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Implementation of Character Education Value in the Short Film "Adipati Blek"

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A B S T R A C T

Character education is one of the basic elements that can shape an individual's personality. Today, the value of character education is considered to be fading, especially for teenagers who have dropped out of school. This causes them to be entangled in social deviations such as joining the motorcycle gang community to the punk community. The short film Adipati Blek is one of the methods implemented by researchers in providing character education for out-of-school teenagers. This study uses a qualitative approach, with the method of cultural analysis in the aspect of cognitive anthropology. The data collection technique used is a documentation literature study. The results showed that, with the Adipati Blek film, it could implement the values of character education such as hard work, positive thinking, and motivation to have self-confidence. Films can be a creative medium for out-of-school teenagers to explore what potential they have, so that they can achieve success according to what they can.

A R T I C L E   I N F O

1. INTRODUCTION

School education institutions are one of the institutions that play a role in the formation of the character values of a child. However, it is undeniable that not all children are able to get an education (Kainz & Aikens, 2007). The phenomenon that is now happening is the lack of character education obtained by dropout teenagers so that they are entangled in moral intersections, such as entering the Punk community, Motorcycle community and so on, it is due to a lack of motivation in themselves so that they feel less confident and do what that makes them comfortable without thinking about the impact (Maharani, 2016). Motivation and application of character education that can help them to think longer, at least even though they are still bound in the community, they can be useful for the surrounding community, especially for themselves (Alacovska, A., & Bissonnette, J. 2021).

Data on teenagers dropping out of school in Bandung Regency, especially Baleendah District, is an area that has the highest percentage of children who do not continue their education among other sub-districts in Bandung Regency. In Baleendah District itself, the village that has a percentage of teenagers dropping out of school is Jelekong Village. Jelekong Village has 24,359 residents with 12,589 males and 11,770 females per month in August, and the number of poor people is 1,825. It can be concluded, Jelekong Village is one of the factors that makes Baleendah District stand out from the percentage level of children who drop out or do not continue school. So far, there are 365 unemployed youths in Jelekong Village, due to dropping out of school for various reasons, both socialand economic.

As the author knows that some of the Jelekong Village teenagers who drop out of school join the communities in the neighborhood, it will be very easy to influence the teenagers who drop out of school because they don't know what to do. Most teenagers in the village join the punk community for various reasons. There are reasons that he is a fan of the community, or because of high solidarity and there are also reasons that he wants to find his own satisfaction with freedom (Millenia et al., 2020)

Education in society, especially teenagers, must be in the form of improving bad behavior, this can be done by motivating punk children so that they continue to work and become useful people, and strengthening good behavior with efforts that can be made in the form of helping good citizens. Adults and teenagers to be able to behave better and explore their potential so that they can be successful with their own hobbies (Brereton et al., 2015). This can be done in various ways, one of which is education through the media. One of the media that is interesting and in demand by many people, especially teenagers, is film. Film is a communication medium that has audio-visual elements that are used to convey messages to a group of people gathered in a certain place through scenes, characters, dialogue and the delivery of the film itself (Mochama, 2020; Ruby, 1976; Melayu, 2011).

The short fiction film that will be made entitled Adipati Blek is one of the films inspired by the lives of teenagers in Jelekong Village. Jelekong village itself is known as a village that is thick with culture, the village is also dubbed the Village of Art, Puppets and Paintings are the characteristics of the village. Various kinds of paintings and puppet figures can be explored throughout the village. Adipati Blek in the form of motivation and character building with positive determination capital can change a person to be positive as well.

The idea of the story that was obtained finally became a narrative from research in the form of cultural research from the point of view of cognitive anthropology which observed the behavior of thought, and the language they use every day, as well as from reality, the social life of the perpetrators (punk), so that the Adipati Blek narrative was formed. Based on the back ground explanation above, the authors are interested in examining the

implementation of character education values with film media, namely the Adipati Blek short film.

2. LITERATURE STUDY

2.1. Film as Learning Media

Film is an audio-visual communication medium that is used to convey messages to a group of people who gather in a certain place through scenes, characters, dialogues and the delivery of the film itself, usually some people find it easier to capture messages conveyed through visual depiction than text writing or reading (Khairunas et al., 2018) . Film is a young medium, at least compared to most other media. Literary painting, dance and theater have been out for thousands of years, but film came into existence just a little over a century ago (Abdullah & Puspitasari, 2018).

Almost everyone thinks that the media is useful as mere entertainment, whereas in another sense, the media is usually used as a helper in conveying information in all matters, both learning and other communication, learning media can take various forms including films in it. Because films are included in the category of mass media. William L rivers say that individual responses received from the media have a direct cause and effect relationship, therefore the media can not only be a strong persuader, but the media can also bend behavior patterns or attitudes towards something (Bayer et al., 2022)

2.2 Character Education

Character education is the process of giving guidance to students or the wider community to become fully human beings with character in the dimensions of heart, mind, body, and taste and character (Hermino & Arifin, 2020). Character education can be interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to make good or bad decisions, maintain what is good, and realize that goodness in everyday life wholeheartedly. Positive attitudes, moral education, just community, caring, socio-emotional learning, positive youth development, civic education, and service learning are all examples of character education concepts (Singh, 2019). All of these approaches share a commitment to assisting young people in becoming responsible, caring, and contributing citizens by promoting their intellectual, social, emotional, and ethical growth (Pala, 2011; Cahyo, et al., 2021; Temiz, 2019).

Understanding character education aids in the development of fundamental human traits such as justice, perseverance, compassion, respect, and courage, as well as an understanding of why living with them is necessary (Crossan et al., 2013). Character education that is of high quality fosters an integrated character culture that encourages and challenges individuals to strive for excellence (Berkowitz et al., 2020). Doing the right thing and doing the best job you can is what character education is all about.

3. METHOD

This research was conducted using Philip Mayring's qualitative analysis method with an interpretive paradigm. The interpretive approach departs from an attempt to seek explanations of social or cultural events based on the perspectives and experiences of the people being studied, which are presented descriptively (Tuffour, 2017). Observation of the object studied in interpreting each scene represented by the scene in the Adipati Blek film by relating it to the context of character education as a social reality raised through the phenomenon of adolescent problems in Jelekong Village.

A descriptive approach is used to describe social relations so that it can shape the meaning of character education values from the storyline of each scene which is reflected in the activities, characteristics, changes, similarities, and differences that are deemed more appropriate to be used in this study (Katz, J, 2015). The analytical method to dissect visually leads to text analysis in the deepening of messages, the combination of signs in film elements that form meaning in certain cultures and at certain times give meaning to the world around them.

4. RESULTS AND DISCUSSION

4.1 Description of Adipati Blek Short Film

Adipati Blek is a short fiction film inspired by the lives of teenagers in Jelekong Village. Jelekong Village is known as a village that is thick with culture, the village is also dubbed as the Village of Art, Puppets and Paintings are the characteristics of the village. Various kinds of paintings and wayang figures can be explored throughout the village.

The title Adipati Blek itself is taken from the philosophy of one of the puppet characters, namely Adipati Karna which means Regent of Karna, the author took this character because his life story is almost the same as the fate of punk children, namely being ignored and not even considered, what makes the difference is the character. Adipati Karna who is known as a figure who struggles and works hard to prove that he can be useful and is recognized by his family with his motivation and confidence he can prove that he can be better than all of them until he is made a warlord in freezing another wayang character, namely Buto.

The main character in this film, Adipati Blek, is told is a punk boy who has his own idealism and certain reasons why he became a punk boy, but the main character here is described as a punk boy who is different from other punks. The story in the Adipati Blek film tells about motivation and character building with positive determination capital that can change a person to be positive too.

The idea of the story that was obtained until finally became a narrative from the research in the form of cultural research from the point of view of cognitive anthropology which observed the behavior of thought, and the language they use daily, as well as from reality, the social life of the actors (punk), so that the Adipati Blek narrative was formed

4.2 The Value of Character Education in the Adipati Blek Short Film

The scene reflected in the Adipati Blek film is in line with the reality in Jelekong Village. For the community in Jelekong Village, education is considered less important in life, especially for women. Because they think that no matter how high the level of education, women still have a lower status than men (Toropova et al., 2021). There are also those who argue and express that education must always go hand in hand with financial economic problems, because in this era there is no free education, although some have been given assistance by the government.

From this it can be concluded that the thoughts of the surrounding community are still less concerned with education. Likewise, the depiction of the character of teenagers in Jelekong Village, most of them are easily influenced by relationships, and are easily influenced by bad associations because of their lack of knowledge and motivation to limit what is good and what is bad.

The phenomenon of teenagers dropping out of school in Jelekong Village, which is told in the film Adipati Blek, depicts a picture of punk children and teenagers dropping out of school. Dropout teenagers who do not take formal education themselves are directly related to the

social environment, because after they drop out of school they will automatically only take informal education, namely education obtained from the community and also family (Bianchi et al., 2021) .Therefore the environment will be very influential for their future. Children who drop out of school usually only join their peers because they are also confused about what they should do, because they feel that they have dropped out of school, they think that there is nothing more they can do so they give up and choose to just hang out with friends and just play around. While on the other hand is the association of teenagers in the village, because there are still quite a lot of teenagers who make moral crossroads such as joining a punk community

The problem of teenagers dropping out of school through the short fiction film Adipati Blek, is communicated with the theme of a punk boy who is looked down upon by everyone and is always not considered by many people, so that punk kids here are trying hard to prove that they can be someone who is respected by society. However, in this short fiction film, it describes where the punk boy has his own ideals and his own reasons why he became a punk boy, in the film it is also described about the figure of a punk boy who is different from other punk children, so that strengthening the character can produce a reason why the punk boy can fight his own idealism. Punk is a subculture that identifies itself in terms of fashion, style, appearance, and way of dressing associated with anti-establishment and identity as a symbol of freedom and idealism (Pramdani, 2020).

In this short film, Adipati Blek, the implementation of character education values helps motivate teenagers who drop out of school and feel less confident, so they have to be involved in a moral crossroads. The Blek character here also provides a good example and an example of character building, where he tries to change his idealism to be able to live a better life and can be useful for local residents as well as his family, so it is hoped that teenagers who have the same fate as Blek can also change like Blek.

The short film Adipati Blek can describe the phenomenon of teenagers dropping out of school to explore what potential they have, so that they can achieve success according to what they can, and also encourage punk children who think that they are no longer useful to society, so that get up and excited to reach his goals again.

The value of motivation and self- confidence in the short film Adipati Blek is an illustration of the implementation of character education values that can be implemented in teenagers who drop out of school. As stated by Lee, the benefits of character education can build positive traits that will be useful in their environment, building a strong self-identity and self-confidence (Lee, 2013). Blek's character who is a punk kid is smart, hardworking, and rarely does negative activities.

Character value education in the short film Adipati Blek is one of the media that is expected to be a forum for attitude formation, which harmonizes social, environmental and cultural values. This is of course in line with the big theme of the Adipati Blek film which carries the theme of character education, namely a sincere effort by means of a positive personality to be developed, encouraged and cultured through example, studies (history and biographies of great sages and thinkers), and emulation practices (maximum effort to realize the wisdom of what is observed and learned) (Rosala & Budiman, 2020).

Adipati Blek's short film which describes the condition of teenagers dropping out of school is not only caused by economic factors, but many other factors that influence children to drop out of school, the most influential of which is social factors. The association in the surrounding environment is the main factor for the child so he chooses not to continue school, but when they drop out of school for a while they also regret it, after they drop out of school they feel

that they are useless and have no abilities, they finally decide to fall into a moral crossroads (Bocian et al., 2018).

Therefore character education is very much needed for teenagers like them, what is meant by character education here is trying to implement something positive that can make them rise to become good characters, and also provide motivation so that they want to break into something new and can make they are useful to the local community. That motivation also helps them try to prove that they can be what people never thought they could be (Pradana et al., 2020).

5. CONCLUSION

We all must have or will go through adolescence, when teenagers there are many actions that cannot be controlled or cannot be tolerated by ourselves and others. Plus when the teenager dropped out of school and felt hopeless. That's what causes the teenagers to make a moral crossroads, become delinquent's or rather Punk children. This is getting more and more concerning because it turns out that the number of teenagers who make moral crossings is increasing, while there are still few people who care about their future.

The film entitled "Adipati Blek" is one of the character educations that motivates punk children to be eager to learn and have positive thoughts to change themselves. So that they will come up with a solution for themselves, through a brain wash system with a superior program, namely film screening.

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