Movie as Student's Character Learning Media in Senior High School at Pamekasan

Asri Bariqoh[1] Setya Yuwana Sudikan[2] Endang Surachni[3]

1.   Doktoral Program of Indonesian Language and Lit. Education, Universitas Negeri Surabaya, STKIP-PGRI Sampang, Indonesia

2.   Indonesian Language and Lit. Education Study Program, Universitas Negeri Surabaya, Indonesia

3.   German Language and Lit. Education Study Program, Universitas Negeri Surabaya, Indonesia

* E-mail of the corresponding author: asribariqoh@mhs.unesa.ac.id, setyayuwana@unesa.ac.id

Abstract

Moral degradation in Indonesia has become nation's problem not just individual problem. Education is one of several solution that government do to solve that problem. The goal of education is not only focused to cognitive development but also character development. Implementation of character development is integrated in student's learning, the example is using movie. The implementation can be seen through the case study usage of drama movie media, which is biographic movie *Guru Bangsa Tjokroaminoto* in State Senior High School 3 Pamekasan. This is a qualitative research with descriptive data as the result. The result shows that movie media which has narration is suitable as learning media, such as documentary movie, drama movie, and science-fiction movie. The usage of movie as learning media leave a positive impression to student. They appreciate the usage of this media. They become eager and know the heroic figure as well as the main character of the movie. Through the movie communication process and character value cultivation occur. The result also shows that the usage of movie as learning media can become alternative to all subjects, not just limited to bahasa and civics.
Keywords: movie, learning media, student's character

1. Introduction

Half a year has passed from 2018. But, various problem related with morals still exist, such as bullying, student brawl, immoral acts, even terrorism. Those problems show that morality problem in Indonesia still become important issue. It means degrading morals of Indonesian people that well-known of it's eastern culture which is friendly, helping each other, mutual cooperation, and it's tolerance.

Those problems get the government's attention. Some efforts has been done to improve nation's dignity. One example is through education. Therefore, government has set education goal not only develop potential and cognitive domain, but also to build student's character. It is written in constitution No 20 Year 2003 about National Education System in article 1 clause 1(1) that education is arranged and conscious effort to set learning situation and learning process, so that student actively improve their own potential to have spiritual prowess, self control, personality, intelligence, good morals, and ability which in turn will useful for himself, society, and nation.

Earlier mentioned problems become a sign that the government's education goal is not yet achieved. It means we need some improvement in implementing education system at school. We need to realize that student only spend 6-8 hours at formal school, the rest of their time is spent outside school. It means this degradation of morals value also affected by the environment. One of the factor is technology, especially after this fourth post-industrialism age. Today, people can get information easily and understand a lot of things just by staying at home. It means there's no longer exist border between rural and urban area. No more information filter. Through sophisticated technology, we can enjoy all of things, include foreign culture and it's impact. Through that sophisticated media, people, especially Indonesian teen, can easily imitate what they see. It is a problem, because according to Wills (2008) teen tends to be influenced with negative things, like drug, criminal act, and sexuality.

It shows that technology as a media has huge impact in shaping teen's character. That's why teacher can use that influence and direct it as a media to cultivate character values. One example of media that has huge impact on teen's development is movie. Teens tend to imitate what they see in movie. One example is imitation of how to

dress and style from main character of *Dilan 1990* produce by Pidi Baiq and Fajar Busthomi. Aware of this impact, some government installation use Dilan and Milea figure to deliver their advertisement service. One example is health advertisement service from Pamekasan local government.

In accordance with government, teachers in Pamekasan district begin to use movie as learning media. One example is in State Senior High School 3 Pamekasan. The principle of movie is audiovisual media which communicate a lot of thing to it's viewer. It's like Asyhar (2011) said that audiovisual media is a media which used in learning activity which involve both hearing and sighting in one process or activity.

The usage of movie media as character learning media in State Senior High School 3 Pamekasan is done so that student which categorized as teen can understand learning material easily and as whole. It is because through movie media,student can gain experience through seeing, feeling, and understanding the problem in movie directly. Therefore, media has important role in learning process, so learning can be fun and not boring.

2. Research Method

This is a qualitative research with case study approach. Creswell (2007) said that case study is a qualitative approach that study certain case within real life context using different information source such as interview, observation, and audiovisual media.

This research is done in State Senior High School 3 in Pamekasan. This location is chosen because the school is considered favourite state senior high school and located between Pamekasan city and Northern Pamekasan. The research focused on Student Class XI as the subject.

Research data gained based on observation, interview with student and teacher, and discussion. Other than that, supportive data collected through collected essay, student's daily activity, and learning achievement. In this research, researcher as instrument act as an observer as long as learning process using movie media happened. Research learns a process or finding that happened within research process, then researcher write the result, analyze, code, report, and make conclusion from the process.

3. Result and Discussion

Movie as a form of mass media is an audiovisual media that the most preferred by the society. This is because as the technology advancing, movie can be enjoyed easily. In accordance with that, Heryanto (2015) mentions that although Indonesian's literacy level is above 90%, but people more prefer verbal communication. This type of communication can be found in audiovisual media. This statement also indicates the influencing power of movie for Indonesian people. The influence can be seen through the copying of Dilan's style in *Dilan 1990* movie.

Nevertheles, we need to realize the influence of a movie not only about physical modelling of the character. Movie can also influence the viewer's mental state. It means movie can change social behavior in society's daily life. Kusnawan (2004) stated that when viewing a movie, show signs of changing mental state.

This huge impact of movie can be used to be a solution of degenarating moral in Indonesia. It means movie can be used as an alternative media in learning. The government's aims of using movie as learning media is to build character value to student at all level. Through movie, student can understand the value that producer want to convey. Through movie, student also be able to learn problems and how to solve it, so character value is nurtured indirectly.

3.1 Movie and It's Relevance in Character Learning

Learning is lifelong process. In order to create potential generation, Indonesian government makes a law that every Indonesian citizen must go to school at least 9 years (until senior high school). The government hopes through learning can help build nation's morals. It is because the concept of learning is communication. Elements of communication in learning process can be seen in 3 main components, which is teacher as the message sender, student as the message receiver, and the learning material as the message. But, as many other form of communication, failure also occurs in learning. To minimize this problem, teacher composes learning strategy that put together different kinds of learning medias and sources (Sanjaya, 2006)

The usage of learning media is to make student easier to reach the learning goal. Schramm (1977) stated that learning media is message sender (information) technology which could be used for learning necessity. The goal of learning according to Curicculum 2013 is to develop not only cognitive domain but also affective and psychomotor domain. It shows that the goal of education which set by Indonesian government not only to

smarten but also to build good character. Azzer (2011) also stated that education not only teach the student to be smart but also to have good morals.

According to Istiningsih (2016), the discussion about character can not be separated with education, like the two side of a coin. The result of character learning can become distinguished features of that nation's character. Hoge (2002) defined character learning as a way to build student's behavior to be a good citizen in the future. From the explanation above, can be concluded that character learning is related with learning process of how to have a good behavior for the nation. So, to do that, teacher has to choose and use the correct learning media.

Example of media that can be used to achieve the learning goal is movie. There are some types of movie as audiovisual media. Javandalasta (2011) categorized movie become: (1) action movie, (2) comedy movie, (3) horror movie, (4) thriller movie, (5) science-fiction movie, (6) drama movie, (7) romantic movie. All these kinds of movie contains naration or story, but not all these can be used as character learning media. Teacher must be careful in selecting movie as media.

Some types of movie that can be used as character learning media are documentary, science-fiction, and drama movie. Documentary movie is a movie that present recorded fact of an event. Science-fiction movie is about space travelling and science experiment. While drama movie is about melancholic movie, biography (biopic) movie, or an epic story related to history. Stories in movie present a world that sometimes similar the world around student, so student able to understand the story well. Another limitation of using movie as learning media is related with creativity and the problems that the producer pick in the movie. There are taboo that might be picked for the problems in the movie; like suffering, sex, deliquency, and violence (Nugroho, 2005)

Movie used in this research is drama movie entitled *Guru Besar Tjokroaminoto*, which categorized as biopic movie. This movie tells about life journey of HOS Tjokroaminoto as Indonesian Hero. The reality depicted in this movie is connected with history, but this is not a documenter movie so the reality depicted is producer's comprehension of the situation that time. Biopic movie can become character learning model for the student. Through this movie, student can learn about the figure of HOS Tjokroaminoto. Beside that, the incidents presented and how the character solve it can also be used to cultivate character value. As Walgito (2004) said that there are 3 ways of behavior become character, they are (1) conditioning, (2) insight, and (3) modelling. Based on these 3, movie teaches good character through insight, which obtained from the figure on the movie.

3.2 Student's Reception in Implementing Learning with Movie in State Senior High School 3 Pamekasan

Every learning has a goal and it is implemented in Teaching plan. but, cultivating character value in curriculum 2013 learning can not stand by itself. Character values implemented in every subject, they are integrated in Core Competence (CC) and Basic Competence (BC). Next, every Base Competece that can integrated with character values are developed in Teacher Teaching Plan. In this process, teacher has to integrate and develop character values into fun learning activity. One of BC content in afective domain number 4.18 is shows a drama character which view or read orally. It means that movie media can be used as learning alternative, because drama and movie is similar. The similarity between drama and movie is both shows a narative.

Related with that BC, the subject of this research is class XI student. In earlier research time, in subject Indonesian Lanuage the student of XI C IPA looked enthusiastic when they know that they will watch a movie. It is because teacher tends to avoid using movie as learning media. This is supported with the fact that it is their first time watching movie in class, proven in interview Table 1 point 1.

Based on interview with DMH (student class XI IPA), that first impression shows that the learning tends to be stagnant. So we need new learning strategy with attractive media. Similar to what Joni (2007) said teacher needs to realize that learning strategi in all this time is tend to be information transference instead of character building. This is the reason why biograpgy movie is chosen.

The baseline is movie is a narrative that has a plot. The essence of a narration in a movie is to convey the message from the producer. Narration in a movie is both entertainment and education tool. This is also stated at *Mukadimah Anggaran Dasar Karyawan Film dan Televisi* in 1995 that beside an entertainment, movie is also education and information tool that has big impact in society (Imanjaya, 2006). The result of student's reception based on the questionnaire distributed to class XI student is shown in Table 1 point 2.

Based on the student's reception result, SA said that through *Guru Bangsa Tjokroaminoto* movie nourishes the value of care and bravery. As a local, although a noble, Tjokro shows his care to his nation with his attitude. His attitude shows his effort to help the local. This fact can also be categorized as a form of bravery for defending his nation. It is shown in his speech in the movie. Those two values, are two out of ten character values constructed

by Character Count USA. In this institute, Megawangi (2004) and Adrianto (2011) said that basic human characteristics that can be improved are: (1) trustworthiness, (2) respect and thoughtfulness, (3) care, (4) honesty, (5) responsibility, (6) citizenship, (7) sincerity, (8) bravery, (9) perseverence, and (10) integrity.

Furthermore, when a group presenting about Semaun, a figure in the movie, which can be seen in Table 1 point 3; that group tried to comprehend what characteristic value the producer want to convey. In the movie, there is different opinion between Semaun and Tjokro, but Semaun still respect Tjokro. It shows respect from the young generation to the older generation.

Table 1. Transcript Report

Fokus	Transcript Report	Coding Information
1. Impression of implementing movie as learning media	is it true mam we are watching movie? This is the first time we are watching movie together in class. Usually it is just lecture and assignment. Sometimes, we do role play depending on the lesson. Frankly, I am not sleepy if it's like this. Hopefully, it's not just this meeting Mam! So we are eager to learn. Especially, in last subjects like this.	(DMH, student class XIC IPA)
2. Student's reception of learning with biopic movie " Guru Bangsa Tjokroaminoto"	Tjokroaminoto movie teach us to be brave to defend the weak. He is not stay silent when the dutch torture the locals. With his speech, he also elevate local standart.	(ANH, student class XID IPA).
3. Character value of Semaun, a figure in biopic movie "Guru Bangsa Tjokroaminoto"	Semaun is a person which stay at Tjokro's house. Semaun as a figure from young people do mot agree wirh cooperation that Tjokro did. He even dare to call Tjokro "Dutch's Doll". Despite that, he did not intervere Tjokro's plan	(AA, student class XIA IPS)

3.3 Character Cultivation Integration in Learning
Character value cultivation aims to develop self awareness. Then, this self awareness able to become foundation of comprehending good values and become basic attitude in daily life. But, we need to realise that this is a long process. So, government integrate character learning in all subject. This integration is manifested in curriculum 2013 with aims to develop cognitive, afective, and skill domain. The consequence is character learning not only become responsibikity of civics and religion teacher. So, when student violate the school's law, it is not only the responsibility of civics and religion teacher, but it is collective responsibility. Through this insight, nation's character building can be achieved.
Next problem is from the teachers. They admit having difficulties in integrating character value in learning, other than values that student already understang, such as discipline, environmenr awareness, and helping each other. This is based on the information from interview with chemistry teacher, which can be seen in Table 2 point 1.

Table 2. Transcript Report

Fokus	Transcript Report	Coding Information
4. Character cultivation integration in learning with biopic movie " Guru Bangsa Tjokroaminoto"	Generally we are helped by Core Competence and Basic Competence which has been set by government. But we are having difficulty in the application, especially with exact sciences which tend to corelate with cognitive development	(PH, teacher)

Interview result shows that although government has set that Indonesian education not only develop cognitive domain, but in reality many teacher still doing this. Teachers still emphasize on cognitive development rather than afective and skill domain. So, teacher needs to find learning that can help him/her develop those three domain. One solution is using movie as learning media. Teacher can use science-fiction movie to teach student about genetic changes or another experiment. Reserach about using movie to learn science subject has been done

by Arroio (2010) which discuss about the role of movie in science learning. The result of Arroio's research shows that science-fiction movie can be used as media of character learning. Throught the movie, student understand the application of science fiction, also understand that the aim of developing science is for the goodness of humanity.

This research also proved that movie can used as character learning media at school. It means character learning is able to be integrated in all subject. It is just the matter of teacher's creativity in using learning media. The application of *Guru Bangsa Tjokroaminoto* movie is not limited only to Indonesia Language subject, but also another subject. Tjokroaminoto is one of Indonesia hero, so this movie also could be use in civics and history lesson.

4. Conclusion

Based on result, movie can be used as character learning media, because through movie student able to understand about character value and modelling. However, we need to pay attention about the narration or story of the movie because not all movie can be used as character learning media. Some movie's types that can be used as character learning media are documentary, drama, and science-fiction movie. Biopic movie is included in drama movie, so besides learning about narrative structure of a movie, student can also learn about heroic figure. Teacher still lack of interest in using movie as a character learning. Even though, using audiovisual media can attract student's attention to study. So, teacher needs more introduction about movie as alternative learning media.

Moreover, some science teacher is having trouble applying character value with movie media in their lesson. This media can help not just few subject, but all subject. This is because movie present simulated reality which has similarity with student's environement. This simulation makes character value cultivation easier, it is because movie has impact for viewer's mental state.

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