing technology and processing material. The indexes are; 1) able to put into practice the work effectively and professionally; 2) obligate to the quality and process of the effort, 3) the student has a high commitment in carrying out their obligations; 4) able to deliver quality services to the community; 5) constantly trying to progress and update the way it works by subsequent the requirement of the times.
2. Having skills in using technology and processing material. The indexes are; 1) the learners are skilled in operating, choosing, and maintaining and utilizing technological strategies; 2) skillful in processing, searching, and presenting the material.
3. Has a leadership spirit. The indexes are; 1) the learners are skilled in handling resources (time, funds, goods, people,); 2) skillful in deciding the priority scale; 3) the learner is skilled in teamwork; 3)

have a strong intelligence of optimism for achievement; 4) always wants transformation; 4) brave to take the risks.

2.4 Movie as a Teaching Media

According to Oxford dictionary, movie is defined as a performance arrangement in which a story is set out with sounds that sound as well as moving pictures in quick succession. Movies are a group of pictures in a frame, within each frame they are projected over the mechanical motion of a projector lens where the image performing on the monitor will live. The movement in the image is also incredibly fast, so as to give rise to visualization that is continuing (Kustandi, Sutjipto, 2010). Intrinsically, movie is a new invention in a teaching learning movement where there are two kinds of mixtures between two kinds of senses simultaneously used. In this case the movie is a movie that is capable of being used as audio visual in both counseling and learning. The things deliberated and clarified in movies come in a variety of ways, such as examples of the ordinances of life, skills, natural events, the life history of great people, and so on (Usman, 2002).

Ling (2009) stated that there are three uses of film in an EFL class. The first film helps the students to growth their understanding and assistance in acquiring information, so it can help to development the students' concentration and get the material. Secondly, movies help students realize intonation in English, so here movies can help students see the rhythm of speech and bodies in the foreign language that they were learning.

The third is that movie motivates and encourages the interest of the students in learning a language that is targeted, so the acting role here can help the students to give understanding and meaning to the development of learning a better language. According to Steward (2006), a movie was an idea which by watching it students then think critically. Then it is understandable that students can examine the situation and respond to the conditions existing when they are watching the movie. The circumstances and cultural life, conditions, ethical characteristics, involved are social, and personal.

Furthermore, movie also contribute motivation and offer a kind of collaboration to disciples, the first of which is to provide broad world knowledge that can create rational thinking about the hierarchies structure based on the phenomena they have observed. Second, movie was presenting the student about how to use the knowledge he developed for various aims. Next, movie can encourage students to reconstruct, recompile, and reinterpret new information into new contexts as well. The latter, the movie could be used as an available material for the students, and then the movie could give the students with the opportunity to discover various stages of understanding (Kramsch, 1993). In addition, movie can support students in their understanding to listen, transfer information, and see visuals as gestures and facial expressions at the same time (Alan, 1985, Sherin, 1982, as quoted by Kusumarasdyanti, 2004). All in all, the film is one of the media that can be used as a brilliant tool for growing listening skill for EFL students (Rizki, 2015).

Movie media certainly has advantages that benefit the learning media, such as movies are able to bring up certain events to groups and individuals on a minor and huge scale, movie is able to explain a process rapidly and can play it over and over again, movies have many positive values that enable students to persuade discussion as well as thought that can be used as a foundation of discussion for them, movies can enhance motivation as well as instill effective aspects and attitudes, movies can enhance insight to learners as well as knowledge. Movies could depict the world of nature around them, such as indicating objects that the eyes cannot directly see, such as the heart, also with growing the ability and engineering on inter-frame imaging, so the original movie which would take a week to be shown in only a few minutes' duration, one example is the bloom of a flower bud.

2.5 Mulan (2020) Movie

Mulan (2020) is a movie produced by Walt Disney Pictures with the action/adventure genre during the war of the United States period. The movie is being directed by Miki Caro, while Lauren Hynek, Elizabeth Martin, Amanda Silver and Rick Jaffa are writing the scenario. Mulan (2020) is a live-action movie was reproduced from the Disney animation movie in 1998 which is how the animation came from the Chinese legend, Hua Mulan. This movie will originally air in America on March, 27 2020, but as the Covid-19 pandemic, it has been dispersed back to September 4, 2020 at Disney+ Hotstar, which is their streaming platform with 2 hours duration (Wikipedia, 2020).

Different from the animation movie, *Mulan* (2020) live-action movie has no musical element at all, and the character of Mushu, a little red dragon that helped Mulan finish the mission was replaced by a phoenix bird, the purple cricket also did not appear in the movie but was replaced by the image of Mulan friend at camp called Cricket. It meant that Niki Caro as the director wanted to show a film that seemed realistic, hence many different things in *Mulan* (2020) live-action movie with the animation movie.

Actors and actresses in *Mulan* (2020) movie are the good performers with amazing acting talent some of them even already appear very often in television. Begin from Mulan as the main character played by Liu Yifei, Commander Tung as Mulan's commander was played by Donnie Yen, Jason Scott Lee as Bori Khan, Chen Honghui as Mulan's friend was played by Yoson An, Xian Lang as the witch was played by Gong Li, Jet Li as the Emperor of China, Hua Zhou as Mulan's father was played by Tzi Ma, Rosalind Chao as Mulan's mother, Xana Tang as Mulan's sister, and so on.

CHAPTER III

METHODOLOGY

In this chapter the researcher will address the methodology of the study, such as research design, research subject, research instrument, data collection, and data analysis.

3.1 Research Design

In this study, the researcher uses the qualitative case study. This research design depicted a solitary unit that was investigated to create a theory regarding to the studied case. Based on the research design, the aimed of the researcher uses the case study because the subject has the oddity of teaching the class listening in using the movie as a media. The subject of this study is the EFL lecturer in Maulana Malik Ibrahim State Islamic University in Malang and this study focus on cultivate the integration of *Ulul Albab* character on listening at the critical listening level taught by subject of the study. The participants are uses sample of subject students' in listening class of 2019. The instrument using the researcher itself and interview also observation. The data analysis in this study is using data triangulation.

3.2 Research Subject

For the subject of the study, the researcher focus on the study is the perception of one of the EFL lecturers in English Education Department Faculty of Education and Teacher Training in Maulana Malik Ibrahim State Islamic University, Malang, with the initials H. M. He is a teacher who has

been teaching English for eight years and five years focused on listening teaching. During the past five years he has been teaching the literal listening level, interpretive listening, and critical listening. In his teaching he often used movie as media in teaching listening.

This study focus on cultivate the integration of *Ulul Albab* model of education on listening at the critical listening level taught by subject of the study. The researcher focus on examine perceptions of the subject of the study *Ulul Albab* model of education that can be taught through movie as a learning medium.

In order to gain the validity of the data, the researcher used data triangulation by comparing the result of the interview and observation with the students' answer. Those students are students in English Education Department, Faculty of Education and Teacher Training in Maulana Malik Ibrahim State Islamic University, Malang, who have ever taken the listening class of Mr. H.M. from grade 2019. The researcher takes several students' perception as a sample to validate truth from data acquired from subject of the study.

3.3 Research Instrument

The researcher uses qualitative case study, so there are two instruments in this study. The first instrument is the researcher itself, and the second instrument is an interview guide, also the observation about the movie was used and the course outline given by the subject for his students. As the primary instruments of the researcher's duty is involved in interview to collect

data. In addition, the researcher's duty is narrating the study results that have been obtained. The second instrument which is an interview guide, serves as a guide line in retrieving data through an interview.

3.4 Data Collection

Based on the research design, there are some techniques to collect the data. For the data collection, the researcher first prepares the instruments to be used to interview the subject of the study. The researcher then interviewed the needed data related to the subject then does observation on the teaching and learning process of listening course which is recorded because of online class during pandemic and also the course outline as well. After that, the researcher validates the interviews acquired by interviewing students as the data triangulation. Thereafter, the researcher analyzed the data and drew conclusions about the unfolding case.

3.5 Data Analysis

For the process of analyzing data, the researcher uses data triangulation. It means to compare interview of others to strengthen the statement of the study subject. In this study the researcher is using students' perception for verify the data. Step of the data analysis begins with transcribes the results of the interview. The next step, the researcher reduction and categorized the data needed in the study. After the data display the data needed, the researcher looks for a pattern for present conclusions. The last step is a data verification using the triangulation of students' who had been in his class.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher writes the results of her findings in the form of documentation and description of the note taking obtained after viewing the movie repeatedly. The result of the description as recorded below:

4.1 Research Findings

The researcher got the data from the interview with the lecturer as a subject to answer the research question. The researcher focused on the subject's perceptions of teaching strategy in listening class. Therefore, this sub chapter present results from the researcher's findings related to the EFL teacher's perception for integrating *Ulul Albab* model of education which is explained as follows.

4.1.1 The EFL Lecturer's Perception toward the Integration of *Ulul Albab* Model of Education into Listening Course through *Mulan* (2020) Movie

Based on an interview conducted on July 1st, 2021 the study subject explained the perception of the research subject regarding movie as a media to teach the *Ulul Albab* model of education. The study subject also claims that he believes that watching a movie can do three things for students; 1) the EFL lecturer was convinced, that by watching the student's movie could increase listening skills; 2) through watching films the student is trained to

analyze the elements in the movie, such as the story line, the preset, the setting, and so on; 3) more than that, the most important benefit is that students can learn about the *Ulul Albab* model of education from the results they watched the movie during the listening lesson. The EFL lecturer said that students should learn the good character, so they can apply it into their daily life. He stated that students not only sharpens their skills regarding listening, but need to be offset by the refraction of character education values that are needed by each student. Besides, he said that he can teach good *Ulul Albab* values through listening by using movie as the media of teaching listening.

For the second interview on July 6th, 2021 the subject described his perception of integrating *Ulul Albab* model of education in deeper. In the second interview, the subject adds an explanation for the integration of the *Ulul Albab* model of education in the listening study, in which he said that the *Ulul Albab* figure described by UIN Malang has 4 pillars; 1) his spirituality is deep; 2) have sciences vast, 3) moral grandeur, and 4) professional maturity.

The researcher also conducted interviews with several students who had attended the subject critical listening class this is to validate the interview results of the study subject. From the results of students' interview, it all claimed that the EFL lecturer has integrated the *Ulul Albab* model of education from the movies they saw. They also claimed that they learned some characteristic examples of that 4 pillar of *Ulul Albab*, such as helping each other, trust in God, honest, and so on. Although they only

found several kinds of *Ulul Albab* model of education types inside the movie, yet they can learned the good side of the integration of *Ulul Albab* model of education from the movies that the watched in the listening class. Thus, from the students' perception, it reinforces answers from the subject's interviews.

However, the subject explained about *Mulan* (2020) movie, the subject has considered that, judging from the trip side of the story, there are several positive sides when it comes to *Ulul Albab* model of education and that movie can integrate the *Ulul Albab* model of education to students. Especially the protagonist, *Mulan*. If associated with Islamic women there are several examples that can be studied and linked, such as *Rabiatul Adawiyah*, or *Khodija*, there are also *Aisha*. The subject means that if *mulan* is the western version, the subject will be able to open up again the student's insights with the female figures in Islam, in the hope that his students can have a broader insight. Especially the girls, that gender in Islam is not divided, between men and women, they are all the same.

Apart from this, the researcher explores the *Ulul Albab* model of education within *Mulan* (2020) movie as a model of *Ulul Albab* education integration in teaching listening, the analysis based on the *ulul albab* character for students at UIN Malang Indonesia. Here, the analysis of the *Mulan* (2020) movie.

1. Deep spirituality

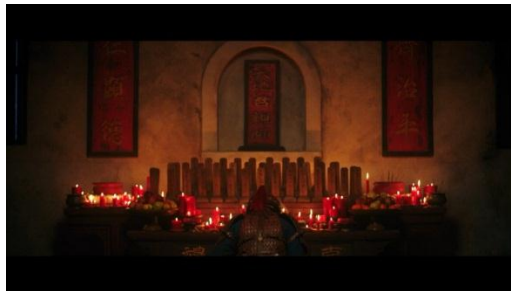
1) Religious

The *Ulul Albab* model of education of deep spirituality appears in the movie at the beginning and end part. The researcher took two samples of it. First is the scenes of Mulan that performed at: 25:39-25:43.

(Mulan prayed in the shrine before running away from home to the camp.)

Second, come from the scene and the monologue of Mulan's father that performed at: 26:35-27:30.

Father: "Ancestors, honored Phoenix, ancestral guardian, I beseech you watch over my daughter, Mulan. She had made a terrible mistake. I thought her too late to know her place. I indulged her. She is innocent of the world. Of men. And the evils of war. And now she's in great danger. Please, honored Phoenix, protect her."



Picture 4.1 Mulan curtsy to her ancestors in the shrine

From the religious samples deep spirituality that the researcher found in this movie its lie on the scene minutes 00.25.39, Mulan curtsy to her ancestors in the shrine.



Picture 4.2 Mulan's father is kneeling inside the shrine

Another sample was taken by the words of Mulan's father in the form of a monologue. It is enhanced by the scene when Mulan's father is kneeling inside the shrine, scene minutes 00.26.36. Both the monologue and the scenes led the researcher to the conclusion that it reflects a short of religiousness in the form of prayer.

2. Noble Morality

1) Honest

The *Ulul Albab* model of education of noble morality showed up at the beginning until the end part of the movie characteristic is honest. Researcher took two samples of it. First was monologue and the actions of Hua Jun (alas Mulan) that performed at 01:04:36-01:05:37.

Hua Jun: (got up after seeing the entity of phoenix and then looked at her sword right on word "honest") "True."

(Hua Jun began to see herself again as Hua Mulan. Then she rode her horse, took off her armor, and untied her hair, revealing the identity she had been hiding all this time)

Second. Come from dialogue between Commander Tung and Mulan that performed at: 01:12:08-01:12:38.

Commander Tung: “Hua Jun?”
Mulan: “I’m Hua Mulan. Forgive me.”



Picture 4.3 Mulan sees a reflection of herself through her sword

Researcher takes the first sample of the noble morality that is honest. It comes from the monologue and the actions of Hua Jun (alias Mulan) in the crater area that looked at her sword, scene minutes 01.05.12. From the reflection of her sword, she can see herself as Hua Mulan, the one he’s been hiding all the time.



Picture 4.4 Mulan kneeling before the Commander Tung, Sergeant Qiang, and the other soldiers

Second sample was the recognition by Mulan in the form of a dialogue. In scene minute 01.12.26 there is a scene of Mulan kneeling before the Commander Tung, Sergeant Qiang, and the other soldiers. From the monologue, dialogue, actions, and scene, the researcher drew the conclusion that both reflect honesty in the form of acknowledge identity.

2) Tolerance

The *Ulul Albab* model of education in the middle and the end apart, and the characteristic is tolerance. One of the samples the researcher took was Honghui's attitude and response to Hua Jun (alias Mulan) that performed at: 37:21-37:42.

Honghui: "Tell us, Hua Jun. What's your ideal woman?"

Hua Jun (alias Mulan): "My ideal woman is courageous."

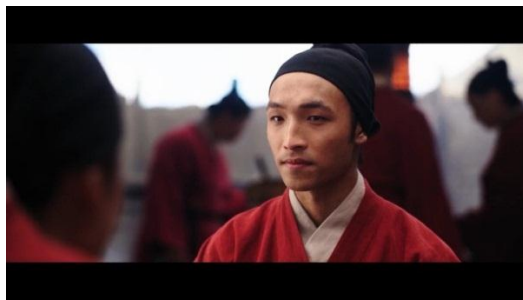
Po: "A courageous woman?"

Hua Jun: "Yes."

Hua Jun: "And she has a sense of humor. She's also smart."

Po: "Smart?"

(Everyone laughs except Honghui)



Picture 4.5 Honghui's response and attitude to Hua Jun answer

The researcher found the *Ulul Albab* model of education like tolerant in this movie comes from Honghui's response and attitude to Hua Jun (alias Mulan) answer, scene minutes 00.37.40, where fellow soldiers laughed at the answer from Hua Jun. Honghui himself is seen only listening without laughing at her. From Honghui's response and attitude, the researcher concludes that a reflection of the tolerant type is respecting the opinion of others.

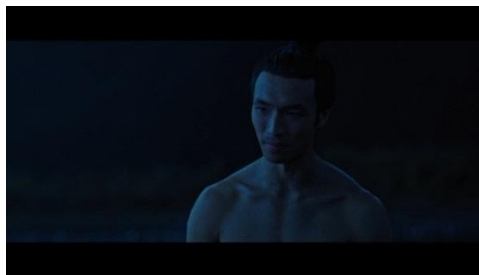
3) Democratic

The *Ulul Albab* model of education appears in the movie in the middle and the end part. One of the samples of democratic that the researcher took was the dialogue between Honghui dan Hua Jun (alias Mulan) that performed at: 43:08-43:37.

Honghui: "Hua Jun, we started off with the wrong foot. Can we be friends?"

Hua Jun: "I'm not your friend."

Honghui: "Very well. But you are my equal. We fight together against the same enemy. I will do all I can to protect the others. You can turn your back on me but when the time comes, do not turn your back on them."



Picture 4.6 Honghui talked to Hua Jun

From *Ulul Albab* model of education the researcher found sample of democratic in this movie, it lies in the Honghui's dialogue to Hua Jun's answer. In the scene minutes 00.43.23, there is a Honghui dialogue that said to Hua Jun (alias Mulan) about their duty. From the Honghui's response, the researcher concludes that the reflection of character education value of the democracy type is to treat others in the same way (both rights and obligations).

4) Curiosity

The *Ulul Albab* model of education appears in the middle and the end part, the characteristic is curiosity. One of the samples the researcher takes was the dialogue between Mulan and her sister, Xiu that performed at: 01:39:48-01:39:57.

Xiu: "There is so much I have to ask you."

Mulan: "Tell me about you first."

Xiu: "I... I am matched!"

Mulan: "What's he like?"

Xiu: "He's handsome, a little



Picture 4.7 Mulan met her sister Xiu

From the noble morality type of *Ulul Albab* model of education that the researcher found sample of curiosity in this movie it lied in the dialogue Mulan and her sister, Xiu in the scene minutes 01.39.55. The type curiosity of character education is more emphasized on Mulan in this scene. From the dialogue the researcher concludes that the reflection of character education of the curiosity type is asking about others condition.

5) The National Spirit

The *Ulul Albab* model of education like this national spirit showed up at the beginning until the end part of the movie. Researcher takes two samples of it. First was the Mulan's father dialogue to Mulan that performed at: 24:08-24:12.

Father: "It is my duty to fight. My honor to sacrifice for the emperor."

Second. Researcher takes dialogue of Mulan to Commander Tung that performed at: 01:16:54-01:17:51.

Mulan: "Commander Tung!"

Commander Tung: "What is the meaning of this?"

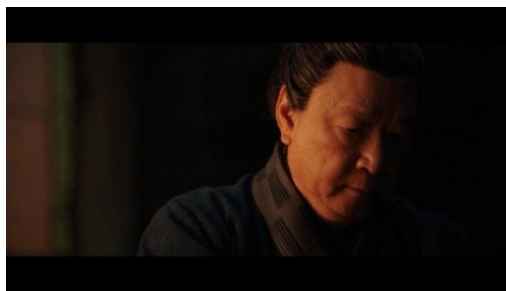
Mulan: "Commander Tung, we must ride to the emperor. His life is in danger."

Commander Tung: "The emperor life's has never been safer."

Mulan: "That's what Bori Khan wants you to believe. Please, you have to listen to me."

Commander Tung: "Sergeant, hand me my sword."

Mulan: "Kill me if you must. But first, listen. The garrison attacks were just a distraction. Khan has our army focused on the Silk Road. So he can sneak into the Imperial City and kill the emperor. Bori Khan is already far ahead. The Imperial Army can't stop him now. But perhaps a small, well-trained force could. When employed correctly, four ounces can move 1,000 pounds."



Picture 4.8 Mulan's father talked

The researcher found a sample of noble morality that is the national spirit in this movie. First sample comes from the dialogue of

Mulan's father to Mulan about his duty to fight for the emperor. One of his chat scenes occurred in minutes 00.24.08.



Picture 4.9 Mulan convinced Commander Tung about a bogus attack from Bori Khan

Second sample come from Mulan's dialogue convinced Commander Tung about a bogus attack from Bori Khan. One of the Mulan conversation' scene showed in minutes 01.17.25. From that dialogue the researcher drew the conclusion that the national spirit type of character education is reflected in self-sacrifice for the nation.

6) Patriotism

The *Ulul Albab* model of education of patriotism type showed up at the beginning until the end part of the. One of the samples the researcher takes was the dialogue between Sergeant Qiang and Commander Tung to the warriors that performed at: 51:50-52:18.

Sergeant Qiang: "Today, you become men. You will now take the oath of the warrior pledging fidelity to the three pillars of virtue. The enemy possesses none of these and therefore can be defeated. Remember this when you meet him on the battlefield. Draw sword!"
Commander Tung: "Loyal."

Warriors: "Loyal!"
Commander Tung: "Brave."
Warriors: "Brave!"
Commander Tung: "True."
Warriors: "True!"



Picture 4.10 Sergeant Qiang and Commander Tung brandishing swords at the warriors before war

The researcher found the *Ulul Albab* model of education of noble morality such as patriotism in this movie comes from the dialogue of Sergeant Qiang and Commander Tung to the warriors. This was reinforced by the scene where the Sergeant Qiang and Commander Tung were brandishing swords at the warriors when they were about to lead the oath taking of the three pillars of virtue, scene minutes 00.52.08. From that dialogue the researcher drew the conclusion that the character education of the patriotism type is loyal to the nation.

7) Friendly/Communicative

The *Ulul Albab* model of education like friendly/communicative type showed up at the beginning until the end part of the movie. One of the samples the researcher takes the dialogue between Cricket and Ling that performed at: 29:25-29:35.

Cricket: "I'm Cricket."

Ling: (nodding and smile)

Cricket: "My mother says I was born under an auspicious moon. That is why my mother says I'm a good luck charm."



Picture 4.11 Cricket talking to Ling and Ling smiling at the Cricket

The researcher found the *Ulul Albab* model of education of noble morality such as friendly/communicative in this movie comes from the word of Cricket to Ling in the form of a dialogue. This was reinforced by the scene where Cricket talking to Ling and Ling smiling at the Cricket, scene minutes 00:29:26. Both from the dialogue and scene the researcher drew the conclusion that the character education of the friendly/communicative type is friendliness.

8) Love Peace

The *Ulul Albab* model of education, like the characteristic of love peace appears in the middle and the end part. One of the samples the researcher took was the Hua Jun's (alias Mulan) dialogue to her fellow soldiers that performed at: 56:09-56:47.

Hua Jun: "My father once said, "There is no courage without fear"."

Yao: "So?"

Hua Jun: "So this is natural."

Po: "Well, it doesn't feel natural." (Po exhales sharply)

Hua Jun: "Listen to me, all of you. We will live. I guarantee it. Because I will protect you. We'll protect each other. We'll fight for each other."



Picture 4.12 Hua Jun talked to her soldier friends

From the noble morality type of *Ulul Albab* model of education that the researcher found in this movie it lied in the dialogue Hua Jun (alias Mulan) to her soldier friends about their fear, one of her chat scenes occurred in scene minutes 00.56.32. From the dialogue the researcher drew the conclusion that the character education "love peace" is reflected in the form of spreading a sense of calm to others.

9) Social Concerned

The The *Ulul Albab* model of education, like the characteristic of social concerned type appears in the middle and the end part. Researcher took two samples of it. First was the Honghui's dialogue and actions to Cricket that performed at: 01:09:49-01:10:00.

Honghui: (Cricket whimpering) "Cricket! (Helped Cricket that got stuck in the ruins giant slingshot) Go! Go! Go!"

Second. Come from Mulan's dialogue and actions while looking for Honghui that performed at: 01:10:07-01:11:09.

Mulan: “Honghui! Honghui!”
(Mulan saved Honghui who is drowned in the avalanche from the mountain)



Picture 4.13 Honghui saved Cricket

The researcher found the *Ulul Albab* model of education of noble morality such as social concerned in this movie. First sample comes from the dialogue of Honghui to Cricket. This was reinforced by the scene that showed in minutes 01.09.53. There is the scene Honghui saved Cricket.



Picture 4.14 Mulan saved Honghui

Second sample comes from dialogue and actions of Mulan while she looking and saved Honghui that sank in an avalanche. One of the scenes Mulan save Honghui appeared in scene minutes 01.10.20. From the dialogue and the scene, researcher drew the conclusion that the reflection of character education of the social concerned is helping each other.

10) Responsibility

The The *Ulul Albab* model of education, like the characteristic of responsibility appears at the beginning until the end part. One of the samples the researcher took was the dialogue of Mulan's father to little Mulan that performed at: 30:02-30:13.

Father: "Your chi is strong, Mulan. But chi is for warriors not daughters. Soon, you'll be a young woman and it is time for you to hide your gift away. To... to silence its voice. I say this to protect you. That is my job. Your job is to bring honor to this family."



Picture 4.15 Mulan's father talked to Mulan

The researcher found the *Ulul Albab* model of education of noble morality such as responsibility in this movie comes from the dialogue of Mulan's father to little Mulan about his job as a father and Mulan's job as a daughter. One of the conversations occurred at 00.05.42. From the dialogue, reflected the character education of the responsibility type namely teach of responsibility.

3. Broad Knowledge

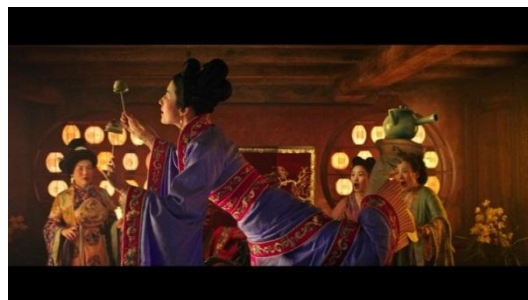
1) Creative

The The *Ulul Albab* model of education, like the characteristic of creative showed up at the beginning until the end part of the movie. Researcher takes two samples of it. First was come from the scene Mulan caught a teapot and cups flying through the air that performed at: 18:08-18:16.

(Mulan saw a teapot and cups in the air and quickly removed the chopsticks stuck in her hair and caught all the cups and the teapot with her hands and the sole of her foot)

Second sample takes from Mulan's scene on the battlefield that performed at: 01:07:41-01:08:15.

Mulan: (looked at the situation on the battlefield and found a way to save the soldiers. Scooping things around and grabbing helmets then carrying them away. She swindled the enemy to attacked the snow mountain)



Picture 4.16 Mulan saved a teapot and cups that flew through the air

The researcher found the *Ulul Albab* model of education of broad knowledge such as creative in this movie. The first sample comes from the act Mulan does when she sees a teapot and cups flying through the air. Scene minutes 00.18.15 there is a scene of

Mulan catching the teapot and cups using the sole of her foot and chopsticks for hairpins.



Picture 4.17 Mulan took a helmet

Other samples come from the scene where Mulan looked at the situation at the battlefield and used the things surrounding her to take helmets to the mountain to deceive the enemy. One of the scenes appeared in the scene minutes 01.07.56. From that scene and actions, the researcher drew the conclusion that a reflection of character education in creative type is to use objects in its immediate vicinity to save the situation.

4. Professional Maturity

1) Discipline

The The *Ulul Albab* model of education, like the characteristic of discipline appears at the beginning and end part. Researcher takes two samples of it. First, the scene and the dialogue between Commander Tung, Honghui, and Hua Jun (alias Mulan) that performed at: 30:02-30:13.

Commander Tung: "I'm your commanding officer. Fighting will not be tolerated. Am I clear?"

Honghui: "Yes Commander."

Hua Jun (alias Mulan): (nodding)

Commander Tung: "With your voice, soldier."

Hua Jun: (continuing in deep voice) "Yes, Commander."

Second. Dialogue of Sergeant Qiang to Hua Jun also dialogue of Commander Tung to Mulan that performed at: 45:44-46:14.

Sergeant Qiang: "Hua Jun. report to Commander Tung."

Hua Jun: (obeying orders)

Guard: "Hua Jun, Commander."

Hua Jun: (standing in front of the tent waiting for orders to enter)

Commander Tung: "Enter."

Hua Jun: (enter to the tent)



Picture 4.18 Commander Tung disciplining Honghui and Hua Jun

The researcher found the *Ulul Albab* model of education of professional maturity such as discipline in this movie comes from the sample from dialogue of Commander Tung when disciplining Honghui and Hua Jun (alias Mulan) and their response to it. That dialogue is reinforced with the scenes Honghui and Hua Jun (alias Mulan) standing in upright positions in front of Commander Tung scene minutes 00.30.06.



Picture 4.19 Hua Jun standing in front of the tent

Other sample comes from the dialogue of Sergeant Qiang to Hua Jun, also the dialogue of Commander Tung to Mulan. In scene minutes 00.46.09 there is a scene of Hua Jun (alias Mulan) standing in front of the tent, waiting for orders to come in. Both from dialog and the scene, the researcher came to the conclusion that they reflect discipline in the form of obeying commands.

2) Hard Work

The The *Ulul Albab* model of education, like the characteristic of hard work showed up at the beginning until the end part of the movie. Researcher takes two samples of it. First was the scene Hua Jun (alias Mulan) carrying two buckets of water to the top of the mountain that performed at: 48:52-50:14.

(Hua Jun brought two buckets of water in each hand carried them up to the top of the mountain without a break like the commander ordered)

Second. Scene of Honghui and the imperial soldiers that performed at: 01:34:09-01:34:39.

(Honghui and the imperial soldiers fought the Rouran soldiers and defeated them all)

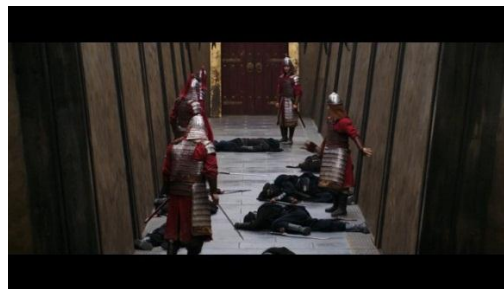


Picture 4.20 Hua Jun trying desperately to carry two buckets full of water up the mountain

From the professional maturity type of *Ulul Albab* model of education that the researcher found in this movie, first sample it lies in the scene of Hua Jun (alias Mulan's) trying desperately to carry two buckets full of water up the mountain scene minute 00.49.46.



Picture 4.21 Honghui fought with Rouran Army



Picture 4.22 Imperial soldiers defeated the Rouran Army

Second sample was taken by the scenes where Honghui and the Imperial soldiers fought the Rouran Army and defeated them.

Both scenes are in minutes 01.34.11 and minutes 01.34.37. From the dialogue and scenes, the researcher drew the conclusion that a reflection of such hard work is accomplished assignment as best as could.

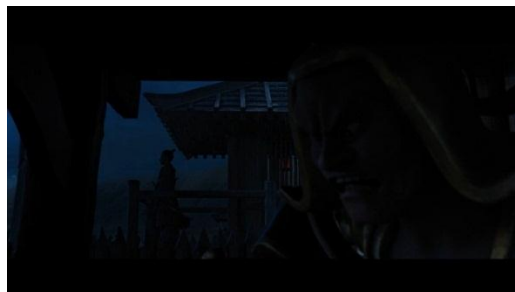
3) Self-Sufficient

The The *Ulul Albab* model of education, like the characteristic of self-sufficient appears in the middle and the end part of the movie. One of the samples the researcher took was Hua Jun (alias Mulan) dialogue to Sergeant Qiang also Hua Jun's scene guarding at the post that performed at: 31:16-31:33.

Sergeant Qiang: "And I need a volunteer for night guard duty."

Hua Jun: "Me! I mean, I volunteer, sir."

(Hua Jun stayed sentry at the post all night in earnest)



Picture 4.23 Hua Jun was on guard all night at the outpost alone

The researcher found the *Ulul Albab* model of education of professional maturity such as self-sufficient in this movie comes from dialog between Hua Jun (alias Mulan) to Sergeant Qiang. She also afforded the Sergeant Qiang's orders to become a volunteer at the post. That was corroborated with the scene of Hua Jun being on guard all night at the outpost alone, scene minutes 00.31.30. From

both the dialogue and the scene, the researcher drew the conclusion that the character education value of the self-sufficient type is reflected in the form of handle the assignment individually.

4) Appreciative Achievement

The The *Ulul Albab* model of education, like the characteristic of appreciative achievement appears at the middle and the end part. Researcher takes two samples of it. First was the Honghui's dialogue to Commander Tung that performed at: 01:18:07-01:18:18.

Honghui: "You would believe Hua Jun. why do you not believe Hua Mulan? She risked everything by revealing her true identity. She's braver than any man here. And she's the best warrior amongst us."

Second. Dialogue of Sergeant Qiang, Commander Tung, Father, and Mulan that performed at: 01:42:40-01:44:01.

Sergeant Qiang: "Under order of his Imperial Majesty the Emperor, we present this gift to Hua Mulan. She has saved the dynasty. The entire kingdom is in her debt."

Commander Tung: "She has brought honor to her ancestors, to her family, to her village, and to her country."

Sergeant Qiang: "As benefits a great warrior the sword is marked with the pillars of virtue."

Father: "Loyal, brave, true. And what is this fourth virtue I see?"

Commander Tung: "Read it aloud, Mulan."

Mulan: "Devotion to family."

Father: "You have brought honor to us all."

Sergeant Qiang: "The emperor urges you to consider his invitation to join our greatest decorated warriors as an officer in the Emperor's guard."

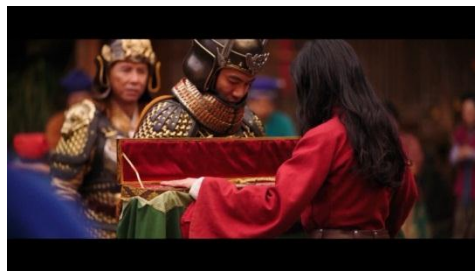
Commander Tung: "He awaits your decision."

Mulan: (smile)



Picture 4.24 Honghui talked to Commander Tung about his opinion

The researcher found the *Ulul Albab* model of education of professional maturity such as appreciative achievement type in this movie. First sample comes from the dialogue of Honghui to Commander Tung. In the scene minutes 01.18.08 there is a scene Honghui was talking to Commander Tung about his opinion.



Picture 4.25 Mulan got a sword, royal reward from the emperor

Second sample comes from the dialogue of Sergeant Qiang, Commander Tung, Father, and Mulan. This was reinforced by the scene where Mulan got a sword, royal reward from the emperor, scene minutes 00.29.26. From this dialogue the researcher concludes that a reflection of the character education of the appreciative achievement type is recognition of the hard work of others.

Based on the analysis that has been exposed above, the types of *Ulul Albab* model of education in *Mulan* (2020) movie are deep spirituality, then the reflection are; on is; 1) pray, nobel morality, then the reflection are; 1) self-recognition; 2) respecting the opinion of others; 3) treat others the same way (both rights and obligations); 4) asking about others condition; 5) self-sacrifice for the nation; 6) loyal to the nation; 7) recognition of the hard work of others; 8) friendliness; 9) spreading a sense of calm to others; 10) helping each other; 11) and teach of responsibility, broad knowledge, then the reflection are; 1) use objects in its immediate vicinity to save the situation, professional maturity, then the reflection are; 1) obeying commands; 2) accomplished assignment as best as could; 3) handle the assignment individually; 4) recognition of the hard work of others. Amount of results from the analysis obtained by the researcher suggests that *Mulan* (2020) movie has an abundance of *Ulul Albab* model of education that can give the learners a positive impression.

4.1.2 The EFL Lecturer's Strategy in Teaching Listening by Integrating *Ulul Albab* Model of Education by Using *Mulan* (2020) Movie as The Teaching Media

Regarding to the teaching and learning process, the subject in the first interview described teaching strategy used during his the listening class. During the lecture interview process states that there are several levels in listening teaching namely, literal listening, interpretive listening,

and critical listening. Movie use is often used at the critical listening level. The EFL lecturer mentioned the strategy he used in teaching listening. Starting from giving instruction, then he asks student to listen and watch the materials, and lastly he asks students to make an analysis orally or written. He also mentioned that he also used many genres in listening teaching to students in the class. Some genre of film used like such as trailer, action, love, and fiction. The reason behind the genre selector is based on the subject's statement is that in the movies contained the important character education values to develop in students. Those examples of character are responsibility, honesty, social concern and so on.

In the second interview, the subject explained that there are 16 meetings in the critical listening class which are cut by the introduction on the first day, midterm, and final exam. In the listening class, the subject received two media passes of videos and movies per week. For the critical listening class students are not only asked to review what they watch but also asked to criticize the content of the film. So students are given the freedom to criticize the film according to their point of view. Following the terms of integrity and review, the subject assesses the student's using authentic assessment to know the capability has been raised to what extent. Authentic assessment is the assessment of the students' improvement using several techniques capable of proving that the purpose of learning is truly mastered by the students. So that is applied as a teaching strategy in the subject's listening class.

For the listening approach the subject explained that he used natural approach in the listening class. Natural approach allowed the lecturer to add the multisensory elements like movie, video, sound, text, and so on. Those elements provide a meaningful context to facilitate the understanding.

In the application of the method, the subject said that at the beginning of the meeting, the EFL lecturer explained to the students about what and how the learning they would receive during the 16 times in the listening class, such as introducing syllabus, verifying the context of the class, to the discussion of the importance of listening ability, after it subject has explained the tricks of listening. The meeting afterward, at the beginning of the subject's study the subject gives students direction about the movie they will watch and what they should do, in the learning activity, after watching the movie the students are asked to review and criticize the film they are watching. Just after that, the lecturer was going to feed the feedback to them. The subject also explains another method used in the listening class, in which the EFL lecturer used the language lab, in which each student has his own computer screen, and then the film or video will be shown from the central computer which will then be connected to their own computer.

The subject then described the two techniques she used in the listening class. The first used speech, the second used writing. Oral use is usually followed when students watch videos. But for movie, the subject chose written because of time constraints. He said that measuring learners

using spoken techniques takes more time than writing. From the technique there are two things produced, the first is speaking the second is writing.

Next the subject explained his perception of the use of movie media in teaching. It comes from the subject's personal experience while still a student and learning English. He argued that if learning only focuses on the teacher, it is nothing but fun and challenging. Therefore, in two stages of his class, interpreted listening and critical listening subjects use movie and video, while students are also delighted and comfortable when they use movie and video as a learning media, in particular to develop their listening ability. The *Ulul Albab* model of education built by UIN Malang is one of the integrated forms between science and religion. Therefore, the subject's listening study also expects students to be able to integrate the *Ulul Albab* model of education through the material figures they watch in movies. In addition, EFL lecturer also said that when students watch movies or videos, they not only get content of the listeners but also learn by the speakers in the video they can take character lessons and apply them in everyday life.

4.2 Discussion

4.1.1 The EFL Lecturer's Perception toward the Integration of *Ulul Albab* Model of Education into Listening Course through *Mulan* (2020) Movie

According to the research findings, the subject also mentioned that he also used a lot of genre in listening teaching to students in the class, like

action, fiction, trailer, love, and fiction. Regarding the movie used as a teaching media, through the interview of the EFL lecturer, the subject states that there are a number of benefits from using the movie as a teaching media, the first, by watching students' movie skills can increase their listening skills. Second, through watching movies students are trained to interpret also to analyze the entire content of the film, from the meaning of the film to the elements in the film, such as the story line, the logging, the setting, and so on. The last and most important is that students can learn character education values from the results they watched the movie during the listening lesson. This harmonizes with what Kramsch (1993) suggests that movie can invite students to reintroduce, reconstruct, and reinterpret new knowledge into a new context as well. Finally, the movie can be used as an accessible material for the students, as well as the movie can provide the students with the opportunity to explore various stages of understanding. This has proved that the use of movie media in the listening class is an appropriate choice, since students can improve positive capabilities and habits, certainly in a fun way.

According to Kramsch (1993) about his opinion that movie could allow students to explore the various stages of understanding here in relation to the quality character education that can be developed through teaching listening by viewing movies. The EFL teacher vows in the interview that students do not only learn the skills (listening), but they can take same value, even good value from that movie. They should learn the good character, so they can apply it into their daily life. He also said that students

not only sharpens their skills regarding listening, but need to be offset by the appropriate breeding values of character education that each student needs to have by which they are all dictated in teaching through movie media in the listening class. It is amplified by the statement from Walid (2011) that the education of character is something that a teacher does, which then affects the character of his students. From the observation of the researcher, the subject explained that *Ulul Albab* model of education could be integrated in listening class. In teaching education the subject not only wants his students to be present in terms of listening skills but also extends the great hope that students can learn the *Ulul Albab* model of education they have received from the movies they watch and can implement in daily life. It is important, then, to balance the education of the brain and soul for the students that they not only grow into clever but also conscious humans becoming conscious and of good character. From the statement, then, something that has been done by the research subject in integrating character values to the students is embodied through the media movie in teaching within the listening class.

In the interview, the subject said the *Ulul Albab* figure described by UIN Malang has four pillars, his spirituality is deep, have sciences vast, and professional maturity, it was supported by the statement from Mulyono, et al. (2020) that stated Prof. Dr. H. Imam Suprayogo compiled four concept of *Ulul Albab* patterns, that is moral, grandeur, the firmness of faith (aqeedah) and spiritual depth, professional maturity, and breadth of knowledge. According to the subject's perception for *Mulan* (2020) movie

itself that there are several positive sides contained within it and that it can integrating the *Ulul Albab* model of education to students in the critical listening class. The subject also links the female figures in Islam, and it is hoped that students will have extensive knowledge.

4.1.2 The EFL Lecturer's Strategy in Teaching Listening by Integrating *Ulul Albab* Model of Education by Using *Mulan* (2020) Movie as the Teaching Media

Through the research done by the researcher on the subject, the subject said that in listening strategy he used movies and videos alternatively. In the critical listening, the EFL lecturer asked his students to review and criticize the movie they watched. From that result of the review the subject assess the skill of his learners. According to Setiyadi (2011) from the results of interview, the subject uses cognitive strategy, where there are three processes. The first is comprehension process which is linked with the linguistic and nonlinguistic information. Secondly, storing and memory processes, which deal with linguistic input and nonlinguistic input into the long-term memory or working memory. Thirdly, using and retrieval processes, which is linked to memory accessibility to provide as output. In the way the subject connected the main character of *Mulan* (2020) movie with the figures woman in Islam, the subject also used a contextual teaching and learning strategy in his class, which is this harmonize with the Sanjaya (2006) statement of a learning strategy that links the material that learned by students with their real life, named contextual teaching and learning strategy.

From the listening approach that used by the EFL lecturer, he used movies and videos because it was the most fitting approach in the teaching listening skill. For the listening approach the subject explained that he used natural approach in the listening class. Natural approach allowed the lecturer to add the multisensory elements like movie, video, sound, text, and so on. Those elements provide a meaningful context to facilitate the understanding (Krashen and Terrel, 1983).

The description of the subject regarding listening method, firstly the subject gave the students the briefing of what video they would watch, after that the learners watching the movie, and in the end of the class the EFL lecturer asked his students to review the movie, after learners collect that reviews then the subject give the feedback for them. From that explanation, the EFL lecture used video segments theory, this theory aided by sources such as movie, interview segments, and so on. This method is based on the Switzer (2018) on article of Modern Method of Teaching Listening Skills. The listening technique that used by the EFL lecturer is watching movies, videos, and facilities in computer laboratory, such as computer and headphone. Where each student gets their own computer screen, then the EFL lecture will be played the movie from the central computer. After they watched the movie, the subject asked them to make a review from the movie using oral or writing.

In the interview, the EFL lecturer also said that when students watch movies or videos, they not only get content of the listeners but also learn by the speakers in the video they can take character lessons of *Ulu*

Albab and apply them in everyday life. It is compatible with the statement from Steward (2006) that said if movie is an idea which by watching it students could then think critically. Then it is understandable that students can examine the situation and respond to the conditions existing when they are watching the movie. The circumstances and conditions involved are social, ethical characteristics, cultural life, and personal.

CHAPTER V

CONCLUSION AND SUGGESTION

Base on the research finding and discussion that the researcher had done in the previous chapter on the result of the description lecturer's perception and strategy for integrating character educational values into listening though movie. Then it is possible to draw conclusions as follow:

5.1 Conclusion

Based on research findings and discussion with the subject's from this study, there is perception toward the integration of *Ulul Albab* model of education into listening course through movie. According to the subject's perception in teaching listening course through movie was integrate the four pillars of *Ulul Albab*. In which the four pillars of *Ulul Albab* figure described by UIN Malang are his spirituality is deep, have sciences vast, and professional maturity.

Regarding to the *Mulan* (2020) movie, the subject has calculated that, judging from the trip side of the story, there are several positive sides when it comes to *Ulul Albab* model of education and *Mulan* (2020) can integrating the *Ulul Albab* model of education to students in listening class. Especially the protagonist, *Mulan*. If associated with Islamic women there are several examples that can be studied and linked, such as *Rabiatul Adawiyah*, or *Khodija*, there are also *Aisha*.

The strategy used by the subject in teaching listening course through movie was cognitive strategy such as the subject asked his students to review and criticize the movie they watched and used contextual teaching and learning strategy that links the materials with students' real life. From that result of the review the subject assess the skill of his learners used authentic assessment. The listening approach was used natural approach, for the method the subject used video segments theory, and the technique in teaching listening, he used oral and writing to review the movie.

5.2 Suggestion

Base on the previous chapter on the result of the description lecturer's perception and strategy for integrating character educational values into listening through movie, the researcher thus presents suggestions that hopefully will serve as both a consideration and an input for the teacher, further researcher, as well as for the educational world:

1. For teachers, the researcher suggests the use of movie in learning is a good medium to integrate character education value in the listening class.
2. For the further researcher, can do study in the field of listening strategy using this study as an additional ingredient of data.
3. In addition, the further researcher could then do research in integrating *Ulul Albab* model of education in English and other media studies.

REFERENCES

- Asher, J. J. (1977). *Learning another Language through actions: The Complete Teacher's Guidebook*. Los Gatos, CA:Sky Oaks.
- Azhari, A. (2004). *Psikologi Umum dan Perkembangan*, Cetakan I.
- Bordwell, D. and Thompson K. (2004). *Film Art: An Introduction*. McGraw-Hill.
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press.
- Grafispaten. (2013). Etika dan Budaya Akademik. Retrieved July Sunday, 2021, from <https://grafispaten.wordpress.com/?s=Etika+dan+budaya+akademik&search=Lanjut>
- Goh, C. (1997). *Metacognitive Awareness and Second Language Listeners*. *ELT Journal*, 361-369.
- Goh, C. (1998). *How Learners with Different Listening Abilities Use Comprehension Strategies and Tactics*. *Language Teaching Research* 2: 124-47.
- Goh, C., and Yusnita T. (2006). *Metacognitive Instruction in Listening for Young Learners*. *ELT Journal* 60: 222-32.
- Harmer, J. (2007). *How to Teach English (6th ed.)*. England:Pearson Education.
- Hartini, S. (2017). *Pendidikan Karakter Disiplin Siswa di Era Moderen Sinergi Orang Tua dan Guru MTs Negeri Kabupaten Klaten*. *Journal Basic of Education*. 38-59.

- Herawati, Y. W. (2016). *Integrating Character Education and Local Genius through Balabolka in Teaching Listening*. LiNGUA, 11(1), 21.
- Hidayati A., Zaim M., Rukun K., Darmansyah D. (2014). *The Development of Character Education Curriculum for Elementary Students in West Sumatera*. International Journal of Education and Research, 2(6), 189-198.
- Jannah, R. (2019). *Teachers' Perception on the Use of English Textbook in Teaching English (A Descriptive Study of EFL Teachers at Man 3 Kota Banda Aceh)* (Doctoral Dissertation, Universitas Islam Negeri Ar-Raini).
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Krashen, S. D., & Krashen, S. D. (1983). *Natural Approach* (pp. 20-22). New York: Pergamon.
- Kustandi, C., and Sutjipto, B. (2010). *Media Pembelajaran; Manual dan Digital*. Bogor: Ghalia Indonesia.
- Kusumarasdyanti. (2004). *Subtitled Movie DVDs in Foreign Language Classes*. Monash University.
- Ling L. (2009). *One the Use of Film in EFL Classroom*. US-China Foreign Language, 7(12), 18-21.
- Mulyono, Sahlan A., Sholihah T., Rusmingsih D., Riadi I. (2020). *Strategy to Build Ulul Albab Character for Students at UIN Malang Indonesia*. PalArch's Journal of Archaeology of Egypt/Egyptology, 379-394.

Ny. (2016, May). *Pengenaan Chi*. Retrieved December Saturday, 2020, from NusaBali.com:

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.nusabali.com/berita/5112/pengenalan-chi&ved=2ahUKEwjW0qX_qtHtAhVEAXIKHSXZBeMQFjAFegQIFBA&usg=AOvVaw2XInVmXh9APucUYRFCYIkY

Nyoman Payuyasa and Kadek Hengki Primayana. (2020). *Meningkatkan Mutu Pendidikan Karakter Melalui Film “Sekolah Rimba”*. Jurnal penjaminan Mutu, IHDN Denpasar, Vol. 6 No. 2 , 198.

O'Malley, J. M., and Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.

Piscayanti, K.S., Supriyanti, G.A.P, Premana. M.Y.H. (2020). Positive Character Education Values Found in Simba, The Lion King (1994) Movie.

Piscayanti at. al., Positive Character Education Values Found in Simba, The Journal of Educational Research and Evaluation, Universitas Pendidikan Ganesha, Vol. 4 No.3.

<https://doi.org/10.23887/jere.v4i3.27218>

Rahmi, M. M., & Erlinda, R. (2014). *Teachers' Role in Building Students' Character through English Language Teaching Classroom*. In International Conference on Language and Arts (pp. 320-327).

- Rahardjo, M. (2016). *Ulul Albab as a Model of a Character Education Development: Best Practices in UIN Maulana Malik Ibrahim Malang. Konferensi Nasional forum Rektor Indonesia di Universitas Negeri Yogyakarta. Yogyakarta.*
- Rizki, F. A. (2015). *Students' Perception on the Use of Film as an Media in EFL Clasroom.* Thesis. English Department Faculty of Language and Literature Satya Wacana Christian University.
- Rost, M. (2002). *Listening tasks and language Acuisition.* In *Memorias del Congreso JALT 2002* (pp. 18-28)
- Sahlan, A. (2014). *Enhancement of Culture in Education: Research on Indonesian High School.* *Journal Procedia: Social and Behavioral Science* 143 (2014), 117-121.
- Samudi. (2013). *Upaya Meningkatkan Budaya Akademik di Perguruan Tinggi ,* Kamis 10 Oktober 2013, STAI La Tansa Mashiro Rangkasbitung. Retrieved July Thursday, 2021, from <http://samudi-mpd.blogspot.com/?m=1>
- Sanjaya, W. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Kencana Frenada Media Grup.*
- Setiyadi, B. (2011). *English Learning Strategies in an EFL Setting in Indonesia. Jakarta: Halaman Moeka.*
- Steward, D. M. (2006). *Film English: Using Film to Teach English.* *Electronic Journal of English Education*, 24(1), 1-17

Sumbulah, U. (2017). *De-Radicalization of Indonesian Students: A Case Study of UIN Malang*. *Pertanika Journal of Social Science and Humanities*, 25(S). 155-164.

Switzer, C. (2018, June). *Modern Methods of Teaching Listening Skills*. Retrieved July 9, 2021, from The Classroom: <https://www.theclassroom.com/modern-method-teaching-skills-2458.html>

Undang -Undang Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*, (Pasal 3), 3.

Usman, B. (2002). *Media Pembelajaran*. Jakarta: Ciputat Pers.

Walid, M. (2011). *Model Pendidikan Karakter di Perguruan Tinggi Agama Islam (Studi Tentang Pendidikan Karakter Berbasis Ulul Albab di Universitas Islma Negeri Maulana Malik Ibrahim Malang)*. *El-Qudwah*.

Wikipedia. (2020). *Mulan (Film 2020)*. Retrieved January Tuesday, 2021, from wikipedia.org: [https://id.m.wikipedia.org/wiki/Mulan_\(film_2020\)](https://id.m.wikipedia.org/wiki/Mulan_(film_2020))

Winkel, W. S. (1996). *Psikologi Pengajaran*, Jakarta: Grasindo, Cet.

APPENDIXES

Appendix I lecturer's First Interview Guide

Date: July 1, 2021

No.	Content	Questions	Answers
1.	Teaching experience	How long you have been teaching English?	I have been teaching English for 8 years
		How long you have been teaching listening skill?	I have been teaching listening skill for 5 years
		What course of listening have you ever taught?	Literal listening Interpretive listening Critical listening
2.	Teaching strategy	What kind of media do you usually use to teach listening?	Movie, short video, song
		What kind of teaching strategy do you mostly use?	Giving explanation, ask student to listen and watch the materials, make an analysis orally or written
		Have you ever use movie as your teaching media?	Yes
		What kind of movie have you used as your teaching media especially in teaching listening?	Many genre such as trailer, action, love, fiction and motivation
3.	Integrating character educational values into teaching and learning process	What is the significance of character education, especially for university students?	First, by watching movie, I hope they can improve their listening. Second, they can interpret the whole of movie. Last, they can learn from the character.

		What do you think of integrating character education values into teaching and learning activities?	It is very good they do not only learn the skill (listening), but they can take same value, especially good value from that movie.
		What is your perception related to the use of movie to integrate character education values in teaching listening?	I do agree that students should learn the good character, and they can apply it into their daily life. So, this is the benefit when I teach listening and they also can learn the good value from it.

Appendix II lecturer's Second Interview Guide

Date: July 6, 2021

No.	Content	Questions	Answers
1.	Teaching strategy, approach, method, and technique	What kind of teaching strategy, approach, method, and technique do you mostly use?	<p>The listening class has 16 meetings, which are cut by the introduction in the first meeting, midterm and final exam. I use a video on the next meeting and alternate the lines. For the critical listening class, they are not only reviewing the film as at the interpretive level, but are also asked to give good advice or bad advice. It means being free, they can capture it from a few points of view to give their feedback to those videos and movies. From the listening results, if they can already interpret or review and give advice well, then their ability is improved than before. So that's the strategy.</p> <p>The listening approach, it is based from my own experience yes, I too once as a student also felt that learning English from level zero to high level must be from my own experiences I suppose the approach was natural approach. That's why I brought this media film and video into listening class. To determine whether these students had an impact, in terms of their average assessment, those who already have strong English is usually easier to understand, than those whose English still needs to be developed, it is a bit difficult, but slowly by slowly it can be reflected by their worth, both in the midterm and in the final exam. And as long as they collect assignments reviewing the films and videos.</p> <p>For the method in listening class, first, I explain. In a sense, at the beginning of a meeting students will usually guess what and how they</p>

			<p>will learn during the 16 meetings. So in the introduction I described the listening. How we're doing the listening strategy. Then I impart on the tricks, in the listening there are several methods, like reading, like scanning, skimming, and so on. In the performance if at the end they give reviews, I also give them a feedback. So the listening class, I go in to the class first and give directions that today they will be watching movies, and the students have shown the movie or video up, and then we give them maybe 10 minutes to tell the reviews in advance, and then I can give feedback. So the lack of what the lack of and we will also impart content.</p> <p>In listening, since to us that the English language is a foreign language, it is impossible for people to speak one by one and the word is maximized in person, but we take in its entire meaning. Sometimes we also miss the new English vocabulary. That is understandable from the movements of the video and the movie, and it draws conclusions from the intent and will of the scene. From his movements and stuff. Another method used was language lab, in each student's lab had his or her computer screen, and then I played a movie or video from the central computer and then connected to their computer.</p> <p>How do I measure them? There are two techniques, the first one orally the second in writing. Orally, it's usually we give when we play the video because indeed in class we also have limitations by time. For the video they usually give an immediate explanation. To the movies, we ask for them in writing. Because it is indeed a long duration</p>
--	--	--	--

			<p>of movie and if I ask them to review it in oral form, it will take time. So the result they're listening to it, they could produce something. First is their speaking ability, the second their writing ability. So there is an attachment in listening, because in fact the person can reach two communications, namely two directions. Communication was two-way, the first must be from listening then they give feedback. The feedback is either in writing or in speaking. So this skill reading and listening is the stuff. People will be unable to speak and write much unless they find these two sources of reading and hearing.</p> <p>In listening, since to us that the English language is a foreign language, it is impossible for people to speak one by one and the word is maximized in person, but we take in its entire meaning. Sometimes we also miss the new English vocabulary. That is understandable from the movements of the video and the movie, and it draws conclusions from the intent and will of the scene, from his movements and stuff.</p>
--	--	--	--

2.	Integrating character educational values into teaching and learning process	What is your perception toward the Integration of <i>Ulul Albab</i> Model of Education into Listening Course through Movie? Also perception about the <i>Mulan</i> (2020) movie to integrate the <i>Ulul Albab</i> character for students in the listening class	<p><i>Ulul Albab</i> character means people who think, think, and give gifts. It means that the man is perfect because in all his activities he always remembers god, the point of all is directed to the Almighty God. The <i>Ulul Albab</i> figure that expected and described by UIN Malang it had four pillars, first his spirituality is deep, his core is broad, his stature is good, professional maturity, meaning that if one day they graduate and have his office he will be professional and certainly his science is broad as well. We learned from elementary school, junior high, to high school about the general course. Everything we learn, starting with science, social sciences, mathematic, everything we learn. But when we get to the university level, we can only become proficient in one science, like English, or psychology, and so on. Therefore, the <i>Ulul Albab</i> character built up because UIN Malang is one of the integration. Because different from the campus outside, which means they still have a scientific integrity. It's common science. Because we never found out that in the general state faculty there was a major Islamic Religious Education or Management of Islamic Education. In this university we combine science and religion, so in the listening study it is expected that they also receive valuable lessons from material figures. When they hear and also see the films and videos they will surely get the desired content. If for instance in the video, there is a single video titled "Failed", from the title, it may be reflected negative. But when we saw the video, it turned out that this was a motivation. All those people must have found the failure. But what we</p>
----	---	--	--

			<p>do after we fail? When these students see this video they not only get content of the listener but also from learning the specters in the video they can take character lessons and apply in everyday life. When you fail, what must you do? Rise again, fail again rise again, like that. Most of the genre playing in the listening class is trailer, action, love, fiction and fiction, as well as social, which on average do have positive impact. As far as I can found any movies that are outside of the genre. Because our culture is different, western culture is different. Point is, it's best not to look for a negative film, looking for a positive one, more or less like that.</p> <p>Judging from the side of his journey in his story and related to Ulul Albab, there are several positive sides. The protagonist Mulan, is Mulan still in Islam? There is. Mulan is a woman, in Islam a lot of female figures, like the sufi woman, Rabiatal Adawiyah, there is Khodija, there is Aisha, and so on. It means that Mulan is from the Chinese version of woman hero, so I will be open to further study of the female figures in Islam, so that they will have more insight. Especially for college girls, it turns out gender in Islam is not discriminated against, between women and men. It means all the same. Especially in these modern times, women shouldn't be at home, there are now some men who are at home and who work are women, even those who are high economy can be women for now.</p>
--	--	--	---

Appendix III Students' Interview Guide

Date: July 1, 2021

Student I

Initial: A.S.

No.	Content	Questions	Answers
1.	Learning experience	Did you join Mr. Harir's listening class?	yes i did it
		What course did you join?	Critical Listening
		Have you ever watch movie in his class?	Yes, of course
2.	Integrating Ulul Albab character into learning process	Have you ever known about Ulul Albab Character?	Yes i know about it
		If you said yes, did you think your lecturer integrate Ulul Albab character through movie? For example: 1. The firmness of faith (aqeedah) and spiritual depth: religious 2. Moral grandeur: honest, loyal, faithful, having spirit, helping each other, appreciative achievement, love peace, tolerant. 3. Breadth of knowledge: creative, curiosity, friendliness, communicative. 4. Professional maturity: responsibility, independent, treats other the same way, patriotism, discipline.	Yes. 1. Yes, but not a lot of movies 2. Yes, most of movies. 3. Yes. 4. Yes.
		After you watched many kinds of movies, did you think that you learn about these characters?	Yes, i learn about it. 1. I learn about it 2. Honest, faithful, having

		<ol style="list-style-type: none"> 1. The firmness of faith (aqedah) and spiritual depth 2. Moral grandeur 3. Breadth of knowledge 4. Professional maturity 	<p>spirit, helping each other, love peace.</p> <ol style="list-style-type: none"> 3. Creative, friendliness, communicative, 4.responsibility, independent, patriotism, and discipline.
--	--	---	--

Student II**Initial: DG**

No.	Content	Questions	Answers
1.	Learning experience	Did you join Mr. Harir's listening class?	Yes, I did
		What course did you join?	I joined listening class
		Have you ever watch movie in his class?	Yes, I watch movie in his class
2.	Integrating Ulul Albab character into learning process	Have you ever known about Ulul Albab Character?	Yes, I a bit know about it
		<p>If you said yes, did you think your lecturer integrate Ulul Albab character through movie? For example:</p> <ol style="list-style-type: none"> The firmness of faith (aqedah) and spiritual depth: religious Moral grandeur: honest, loyal, faithful, having spirit, helping each other, appreciative achievement, love peace, tolerant. Breadth of knowledge: creative, curiosity, friendliness, communicative. Professional maturity: responsibility, independent, treats other the same way, patriotism, discipline. 	<p>Yes, of course. By watching movie in his class, I can get many moral values, such as religious, honest, loyal, helping other, friendliness, and responsibility. For example in a movie with the title "Coco". I learn about love and patriotism to keep fighting in difficult time.</p>
		<p>After you watched many kinds of movies, did you think that you learn about these characters?</p> <ol style="list-style-type: none"> The firmness of faith (aqedah) and spiritual depth 	<p>Yes, I think I learn about it unconsciously. Mr. Harir always gives us the explanation of moral value that we can adapt in</p>

		2. Moral grandeur 3. Breadth of knowledge 4. Professional maturity	daily life. Such as trust in God, always utilize knowledge in education in a good way.
--	--	--	---

Student III**Initial: Q.S.**

No.	Content	Questions	Answers
1.	Learning experience	Did you join Mr. Harir's listening class?	Yes I did
		What course did you join?	Critical listening
		Have you ever watch movie in his class?	Yes, of course I have
2.	Integrating Ulul Albab character into learning process	Have you ever known about Ulul Albab Character?	Yes, I have
		If you said yes, did you think your lecturer integrate Ulul Albab character through movie? For example: 5. The firmness of faith (aqeedah) and spiritual depth: religious 6. Moral grandeur: honest, loyal, faithful, having spirit, helping each other, appreciative achievement, love peace, tolerant. 7. Breadth of knowledge: creative, curiosity, friendliness, communicative. 8. Professional maturity: responsibility, independent, treats other the same way, patriotism, discipline.	I think yes, for the example before we start the class in our first meeting Mr. Harir invite us to pray together, Mr. Harir also welcome if we need a help, and etc.
		After you watched many kinds of movies, did you think that you learn about these characters? 5. The firmness of faith (aqeedah) and spiritual depth 6. Moral grandeur 7. Breadth of knowledge 8. Professional maturity	I am not sure with the first point but one of the movie show us about kind of spiritual behaviour, and for the 3 to 4 point yes I can learn almost on all the movies.

Student IV**Initial: S**

No.	Content	Questions	Answers
1.	Learning experience	Did you join Mr. Harir's listening class?	Yes, I joined Mr. Harir classes
		What course did you join?	I join listening skill
		Have you ever watch movie in his class?	Yes, I ever watch movie in his class
2.	Integrating Ulul Albab character into learning process	Have you ever known about Ulul Albab model of education?	Yes, I ever known a little bit about it
		<p>If you said yes, did you think your lecturer integrate Ulul Albab model of education through movie? For example:</p> <p>9. The firmness of faith (aqeedah) and spiritual depth: religious</p> <p>10. Moral grandeur: honest, loyal, faithful, having spirit, helping each other, appreciative achievement, love peace, tolerant.</p> <p>11. Breadth of knowledge: creative, curiosity, friendliness, communicative.</p> <p>12. Professional maturity: responsibility, independent, treats other the same way, patriotism, discipline.</p>	Yes
		<p>After you watched many kinds of movies, did you think that you learn about these characters?</p> <p>9. The firmness of faith (aqeedah) and spiritual depth</p> <p>10. Moral grandeur</p> <p>11. Breadth of knowledge</p> <p>12. Professional maturity</p>	Yes, the lecturer integrate Ulul Albab model of education through movie. for example I ever watch movie in his class and I got an Ulul Albab characteristics such as honest and patient, it means the

			<p>characteristic such as honest and patient it means the characteristic moral grandeur and be responsibility in our life it means in Ulul Albab characteristic is professional maturity. With those characteristic I can change my life better and can integrate the Ulul Albab characteristic</p>
--	--	--	---

Appendix IV Teacher's RPS

RENCANA PEMBELAJARAN SEMESTER (RPS)

MATA KULIAH(MK)	KODE MK	RUMPUN MK	BOBOT (SKS)	SEMESTER	TANGGAL PENYUSUNAN
CRITICAL LISTENING		KETERAMPILAN DAN KOMPONEN BAHASA	DUA (2)	EMPAT (4)	19 Agustus 2020
	DOSEN PENGEMBANG		DOSEN RUMPUN MK		KETUA PROGRAM STUDI
	Harir Mubarok, M.Pd		Harir Mubarok, M.Pd		Dr. H.Langgeng Budianto, M.Pd NIP. 197110142003121001
	CPL PRODI				

CAPAIAN PEMBELAJARAN (CP)	A.01	Bertakwa kepada Tuhan yang Maha Esa dan mampu menunjukkan sikap religius
	A.02	Meninternalisasikan nilai, norma, dan etika akademik
	B.01	Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri
	B.02	Menguasai pengetahuan dan langkah-langkah dalam mengembangkan pemikiran kritis, logis, kreatif, inovatif dan sistematis serta memiliki keingintahuan intelektual untuk memecahkan masalah pada tingkat individual dan kelompok dalam komunitas akademik dan non akademik
	C.01	Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya
	C.02	Mampu mengambil keputusan secara tepat, dalam konteks penjelasan masalah di bidang keahliannya berdasarkan hasil analisis informasi dan data
	C.03	Menguasai pengetahuan dan langkah-langkah integrasi keilmuan (agama dan sains) sebagai paradigma keilmuan

DESKRIPSI SINGKAT MK	Matakuliah ini adalah salah satu matakuliah dalam Tadris Bahasa Inggris khusus pada semester keempat untuk mengembangkan kompetensi mahasiswa dalam memahami, menginterpretasikan, membandingkan informasi, konsep, dan ide secara lisan dari berbagai sumber budaya serta mahasiswa mampu memberikan kritik terhadap sumber tersebut.
MATERI PEMBELAJARAN (POKOK BAHASAN)	<ul style="list-style-type: none"> - Mendengarkan topik - Mendengarkan inti - Mendengarkan detail - Meninterpretasikan materi - Mengupas dan kritik materi
PUSTAKA REFERENSI	Various Movies
MEDIA PEMBELAJARAN	Movie, Audio Spekaer
MATA KULIAH PRASYARAT	-

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
I (pertama)	Students should understand course descriptions, contractual agreements and all activities for one semester.	Overview on the objective, materials, learning method, assessment, and other conditions applied for the course.	. Introducing to the syllabus • Identifying the classroom context • Discussing the importance of listening skills for understanding lectures	Identify the objective, materials coverage, learning method, assessment used in the course	100 (menit)	Process: Ss oral responses	■ 15 % ■ 15 % ■ 20 % ■ 25 % ■ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
II-III (Kedua-Ketiga)	Students are expected to criticize listening from various sources.	Watching Movie I and Review	• Watching movie • Resume • Presentation • Discussion	Understand and identify what affects listening, determine communication behaviours and improve active listening skills	2x100 (menit)	• Quiz • Assignment • Active participation (question-answer strategy)	■ 15 % ■ 15 % ■ 20 % ■ 25 % ■ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
IV-V (Keempat-)	Students are expected to criticize listening from various sources.	Watching Movie II and Review	• Watching movie • Resume	Understand and identify what affects listening, determine	2x100 (menit)	• Quiz • Assignment	■ 15 % ■ 15 %

Kelima)			<ul style="list-style-type: none"> • Presentation • Discussion 	communication behaviours and improve active listening skills		<ul style="list-style-type: none"> • Active participation (question-answer strategy) 	<ul style="list-style-type: none"> ▪ 20 % ▪ 25 % ▪ 25 %
---------	--	--	--	--	--	---	--

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
VI-VII (Keenam-Ketujuh)	Students are expected to criticize listening from various sources.	Watching Movie III and Review	<ul style="list-style-type: none"> • Watching movie • Resume • Presentation • Discussion 	Understand and identify what affects listening, determine communication behaviours and improve active listening skills	2x100 (menit)	<ul style="list-style-type: none"> • Quiz • Assignment • Active participation (question-answer strategy) 	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
VIII (Kedelapan)	Assess students achievement	Mid-term test	Students do the test		100 (menit)	Product of written test	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
--------------	---	----------------------------	---------------------	------------------------------	---------------	----------------------------------	-------------

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
IX-X (Kesembilan-Kesepuluh)	Students are expected to criticize listening from various sources.	Watching Movie III and Review	<ul style="list-style-type: none"> • Watching movie • Resume • Presentation • Discussion 	Understand and identify what affects listening, determine communication behaviours and improve active listening skills	2x100 (menit)	<ul style="list-style-type: none"> • Quiz • Assignment • Active participation (question-answer strategy) 	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XI-XII (Kesebelas-Keduabelas)	Students are expected to criticize listening from various sources.	Watching Movie IV and Review	<ul style="list-style-type: none"> • Watching movie • Resume • Presentation • Discussion 	Understand and identify what affects listening, determine communication behaviours and improve active listening skills	2x100 (menit)	<ul style="list-style-type: none"> • Quiz • Assignment • Active participation (question-answer strategy) 	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XIII-XIV (Ketigabelas-Keempatbelas)	Students are expected to criticize listening from various sources.	Watching Movie V and Review	<ul style="list-style-type: none"> • Watching movie • Resume • Presentation • Discussion 	Understand and identify what affects listening, determine communication behaviours and improve active listening skills	2x100 (menit)	<ul style="list-style-type: none"> • Quiz • Assignment • Active participation (question-answer strategy) 	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

--	--	--	--	--	--	--	--

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XV (Kelimabelas)	Students understand and recognize all materials	Review all materials	Students do assignments	Understand and identify what affects listening, determine communication behaviours and improve active listening skills	100 (menit)	<ul style="list-style-type: none"> • Quiz • Assignment • Active participation (question-answer strategy) 	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

Pertemuan ke	Kemampuan Akhir Yang Diharapkan pada setiap pertemuan	Bahan kajian / Materi Ajar	Metode Pembelajaran	Pengalaman Belajar Mahasiswa	Waktu (menit)	Kriteria Penilaian dan Indikator	Bobot Nilai
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
XVI (Kelenambelas)	Assess students achievement	Final test	Students do the test	Assess students achievement	100 (menit)	Product of written test	<ul style="list-style-type: none"> ▪ 15 % ▪ 15 % ▪ 20 % ▪ 25 % ▪ 25 %

Appendix V Consultation Evidence



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50 Malang, Telepon (0341) 552398 Faximile (0341) 552398
<http://fitk.uin-malang.ac.id>. Email: fitk@uin-malang.ac.id

BUKTI KOLONSULTASI DRAFT SKRIPSI
 JURUSAN TADRIS BAHASA INGGRIS

Nama Mahasiswa : Rosa Balqis
 NIM : 17180005
 Dosen Pembimbing : Septia Dwi Jayanti, M.Pd

NO.	Tanggal Konsultasi	Keterangan	Tandatangan
1.	22 Oktober 2020	Judul	
2.	30 Oktober 2020	Chapter 1	
3.	11 November 2020	Revisi chapter 1	
4.	16 Januari 2021	Revisi format konsul penulisan proposal	
5.	19 Januari 2021	Referensi online & offline	
6.	29 Januari 2021	Chapter 2 & 3	
7.	30 Januari 2021	Revisi chapter 2	
8.	1 Februari	Revisi chapter 2 & 3	
9.	2 Juni 2021	Revisi proposal	
10.	3 Juni 2021	Konsul perbaikan metode	
11.	5 Juni 2021	Isi dari chapter 4	
12.	10 Juni 2021	Pembuatan abstrak	
13.	16 Juni 2021	Chapter 4 & 5	
14.	19 Juni 2021	Revisi abstrak	
15.	20 Juni 2021	Revisi judul	
16.	22 Juni 2021	Revisi front pages	
17.	24 Juni 2021	Revisi keabsahan data & discussion	

Advisor,



Septia Dwi Jayanti, S.S., M.Pd
NIP. 19890912 20180201 2 223

Head of English Education
Department,



Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Appendix VI Curriculum Vitae

CURRICULUM VITAE

Nama : Rosa Balqis
Tempat, Tanggal Lahir : Bondowoso, 12 September 1998
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang
Alamat Rumah : Jl. Diponegoro Gg. Malabar RT. 22/RW. 07 Kel.
 Kotakulon, Bondowoso
No. HP : 0812 1634 0205
Alamat Email : rosa.balqis1298@gmail.com
Nama Wali : K.A. Soedarman



Riwayat Pendidikan		
1	2003 – 2005	TK At-Taqwa Bondowoso
2	2005 – 2011	MI At-Taqwa Bondowoso
3	2011 – 2014	MTs At-Taqwa Bondowoso
4	2014 – 2017	MAN Bondowoso
5	2017 - Sekarang	UIN Maulana Malik Ibrahim Malang

Malang, 4 Juli 2021

Mahasiswa,

Rosa Balqis

NIM. 17180005