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in collaboration with



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PENDIDIKAN BAHASA INGGRIS
STKIP PGRI PACITAN

PROCEEDING

UNDERGRADUATE STUDENTS' NATIONAL SEMINAR

THEME:

Students' Identity and Scientific Thought Enhancement

PACITAN, FEBRUARY 15th 2022

ENGLISH EDUCATION STUDY PROGRAM
STKIP PGRI PACITAN

**UNDERGRADUATE STUDENTS'
NATIONAL SEMINAR**

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Undergraduate Students' National Seminar
English Education Study Program
STKIP PGRI Pacitan



PROCEEDING

UNDERGRADUATE STUDENTS' NATIONAL SEMINAR *"Students' Identity and Scientific Thought Enhancement"*

Pacitan, February 15th 2022

Organized By



English Education Study Program
STKIP PGRI Pacitan



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STKIP PGRI Pacitan

PROCEEDING

UNDERGRADUATE STUDENTS' NATIONAL SEMINAR *"Students' Identity and Scientific Thought Enhancement"*

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PREFACE

This seminar is the final project of the Research Methodology Subject Semester 5. After learning the theory from the first meeting to the 14th meeting, they must research and write a research article for the publication. However, this seminar is their publication media.

The committee would like to send the sincere gratitude to the registered audiences, both as participants and presenters in this special event. The committee saw that the participants came from various institutions throughout Indonesia. We believe that the Undergraduate Students' National Seminar 2022 will bring new insight into the English education field in general. It is also the best place for students to share their ideas in an educational event.

The committee also thank the organizing committee. Hopefully, this first event will continue in the future. We also apologize for any mistakes during the seminar.

SCOPE OF THE SEMINAR

Main Theme:

Students' Identity and Scientific Thought Enhancement

Sub Themes:

1. Digital literacy
2. Literature for kids
3. Literary criticism
4. Literature in education
5. Trends in translation
6. Language in mass media
7. Language learning in post-pandemic era
8. Teachers' perception of online learning
9. Media development in language teaching
10. Students' attitudes of online learning
11. Education and social media
12. Blended learning
13. Other related ideas

TECHNICAL PROGRAM

- 07.15-07.30 Registration
07.30-07.35 Opening
07.35-07.40 Indonesia Raya
07.40-07.45 Speech from the Head of English Education
Study Program
07.45-07.50 Speech from the Head of STKIP PGRI Pacitan
07.50-07.55 Doa
07.55-08.00 Break
08.00-08.15 Speech from the Keynote Speaker (Indrata Nur
Bayuaji, S.S.)
08.15-08.30 Game Kahoot
08.30-09.30 Plenary Speaker 1:
Dr. Andy Bayu Nugraha, S.S., M.Hum.
09.30-10.30 Plenary Speaker 2:
Assoc. Prof. Imron Wakhid Harits, PhD
10.30-10.40 Parallel Session Preparation
10.40-11.30 Parallel Session 1
11.30-12.30 Break
12.30-13.30 Parallel Session II
13.30-14.00 Closing and Announcement

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ANALYSIS OF IMPLIED MESSAGES IN THE FILM “SING 2” DIRECTOR BY GARTH JENNINGS

Anastasia Gracia, Cahyani Dara, Dea Agetia Noviana, Marudut Bernadtua Simanjuntak

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Abstract

“Sing 2” is a sequel to the same title. The film, which uses animals as its characters in the story, was released on January 7, 2022. This musical-themed film is currently a hot topic of discussion and can attract audiences of all ages with its simple yet meaningful story. The reason is, this story is easy to understand, unique, easy to remember, entertaining, and of course capable of displaying various moral messages. In addition, “sing 2” also spoils the ears through dozens of famous songs performed by excited characters in it. The study in this paper aims to analyse and examine the moral messages implied in the film “sing 2”. In Case support the way preparation, research This study uses a qualitative method that shows the existence of values, especially the moral messages that are implied in life.

Keywords: *Film, Implicit, Moral Value, Music Theme, Unique*

Introduction

A film is a story of a certain character that is structured and intact (Baldassano, et al, 2018). Of course, everyone defines a film differently, some define it from live images that have a storyline to stories from certain characters made by producers. Although the path and characteristics of the film are different, the basic function of retelling the message to the audience continues to work well. Apart from being a means of motivational reference, the film can also be said to be an art for the spiritual class. So, in its manufacture, it must go through a long, clear, and sequential development process. All of these things cannot be separated from a technique that is continuously updated based on an idea and also an idea. This series of things are done to make the film worth watching and can satisfy the desires of the general public.

The film which is a combination of audio and image is born in various ways. One of them is through recording images, doodles, animations, and miniatures taken using a camera through various techniques which must have been combined in such away. All of these things certainly aim to produce a work that has a great opportunity to be able to compete with other works. Therefore, it is undeniable that this method has always been cultivated since the first. The reason behind action the because through this, many innovations can be developed into creativity that can support the course of cinema areas around the world.

Through various genres, films can compete to showcase the producer’s ideas (Buscombe E, 2021). One of the ideas that recently emerged is Sing 2. Sing 2 is the newest animated film in the comedy genre which is phenomenal because it has outstanding ratings and comments. The story of Sing 2 is the second in the series with the same title, namely, Sing 1. Although these stories are interconnected, however, conflicts raised in them can be displayed with new impressions and colors.

The film, which was released on January 7, comes from a production company based in the United States called Illumination with Garth Jennings as a director. This film with comedy, family, romantic, and adventure genres makes animals its characters. This exciting story is equipped with music that spoils the ears, adding to the excitement when watching it so that the

rating obtained from this film has reached a perfect stage. This perfection is accompanied by uniqueness in the storytelling along with the packaged moral message implied. The message in this story can allude to various problems that often occur in today's modern times (Whyte KP, 2018).

Through the basis of the problem, the character's behavior shows an exemplary behavior reference for life. Sing 2 has many hidden messages, starting with the main character, Buster Moon, who will return to adventure with his friends accompanied by the twists and turns of his adventure. At the moment The Buster moon will persuade rock star Clay Calloway to join them in the new opening show. Through the synopsis, this story has the charisma that indirectly attracts the audience to see it so that the possibility of learning life in this film is achieved well. To show that this film has good intentions, this story is escorted by various famous stars with more than 40 songs to accompany the story.

Method

The high interest in the film "Sing 2" made us interested in compiling an article that discusses the implied message contained in the film Sing 2. The method used is a qualitative method to facilitate the writing of the data in this article (Butler, et. al, 2016). Study qualitative is one analyzing searches something condition with researcher or Writer as figure main in operating activity the (Kodrat D, 2021). Divided research Becomes qualitative and quantitative own real difference not too significant, that is in the quantitative study started from a theory developed with various explanation and supporting data. Through explanation from the expert study, qualitative is research aimed at for making the researcher and the reader understand will something made ingredient research. In delivery using explanation sentences and scientific language expected could give benefits and convenience for the writer. On the other, side someone said that something research based on method qualitative will lead to an explanation of will quality of something object that can be explained through the combined method of quantitative. So that could conclude that study qualitative is something method depiction object that can be explained by general through the picture for support something research of course support convenience Writer in composing it.

Based on all Cases the article this arranged for could describe to the connoisseur's cinema to push them to enjoy this movie at a time make it guidelines in life. The reason behind the author showing purpose the because often a movie is only watched without being reviewed with good. So that could give birth to a perception or a view that is not good and end to the assumption that the movie is only a means of entertainment. Whereas reality shows Another good thing is showing various messages implied that will guide the audience in operating something life. Even could help viewers cinema for go out late or feel something new thing.

In achieving a good article, data is needed to support writing, so this article uses data obtained from searching and deepening to attraction system, story system, and more such as the case study method (Urquhart, et al, 2016). The source of the data obtained comes from observations of dialogue data of the characters, data from the action in each scene, data from each story session, and also from the comments of the audience who felt the hidden learning from the story. To analyze all these things, the article is compiled with content analysis by finding out and interpreting more clearly and deep into the themes and ideas that emerge through color in story sing 2, then for explaining various case narrative analysis method is used to re-explain about sing 2 and its hidden message. With this explanation, the supporting method which is used is through

hearing, sight, and translation tools to interpret more broadly the meaning of each word, action, and storyline into learning (Wood, et al, 2018). In addition, we also rely on observation instruments to observe the audience's reaction when they see Sing 2. All of this is done based on system observation.

Findings and Discussion

The film "Sing 2" is an animated film that contains various implied meanings in it (Ashley M, 2016). Many people only see this film as a means of entertainment, but in fact, this animation can reap various problems and life solutions which of course can be used as life lessons. All the existing characters can be told in such a way as to attract the attention of the audience so that they can interpret the deep meaning of this story. Not only from the dialogue between characters but also from the characters and responses from the players. This is the main attraction in concluding the implicit moral message.

Sing 2 is a film that uses a forward plot in its storytelling. The plot that is assembled into a family story is proven to present a story that is not boring and easy to catch. However, it is possible that the meaning of this story can be absorbed easily. The level of storytelling in this film manages to present a story that from the beginning presents a deep rebuke to life (Douglass F, 2016). So that the various messages that can be taken from "Sing 2" are born to become one of the things that can stir the hearts of the audience, this film tells the adventures of Booster Moon and his friends who now have to persuade one of the famous rock stars of his time, namely Clay Calloway. Buster and his friends try to convince Clay Calloway to join them for a spectacular new opening in Hollywood. On this basis, research was conducted with the results of the analysis that there are 8 implied values in the film Sing 2 by Garth Jennings, which are explained as follows.

The first implied is the ability to be able to pursue dreams with sincere feelings.

The important point of this film lies in the description of how big a dream must be achieved with sincerity. It is not money or power that is the main goal. But a process that can be enjoyed on the way to achieving a dream. Buster Moon never thought that his goal to appear in such a spectacular concept was to have a lot of money, but he always enjoys the process of achieving his dream with his friends because he enjoys doing it.

Then the second analysis that can be learned is not to let fear get in the way of something we love.

Having extraordinary talent is not as easy as it seems. Behind that, someone was trying to shake off his disbelief. Like the figure of Meena who is always anxious and nervous when trying to sing in front of many people. Luckily, he got a boost from Buster Moon to shake off his fear. Although initially nervous, he managed to turn the stage atmosphere into a super spectacular one. The freedom that he wanted to show all this time radiated just like that when he started to believe in himself.

Then the third lesson is trying to get out of your comfort zone.

In achieving a dream, one must be confident and never give up in the face of challenges such as Buster Mood who has nothing to do with anyone, Buster and the team consisting of Rosita, Rocker Ash, Johnny, Meena, and Gunter are desperate to sneak into the Crystal Entertainment office. to make that dream come true. It was there that they met a ruthless mogul named Jimmy Crystal. From here, there are many challenges beyond Moon's prediction, which is far from his comfort zone. This is what Moon did because Buster wanted to revive the dim old Moon Theatre.

The fourth thing that can be used as a life lesson is to reach your dream as high as possible with a foundation of never giving up.

Buster Moon has another hit show in his theater. However, he still has ambitions to achieve something bigger, namely wanting to appear in a show biz center where only selected artists can appear, but he faces an obstacle, namely Moon does not pass the show biz selection. It's about freeing ourselves to bring out our maximum potential in achieving something bigger in life and of course having to have a sense of never giving up by doing everything we can. Of course, all of this was based on Buster Moon's persistence.

The fifth lesson is don't underestimate someone no matter what they do and don't be arrogant.

Moon Booster who had given up realized that Neyna was encouraging him not by belittling or judging Moon Booster, but he realized that Moon had to keep moving forward to face the problems he was facing, so he got excited again and looked for ideas to deal with. In addition, the implied message can be taken from the story that the dance instructor has underestimated other instructors who usually work on the streets but in the end, he was eliminated by the prowess of street dancers. Another part of the story that shows that arrogance is meaningless is when Jimmy Crystal's daughter boasts of being the main character despite her lack of skills. So, it can be understood that arrogance and contempt for others is a bad attitude and can embarrass you (Bagozzi, et al, 2018).

The sixth implied value is the importance of togetherness in solving problems.

This can be seen from the attitude of Moon Booster's theater colleagues who both support and encourage them in solving problems when Moon Booster is threatened by show biz boss Jimmy. In addition, Moon Booster and his colleagues have also shown that the cooperation carried out will produce works with satisfactory results. On the other hand, cooperation also brings the best ideas and solutions. It can be concluded that all the problems that are passed together will bring a happy ending (Johnstone L, 2021).

The seventh message that can be taken is to be an open-minded person.

This can be seen from various phenomenal ideas that are not fixed on one focus but include various things to support the concerts they run. Another incident that can be concluded as an implied message is the idea of persuading the audience to watch a concert that was stopped by the concert owner. In addition, thinking that is not focused on one point of the problem makes it easier to deal with it. So that it can be interpreted that open thinking can provide opportunities to become a better person, of course with results that are beyond expectations (Dekker S, 2017).

The closing thing that became the message eighth is to keep going spread love sincere love even though hurts.

Message this born in analysis something part story that describes love Dear could change all something Becomes better. As for Rosita, she told had time to break hope and not focus in do something designated action for a concert However because of love to Moon who almost falls with meaning for help him make Rosita get overcome her fear. Then on-base been hurt by Moon Booster ever feel it through Jimmy Crystal's daughter underestimated him but Moon still direct and support in doing all Case so that slow gradually he changed Bec, someone, one better. So that could make learning that love sincere love capable of change all condition Becomes things that are not ordinary and better.

Conclusion

Through a long process in the study along with the description, there are many implied messages in story sing 2. Message It reaches 8 Cases important which can be interpreted in everyday life. The message is: Pursue dreams with sincere feelings, don't let fear get in the way of something we love, get out of our comfort zone, achieve dreams as high as possible with an unyielding foundation, don't underestimate someone whatever he does and don't be arrogant, the importance of togetherness in solving problems, be an open-minded person and be full personality love. Of all the things that have been obtained, all are positive things that can be done in modern life. Especially in this modern era, many very events cause 8 messages the neglected and rare preserved inside life. Although the characters used as research references are animal animations, the stories and their problems and solutions can be used as references, problem-solving, and memories in everyday life (Nikojeva M, 2016).

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THE REPRESENTATION OF MULTIPLE INTELLIGENCES ON ENGLISH TEXTBOOKS IN INDONESIA

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Abstract

Textbook has significant roles in the teaching-learning process. A lot of teaching-learning processes throughout the world are conducted with extensive textbooks usage. It occurs because textbooks hold several roles for teaching-learning activity. On the other hand, a theory named Multiple Intelligence Theory (MI Theory) considers that human is born with a fixed amount of intelligence. By applying MI Theory to the English language teaching, the teaching-learning process is expected to accommodate and stimulate students' intelligence types well, so the students learning output will increase. The objective of the research was to figure out the representation of Multiple Intelligences in the Junior High School English textbooks in Indonesia published by the Ministry of Education and Culture. This research was a content analysis since it was aimed to investigate Multiple Intelligences implementation in the activities of the textbooks. The instrument of this research was a checklist devised by the researchers based on the theoretical and conceptual framework of MI Theory as well as other checklists had made by previous researchers. A careful analysis of the activities resulted that the textbooks mostly catering to verbal/linguistic, interpersonal, musical, and visual/spatial intelligence. The least dominant intelligences were bodily/kinesthetic, logical/mathematical, intrapersonal, and naturalist intelligence.

Keywords: *Content Analysis, English Textbook, Multiple Intelligence Theory.*

Introduction

Through a book entitled *Frames of Mind* published in the early 1980s, Howard Gardener proposed an evolutionary theory of human intelligence named Multiple Intelligence Theory (MI Theory). Contrary to the traditional notion considering that human is born with a fixed amount of intelligence also could be measured and stated by IQ Testing whereas a test based on a single measure, MI Theory proposed by Gardner claimed intelligence as numerous rather than unitary in nature, so it could not be measured by using a single matrix (Aydin, 2019). MI Theory considers that all human being possesses all nine intelligences, and every single human has a unique combination of intelligences levels. The intelligences classified based on this theory are verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, bodily/kinaesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and existential intelligence.

MI Theory by Gardner represents the pluralist appearance of intelligence domains and the diversity of ways of expressing the skillfulness and skills of the individual within the scope of their own culture (Aydin, 2019). At first, *Frames of Mind* explained that every human possessed at least seven intelligences. He then added an eighth and discussed the possibility of a ninth. As of today, based on this theory, there are nine intelligences, those are verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, musical-rhythmic intelligence, bodily/kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence.

Gardner's *Frames of Minds* (1983) proposed that humans possess eight intelligences, as follows:

- 1) Verbal/linguistic Intelligence

This intelligence type deals with the mastery of language whereas can be indicated with the ability to deliver and receive messages by using language whether written or spoken.

2) Logical/mathematical Intelligence

This intelligence type is related to the ability to number processing, detect patterns, sequencing, make predictions and reason deductively, and think logically.

3) Spatial-Visual Intelligence

This intelligence type is a manifestation of the potential of using shapes, graphics, colors, and space. It encompasses abilities to recognize instances of the same element, transform or to recognize a transformation of one element into another, conjure up mental imagery, and then to transform that imagery, produce a graphic likeness of spatial information, and the like.

4) Bodily/kinesthetic Intelligence

This intelligence type involves the capability of problem-solving by using the body and expressing emotions, thoughts, and ideas through gestures or body movements. Three types of object-related intelligence comprise this intelligence: logical/mathematical intelligence, which utilizes numerical patterns to extract information from objects; spatial intelligence, designed to connect objects in the environment, and bodily intelligence, created to translate the spatial world into action on the objects.

5) Musical Intelligence

This intelligence type deals with music elements such as tune, pitch, rhythm, timbre, pulse, tempo, harmony, emotional side of sound, etc.

6) Interpersonal Intelligence

Interpersonal intelligence stating by Gardner (1993) is the ability to know other people by recognizing their faces, their voices, and their persons, to react appropriately to them, and to engage in activities with them.

7) Intrapersonal Intelligence

This intelligence type is related to the sensitivity to our own feelings, our own wants, and fears, our own personal histories.

8) Naturalist Intelligence

This intelligence type deals with our attunement with the environment by recognizing, classifying, categorizing species found in nature such as plants, animals, and minerals.

In the educational field, MI Theory has significant roles regarding Gardner's belief that intelligences owned by learners create the diversity of characters, talents, and preferences on how the way learners learn and respond to learning situations, and they thus differ in their preferences for learning strategies and methods (Fasko, 2001). Meanwhile, students' learning successes are strongly affected by the degree of students' intelligence. MI gives teachers a new paradigm in viewing their students. By applying MI Theory to the teaching-learning process, it is expected that the process of delivering English materials appropriate to the students' intelligence types (Ma'mun, 2012). When teaching materials are taught in traditional practice, it only stimulates certain intelligences, but when materials are taught with MI principles, more or even all intelligences can be stimulated well. The implementation of MI Theory in education needs to be considered in order to improve students' learning performance to a greater extent because it encompasses all types of intelligences.

Several reasons for the importance of the implementation of MI Theory in education are (Arulselvi, 2008):

- 1) Intelligences can be taught or increased through teaching.
- 2) Intelligences can change throughout life.
- 3) Different learners possess different intelligences, resulting in different learning styles and needs. Draw three implications of intelligence.

Activities are one of the teaching-learning elements holding important roles in the process of learning in the classroom. Activities are defined as what students will actually perform with input, such as listening to recordings, writing a sentence, answering questions, etc (Nunan, 1999). The definition of activity by Jack C. Richards is described as any type of purposeful classroom procedure aimed at helping learners to achieve the objectives of the course (Jack C. Richards & Theodore S. Rodgers, 2001).

In ideal classrooms, teachers should include learning activities that learners enjoy, and which encourage motivation and help create an enjoyable learning environment. In order to create successful classes, teaching strategies should be directed toward the students' learning styles as much as possible (Oxford, 2001). In accordance with MI Theory, Many experts formulate a list of activities that can be done by the teacher to apply in their classroom. The activities are grouped according to suitability for each type of intelligence based on MI Theory.

Christison and Armstrong gave examples of activities that fit each type of intelligence, those are (Christison, 1996):

- 1) Linguistics Intelligence: reading, writing, telling stories, playing a word game, note-taking, debates.
- 2) Logical/mathematical Intelligence: puzzles and games, logical, sequential presentations, classifications, and categorizations.
- 3) Musical Intelligence: singing, playing music, jazz, chants.
- 4) Bodily/kinesthetic Intelligence: hands-on activities, field trips, pantomime, dancing, gesturing.
- 5) Spatial/visual Intelligence: designing, visualizing, charts and grids, videos, drawing.
- 6) Interpersonal Intelligence: pairwork, project work, group problem-solving, leading, organizing, relating, and mediating.
- 7) Intrapersonal Intelligence: self-evaluation, journal keeping, options for homework, setting goals, meditating, dreaming, planning, and reflecting.
- 8) Naturalist Intelligence: gardening, caring for the earth, playing with pets, raising animals.

On the other hand, no one can deny the significant roles of textbooks in the teaching-learning process. It can be shown the massive use of textbooks as one of the learning tools in the teaching-learning process both formal or informal all over the world. It occurs because textbooks hold several roles for teaching-learning activity.

Jack C. Richard, as cited in Hanita Masithoh composes the functions of the textbook as follow (Fadhilah, 2017):

- 1) They provide structure and syllabus for a program. The absence of textbooks in the teaching-learning program may make it impossible to have a core curriculum well-structured, planned, and developed.

- 2) They help equalization instruction. The utilization of a textbook in a program can assure that the students in diverse lessons get hold of similar content and consequently, may be examined in the same way.
- 3) They maintain quality. If a well-developed textbook is used, students are offered materials that have been attempted and tested based on learning standards, and that are paced appropriately.
- 4) They provide a variety of learning resources. A textbook is often followed by workbooks, CDs and tapes, recording, CD ROMs, and comprehensive teaching guides, offering wealthy and shifted assets for teachers and students.
- 5) They are efficient. They spare teachers' time, allowing teachers to devote time to teaching instead of producing materials.
- 6) They give compelling language models and input. Textbooks can offer to assist teachers whose first language is not English and who could be not able to generate accurate language contributions on their own.
- 7) They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual book can serve as a medium of initial teacher training.

It can be assumed that in the classroom, textbooks have important functions for teachers and students. For the students, they provide students with maintenance, traceback, or even prepare their learning input. While for the teachers, textbooks provide guidance to conduct an appropriate teaching-learning process. They also help less experienced teachers to gain confidence and security in teaching-learning activities. Textbooks provoke the teaching-learning to keep track in accordance with the curriculum.

In Indonesia's education, the role of textbooks has been regulated in government regulation. Regulation of the Minister of National Education Number 11 in 2005 states that textbooks play a significant role in the context of educational quality improvement. Textbooks are obligatory reference books compiled based on the national education standards and used in schools that contain learning materials in order to increase students' faith and piety, character, and personality, the ability to master knowledge and technology, sensitivity and aesthetic ability, also physical potential (Permendiknas, 2005).

In ELT, English textbooks have long been considered as its' central. English textbooks not only act as a source of knowledge by teachers to prepare and deliver lessons but also act as the basic tools to develop students' language insight apart from the teachers. Studies of the importance of English textbooks show that English textbooks help in achieving learning goals for instance on learners' academic literacy development, curriculum implementation, or test preparation (Zhang, 2017). Furthermore, textbooks provide the language content and also present a balance between language skills and sub-skills taught in ELT classes, and highlight the pedagogical model that is being used. In addition, they can present the main language content students are exposed to, and they can help teachers to decide on planning and teaching their lessons (Richard, 2001).

In response to the textbooks which play many important roles in English Teaching Learning, The Ministry of Education and Culture of the Republic of Indonesia has published an English textbook for every grade in junior high school. The textbook for seventh-grade students is entitled *When English Rings a Bell*, for eighth-grade students is entitled *When English Rings a Bell* also, and for ninth-grade students, it is entitled *Think Globally Act Locally*.

At the first, the first edition of the textbooks was published in 2014. But in 2014 and 2015, the second edition of the textbooks was published.

Since students with different learning styles and personality types possess a variety of intelligences, textbooks must provide as many intelligence types as possible to meet their needs. Utilizing MIs in schoolbooks and teaching means that learners are taught and can demonstrate their comprehension in several different ways. As we know, textbooks are among the most commonly utilized academic resources and supply high-quality elements for the successful delivery of education in any part of the world. Many schools began to center their curricula on the theory of MI after the publication of Gardner's *Frames of Mind* in 1983. MI Theory perspective has motivated teachers to find new ways to help all students in their classes (Sami Sulieman Al-Qatawneh, 2021).

The needs and potential of learners should be taken into account when designing textbooks. This purpose is perfectly served by MI theory, which can greatly contribute to language teaching and learning since it allows for the inclusion and consideration of learners' needs, potentials, styles, and intelligences. Several schools around the world have integrated MI theory into their mission, education system, education content, and teaching methods (Lie-Qi Chen, Seana Moran, & Howard Gardner, 2009). Thus, analyzing textbooks in the light of MI Theory is essentially useful since textbooks are the primary and most applicable source used by teachers to transfer curriculum objectives to students in classrooms.

As for the implications of MI theory in EFL textbooks, Berman was the first to apply MI theory to ELT in his book "A Multiple Intelligences Road to an ELT Classroom". There aren't many empirical studies about the implications of MI theory in EFL textbooks as a result of its recent integration into the classroom. Moreover, the relationship between curriculum and instruction is dynamic and constant, and it revolves around assessment based on student demographics, societal needs, and technological requirements.

Investigating The Representation of Multiple Intelligences Theory in TPSOL Textbooks by Saman Ebadi & Maryam Beigzadeh from Razi University and Zabansara Language Institute, Kermanshah, Iran in 2016 was purposing to investigate one series of commonly used TPSOL textbooks in light of Multiple Intelligences Theory. It revealed that the textbooks mostly catered for verbal/linguistic, visual/spatial, logical/mathematical, and interpersonal intelligences. The least dominant intelligence was intrapersonal, musical, and naturalist intelligence types. No examples of activities of bodily/kinesthetic intelligence were encountered. In addition, the results of the research did not show any significant effect of proficiency level on the application of intelligence types in textbooks (Saman Ebadi & Maryam Beigzadeh, 2016).

Another content analysis study was conducted by Al-Omari, Bataineh, and Smadi to investigate whether the principles of MI theory could be incorporated into the Jordanian Action Pack textbook for the first, fourth, eighth, and eleventh grades. Results showed that verbal/linguistic, intrapersonal, and spatial/visual intelligences were well incorporated. Contrastively, moral, existential, and spiritual intelligences were not incorporated at all in the activities of the textbooks. In addition, the results revealed a lack of balance among intelligences among the four levels of textbooks (Taghrid Al-Omari, Ruba Bataineh, & Oklah Smadi, 2015).

Studies entail the increasing interest for analyzing English textbooks in the light of MI Theory; Said (2021), Ebadi & Beigzadeh (2016), Ebadi & Ashtarian (2015), and Ramzjoo & Jozaghi (2010). Despite this, in Indonesia, there is a lack of studies of MI Theory in English textbooks. Considering the importance of English textbooks and the significance attached to the role of multiple intelligences in enhancing students' learning output, this study was carried out to touch upon this issue.

This study was an attempt to answer the main question, which is "How is the representation of Multiple Intelligences on the revised edition of Junior High School English textbooks in Indonesia published by the Ministry of Education and Culture?"

Method

This research is research with content analysis as the design. In accordance with qualitative usage as the approach, this research used the method of qualitative content analysis. The data source of this research is the revised edition of Junior High School English Textbooks published by the Ministry of Education and Culture. The number of textbooks is three, where each textbook is purposed for each grade in Junior High School educational level. For seventh-grade students, the textbook is entitled *When English Rings a Bell*. For the eighth-grade students, it is entitled *When English Rings a Bell* also. For the ninth-grade students, it is entitled *Think Globally Act Locally*. The method of collecting data for this research is document analysis. The instrument used in this research is a checklist devised by the researcher based on the theories and concepts related to the MI Theory as well as other checklists made by prior researchers mentioned in the literature review. This checklist contains sample activities and the types of intelligence. Reviewing the literature, the procedure to conduct the research in order to reach the objective of the research is divided into several steps; 1) Studied the activities of the chosen chapters the textbooks, 2) Count the frequencies of intelligence type implementation in the activities, 3) Number the total activities, 4) Place the data to the chart, 5) Number and percentage intelligence types implementation, 6) Make description, and 7) Make an agreement.

Findings

From the three textbooks, twelve chapters were purposefully selected and analyzed in order to investigate the intelligence types and the activities addressed. After the selected data were collected, the representation of chapters and activities contained in the textbooks is presented in table 1.

Table 1. The Representation of the Collected Data from the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture.

| Textbook | Chpater | Pages | Number of Activities |
|---|--------------------------------------|-----------|----------------------|
| <i>When English Rings a Bell</i> for seventh-grade students | Chapter 1: How are You? | 1 – 23 | 22 |
| | Chapter 2: It's Me. | 24 – 41 | 18 |
| | Chapter 10: Attention, Please! | 177 – 189 | 12 |
| | Chapter 11: I am Proud of My Teacher | 190 – 202 | 16 |
| | Total | | 68 |

| | | | |
|--|--|-----------|------------|
| <i>When English Rings a Bell</i> for eighth-grade students | Chapter 1: It's English time! | 2 – 18 | 7 |
| | Chapter 2: Can you play the guitar? | 19 – 32 | 7 |
| | Chapter 12: Don't forget it, please! | 197 – 216 | 12 |
| | Chapter 13: We got a lot of histories | 217 – 222 | 3 |
| | Total | | 29 |
| <i>Think Globally Act Locally</i> for ninth-grade student | Chapter 1: Congratulations! | 1 – 16 | 7 |
| | Chapter 2: Let's start our wall magazine! | 17 – 34 | 9 |
| | Chapter 13: Come and visit us! | 251 – 262 | 6 |
| | Chapter 14: You can always come back home. | 263 – 270 | 3 |
| | Total | | 25 |
| Total Activities of the Textbooks | | | 122 |

In accordance with the objective of the research, a checklist devised by the researcher based on the points mentioned in the theoretical and conceptual framework which are related to the MI Theory as well as other checklists made by researchers mentioned in the literature review was used. The Multiple Intelligences implemented in the activities from textbooks were depicted in percentage and the representation were presented by providing examples of analysis of each intelligence type based on Gardner and Ramzjoo's theory. Percentages were calculated by dividing the frequency of the intelligence types by the total activities. It was then multiplied by 100%. The result of the analysis thus was made with an agreement by the researcher in order to make the data easier to read by the readers. The results are presented as follows:

The Representation of Verbal/linguistic Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing VL intelligence was displayed in table 2.

Table 2. Number and Percentage of the Activities Representing VL Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of VL Activities | Number of the Total Activities | Percentages of VL Activities |
|---------------------------------------|----------------|-------------------------|--------------------------------|------------------------------|
| Seventh Grade English Textbook | 1 | 18 | 22 | 81.81 % |
| | 2 | 15 | 18 | 83.33 % |
| | 10 | 8 | 12 | 66.66 % |
| | 11 | 13 | 16 | 81.25 % |
| | Total | 54 | 68 | 79.41 % |
| Eighth Grade English Textbook | 1 | 6 | 7 | 85.71 % |
| | 2 | 7 | 7 | 100 % |

| | | | | |
|---|--------------|------------|----------------|----------------|
| | 12 | 12 | 12 | 100 % |
| | 13 | 3 | 3 | 100 % |
| | Total | 28 | 29 | 96.55 % |
| Ninth Grade English Textbook | 1 | 7 | 7 | 100 % |
| | 2 | 9 | 9 | 100 % |
| | 10 | 6 | 6 | 100 % |
| | 11 | 3 | 3 | 100 % |
| | Total | 25 | 25 | 100 % |
| Total | 107 | 122 | 87.70 % | |

The representation of VL activities in classroom consists all activities using language in written or oral (Alsahhi, 2020). Activities to perceive language patterns is also one of the indications of this intelligence type's representative. A sample of VL activity in these textbooks can be seen in activity 6 of Chapter 11: "I am Proud of My Teacher" of the 7th-grade students' English textbook as displayed in figure 1. One of the example activities that employ verbal/linguistic ability is reading. When reading, students are assigned to understand text whereas the message that the writer wants to convey is in writing. Through this activity, students' VL intelligence will stimulated well.



Figure 1. The Representation of VL activity

The Representation of Logical/mathematical Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing LM intelligence was displayed in table 3.

Table 3. Number and Percentage of the Activities Representing LM Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of LM Activities | Number of the Total Activities | Percentages of LM Activities |
|---|----------------|-------------------------|--------------------------------|------------------------------|
| Seventh Grade English Textbook | 1 | 3 | 22 | 13.63 % |
| | 2 | 6 | 18 | 33.33 % |

| | | | | |
|--|--------------|-----------|------------|----------------|
| | 10 | 3 | 12 | 25.00 % |
| | 11 | 3 | 16 | 18.75 % |
| | Total | 15 | 68 | 22.05 % |
| Eighth Grade English Textbook | 1 | 1 | 7 | 14.28 % |
| | 2 | 4 | 7 | 57.14 % |
| | 12 | 1 | 12 | 8.33 % |
| | 13 | 0 | 3 | 0.0 % |
| | Total | 6 | 29 | 20.68 % |
| Ninth Grade English Textbook | 1 | 2 | 7 | 28.57 % |
| | 2 | 2 | 9 | 22.22 % |
| | 10 | 3 | 6 | 50.00 % |
| | 11 | 1 | 3 | 3.33 % |
| | Total | 8 | 25 | 32.00 % |
| Total | | 29 | 122 | 23.77 % |

The representation of LM activities in classroom consists all activities related to the ability to use numbers and reason well. It also involves activities of problem-solving skills such as scientific investigating and recognizing abstract thinking (Saman Ebadi & Soroor Ashtarian, 2015). A sample of logical/mathematical activity in these textbooks can be seen in activity 2 of Chapter 2: “We can do it, and we will do it” of the 8th-grade students’ English textbook as displayed in figure 2. Figure 2 includes the activity of step learning experience of collecting information. Examples activities that employ logical/mathematical ability are activities to understand the context, categorize facts or information, and activities of collecting informations. The instruction “We will use the guide to write what each speaker can do and can’t do” indicates that in this activity, students are assigned to categorize informations from the collected informations. So, the activities implement LM intelligence.

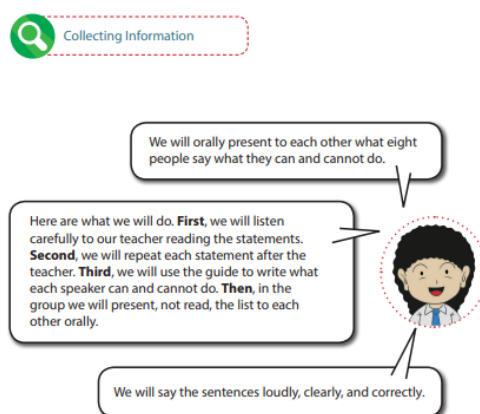


Figure 2. The Representation of LM activity

The Representation of Visual/spatial Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing VS intelligence was displayed in table 4.

Table 4. Number and Percentage of the Activities Representing VS Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of VS Activities | Number of the Total Activities | Percentages of VS Activities |
|--------------------------------|----------------|-------------------------|--------------------------------|------------------------------|
| Seventh Grade English Textbook | 1 | 14 | 22 | 63.63 % |
| | 2 | 5 | 18 | 27.77 % |
| | 10 | 10 | 12 | 83.33 % |
| | 11 | 5 | 16 | 31.25 % |
| | Total | 34 | 68 | 50.00 % |
| Eighth Grade English Textbook | 1 | 4 | 7 | 57.14 % |
| | 2 | 3 | 7 | 42.85 % |
| | 12 | 0 | 12 | 0.00 % |
| | 13 | 0 | 3 | 0.00 % |
| | Total | 7 | 29 | 24.13 % |
| Ninth Grade English Textbook | 1 | 0 | 7 | 0.00 % |
| | 2 | 0 | 9 | 0.00 % |
| | 10 | 3 | 6 | 50.00 % |
| | 11 | 1 | 3 | 33.33 % |
| | Total | 4 | 25 | 16.00 % |
| Total | | 45 | 122 | 36.88 % |

The representation of VS activities in classroom consists all activities representing mental and graphical ability to visualize things and ideas in space, color, form, and shapes (Gardner, 2010). A sample of visual/spatial activity in these textbooks can be seen in activity 2 of Chapter 2: “How are You?” of the 7th-grade students’ English textbook as displayed in figure 3. According to Ramzjoo (2010) and Ebadi (2015), one of the example activities that employ visual/spatial ability is an activity to make up a story based on some pictures. Figure 3 presented activity with the instruction “Observe the expressions of greeting below” which is supported by pictures of conversations between two people indicates. It indicates that this activity assigned students to observe the greetings used in the pictures and propose the probabilities of how the situations of the pictures are. The activity would be stimulates students’ VS intelligence well.

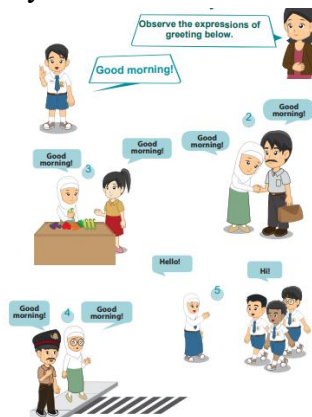


Figure 3. The Representation of VS activity

The Representation of Bodily/kinesthetic Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing BK intelligence was displayed in table 5.

Table 5. Number and Percentage of the Activities Representing BK Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of BK Activities | Number of the Total Activities | Percentages of BK Activities |
|--------------------------------|----------------|-------------------------|--------------------------------|------------------------------|
| Seventh Grade English Textbook | 1 | 1 | 22 | 4.54 % |
| | 2 | 1 | 18 | 5.55 % |
| | 10 | 1 | 12 | 8.33 % |
| | 11 | 0 | 16 | 0.00 % |
| | Total | 3 | 68 | 4.41 % |
| Eighth Grade English Textbook | 1 | 4 | 7 | 57.14 % |
| | 2 | 4 | 7 | 57.14 % |
| | 12 | 6 | 12 | 50.00 % |
| | 13 | 1 | 3 | 33.33 % |
| | Total | 15 | 29 | 51.72 % |
| Ninth Grade English Textbook | 1 | 4 | 7 | 57.14 % |
| | 2 | 5 | 9 | 55.55 % |
| | 10 | 2 | 6 | 33.33 % |
| | 11 | 2 | 3 | 66.66 % |
| | Total | 13 | 25 | 52.00 % |
| Total | | 31 | 122 | 25.40 % |

The representation of BK activities in classroom consists all activities using the ability to effectively use movement and gesture to express thoughts, emotions, and ideas or use whole or parts of the body to solve problems (Saman Ebadi & Soroor Ashtarian, 2005). A sample of BK activity in these textbooks can be seen in activity 2 of Chapter 2: "How are You?" of the 7th-grade students' English textbook as displayed in figure 4. From figure 4, it can be seen that in the activities contain an activity of playing roles. Role playing a story or acting out words is one of the sample of activity employs BK intelligence. The activity use the partial or whole body to express ideas and feelings.

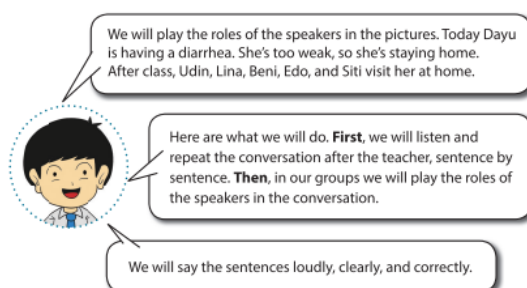


Figure 4. The Representation of BK activity

The Representation of Musical Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing musical intelligence was displayed in table 6.

Table 6. Number and Percentage of the Activities Representing Musical Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of Musical Activities | Number of the Total Activities | Percentages of Musical Activities |
|---------------------------------------|----------------|------------------------------|--------------------------------|-----------------------------------|
| Seventh Grade English Textbook | 1 | 4 | 22 | 18.18 % |
| | 2 | 6 | 18 | 33.33 % |
| | 10 | 2 | 12 | 16.66 % |
| | 11 | 2 | 16 | 12.50 % |
| | Total | | 14 | 68 |
| Eighth Grade English Textbook | 1 | 5 | 7 | 71.42 % |
| | 2 | 6 | 7 | 85.71 % |
| | 12 | 10 | 12 | 83.33 % |
| | 13 | 2 | 3 | 66.66 % |
| | Total | | 23 | 29 |
| Ninth Grade English Textbook | 1 | 5 | 7 | 71.42 % |
| | 2 | 7 | 9 | 77.77 % |
| | 10 | 5 | 6 | 83.33 % |
| | 11 | 2 | 3 | 66.66 % |
| | Total | | 19 | 25 |
| Total | | 53 | 122 | 43.44 % |

The representation of musical intelligence activities in classroom consists all activities using sensitivity to rhythm, pitch, and melody and effective use of music to express emotions, feelings and thoughts (Sayyed A. Ramzjoo & Zahra Jozaghi, 2010). A sample of Musical Intelligence activity in these textbooks can be seen in activity 1 of Chapter 11: “You can always come back home” of the 9th-grade students’ English textbook as displayed in figure 5. Figure 5 presented an activity assigned to students to observe the song. The activity gives a chance to students to use their sensitivity to identify sound patterns, create, communicate, and understand meanings made out of sound. With instruction “We will discuss to find the parts of the lyric that contain the given messages” allowed students to understand the meaning of a song. That includes musical intelligence activity.

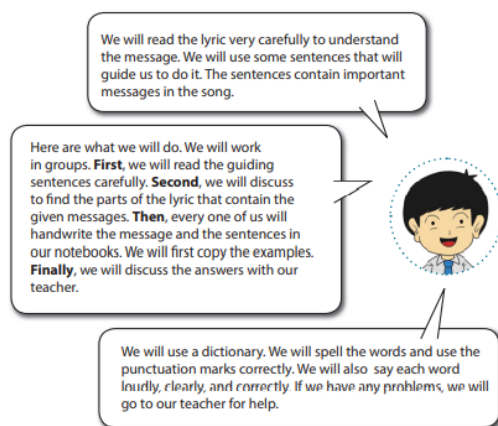


Figure 5. The Representation of Musical activity

The Representation of Interpersonal Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing IP intelligence was displayed in table 7.

Table 7. Number and Percentage of the Activities Representing IP Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of IP Activities | Number of the Total Activities | Percentages of IP Activities |
|--------------------------------|----------------|-------------------------|--------------------------------|------------------------------|
| Seventh Grade English Textbook | 1 | 7 | 22 | 31.81 % |
| | 2 | 5 | 18 | 27.77 % |
| | 10 | 0 | 12 | 0.00 % |
| | 11 | 2 | 16 | 12.50 % |
| | Total | 14 | 68 | 20.58 % |
| Eighth Grade English Textbook | 1 | 5 | 7 | 71.42 % |
| | 2 | 6 | 7 | 85.71 % |
| | 12 | 11 | 12 | 91.66 % |
| | 13 | 2 | 3 | 66.66 % |
| | Total | 24 | 29 | 82.57 % |
| Ninth Grade English Textbook | 1 | 5 | 7 | 71.422 % |
| | 2 | 7 | 9 | 77.77 % |
| | 10 | 4 | 6 | 66.6 % |
| | 11 | 2 | 3 | 66.6 % |
| | Total | 18 | 25 | 72.00 % |
| | | 56 | 122 | 45.90 % |

The representation of IP activities in classroom consists all activities related to the ability to interact with others to understand their feelings, motivations, and intentions and to respond effectively to those emotions (Sayyed A. Ramzjoo & Zahra Jozaghi, 2010). A sample of interpersonal activity in these textbooks can be seen in activity 1 of Chapter 12: "Don't forget

it, please” of the 8th-grade students’ English textbook as displayed in figure 6. According to Ramzjoo (2010) and Ebadi (2015), pair-work activity and group-work activity are examples of activities employing the ability to know how to work effectively with others. Figure 6 presents the activity which assigned students to work in a group, so that was a sample of interpersonal activity.

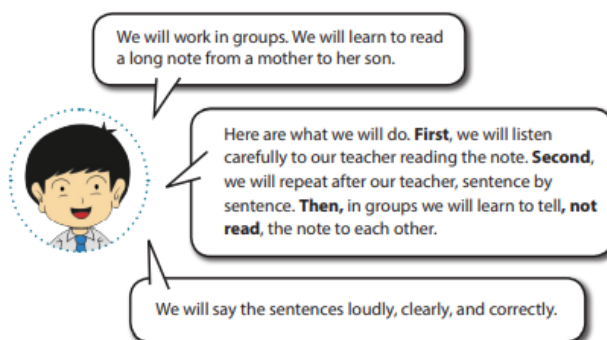


Figure 6. The Representation of IP activity

The Representation of Intrapersonal Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing IR intelligence was displayed in table 8.

Table 8. Number and Percentage of the Activities Representing IR Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of IR Activities | Number of the Total Activities | Percentages of IR Activities |
|--------------------------------|----------------|-------------------------|--------------------------------|------------------------------|
| Seventh Grade English Textbook | 1 | 2 | 22 | 9.09 % |
| | 2 | 5 | 18 | 27.77 % |
| | 10 | 3 | 12 | 25.00 % |
| | 11 | 3 | 16 | 18.75 % |
| | Total | 13 | 68 | 19.11 % |
| Eighth Grade English Textbook | 1 | 1 | 7 | 14.28 % |
| | 2 | 1 | 7 | 14.28 % |
| | 12 | 2 | 12 | 16.66 % |
| | 13 | 1 | 3 | 33.33 % |
| | Total | 5 | 29 | 17.24 % |
| Ninth Grade English Textbook | 1 | 1 | 7 | 14.28 % |
| | 2 | 1 | 9 | 11.11 % |
| | 10 | 1 | 6 | 16.66 % |
| | 11 | 1 | 3 | 33.33 % |
| | Total | 4 | 25 | 16.00 % |
| | | 22 | 122 | 18.03 % |

Intrapersonal intelligence is an intelligence type that involves the capacity to understand oneself, to have an effective working model of oneself – including one’s own desires, fears, and capacities – and to use such information effectively regulates one’s own life (Gardner, Intelligence reframed: Multiple intelligences for the 21st century, 1999). A sample of intrapersonal activity in these textbooks can be seen in activity 9 of Chapter 2: “Let’s live a healthy life!” of the 9th-grade students’ English textbook as displayed in figure 4. According to Ramzjoo (2010) and Ebadi (2015), one of the example activities that employ intrapersonal ability is keeping a journal. Figure 7 shows an activity that assigned students to reflect their understanding of the material of the chapter they have learned by writing a journal. This activity is the sample of the implementation of intrapersonal intelligence in the classroom activity. This type of activity is shown in all chapters of the textbooks.



Figure 7. The Representation of IP activity

The Representation of Naturalist Intelligence on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From the chapter chosen from the textbooks, the result of the activities representing naturalist intelligence s displayed in table 9.

Table 9. Number and Percentage of the Activities Representing Naturalist Intelligence to the Total Number of the Activities from the Chosen Chapter of Each Textbook

| Textbook | Chapter Number | Number of N Activities | Number of the Total Activities | Percentages of N Activities |
|---------------------------------------|----------------|------------------------|--------------------------------|-----------------------------|
| Seventh Grade English Textbook | 1 | 0 | 22 | 0.0 % |
| | 2 | 0 | 18 | 0.0 % |
| | 10 | 2 | 12 | 16.66 % |
| | 11 | 3 | 16 | 25.00 % |
| | Total | 5 | 68 | 7.35 % |
| Eighth Grade English Textbook | 1 | 0 | 7 | 0.0 % |
| | 2 | 0 | 7 | 0.0 % |
| | 12 | 0 | 12 | 0.0 % |
| | 13 | 0 | 3 | 0.0 % |
| | Total | 0 | 29 | 0.0 % |
| Ninth Grade English Textbook | 1 | 0 | 7 | 0.0 % |
| | 2 | 0 | 9 | 0.0 % |
| | 10 | 0 | 6 | 0.0 % |
| | 11 | 0 | 3 | 0.0 % |

| | | | |
|--------------|----------|------------|---------------|
| Total | 0 | 25 | 0.0 % |
| | 5 | 122 | 4.09 % |

The representation of naturalist activities in English textbooks consists of all activities using the ability to perceive the natural world and environment effectively and the ability to distinguish patterns in nature (Saman Ebadi & Soroor Ashtarian, 2015). A sample of naturalist activity in these textbooks can be seen in activity 2 of Chapter 11: "I am Proud of My Teacher" of the 7th-grade students' English textbook as displayed in figure 8. According to Mohammed Hadj Said, one of the example activities that employ naturalist ability are talking about pets or natural places to classmates and collecting natural things like leaves, flowers to show and describe to others (Said, 2021). Figure 8 presented with the instruction "Please describe your cute pet". It indicates that this activity assigned students to talk about natural parties, which in this term is animal. This activity is an example of naturalist activity implementation.

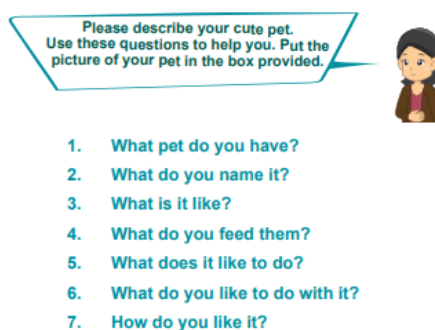


Figure 8. The Representation of Naturalist activity

The Representation of Multiple Intelligences on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

From analyzing the activities contained in the three textbooks in light of MI Theory, the findings were delivered in detail by dividing the findings of the analysis based on the Multiple Intelligences distribution of each textbook. The percentages are provided in table 12 and figure 9.

Table 10. The Distribution of Intelligence Types on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

| Intelligence Type | Textbook | | | | | | | | |
|-------------------|--|----|----------------|--|----|----------------|---|----|--------------|
| | <i>When English Rings a Bell for Seventh Grade Student</i> | | | <i>When English Rings a Bell for Eight Grade Student</i> | | | <i>Think Globally Act Locally for Ninth Grade Student</i> | | |
| | f | n | % | F | n | % | F | n | % |
| VL | 54 | 68 | 79.41 % | 28 | 29 | 96.55 % | 25 | 25 | 100 % |
| LM | 15 | 68 | 22.05 % | 6 | 29 | 20.68 % | 8 | 25 | 32 % |
| VS | 34 | 68 | 50.00 % | 7 | 29 | 24.13 % | 4 | 25 | 16 % |
| BK | 3 | 68 | 4.41 % | 15 | 29 | 51.72 % | 13 | 25 | 52 % |
| M | 14 | 68 | 20.58 % | 23 | 29 | 79.31 % | 19 | 25 | 76 % |
| IP | 14 | 68 | 20.58 % | 24 | 29 | 82.57 % | 18 | 25 | 72 % |
| IR | 13 | 68 | 19.11 % | 5 | 29 | 17.24% | 4 | 25 | 16 % |

N 5 68 7.35 0 29 0% 0 25 0%

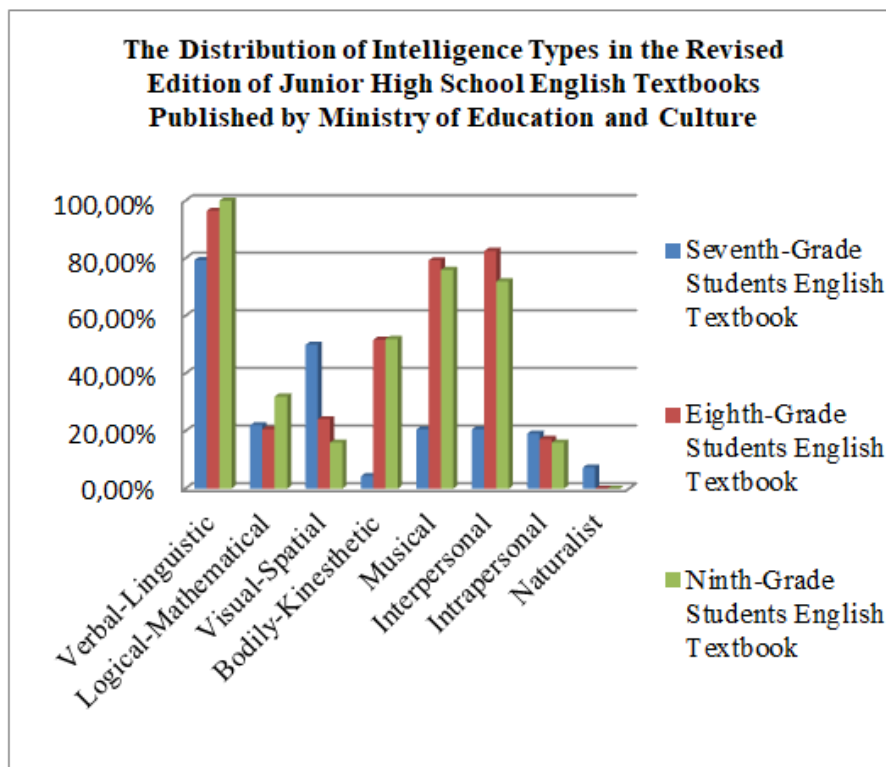


Figure 9. The Distribution of Intelligence Types on the Revised Edition of Junior High School English Textbooks in Indonesia Published by Ministry of Education and Culture

As it is obviously displayed in figure 9, the representation of Multiple Intelligences in activities of the Eighth and Ninth-grade students' textbooks is roughly similar. Although all textbooks catered predominantly for verbal/linguistic intelligence, there are significant differences with the Multiple Intelligences proposition between the eighth and ninth-grade students' English textbooks with the seventh-grade students' English textbooks. When in the eighth and ninth-grade students English textbooks the second, third and fourth most frequently used intelligence types were musical, interpersonal, and bodily/kinesthetic, in the seventh-grade students' English textbooks those ranks were positioned by visual/spatial, logical/mathematical, interpersonal and musical intelligence (interpersonal and musical positioning the same rank). In the eighth and ninth-grade students' English textbooks, the following intelligence types addressed were logical/mathematical, visual/spatial, and intrapersonal. There was no activity addressing naturalist intelligence in both. In the seventh-grade students' English textbook, the least predominant intelligence types are intrapersonal and bodily/kinesthetic. In this textbook, there are a few activities that represent the implementation of naturalist intelligence.

From the analysis of the three textbooks, the findings of the general representation of Multiple Intelligences' existence in activities contained in the revised edition of Junior High School English Textbooks published by the Ministry of Education and Culture were displayed in table 11 and figure 10.

Table 11. General Distribution of Intelligence Types on the Revised Edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture

| Intelligence Types | Frequency/Number | Percentages |
|----------------------|------------------|-------------|
| Verbal/linguistic | 107/122 | 87.70 % |
| Logical/mathematical | 29/122 | 23.77 % |
| Visual/spatial | 45/122 | 36.88 % |
| Bodily/kinesthetic | 31/122 | 25.40 % |
| Musical | 53/122 | 43.44 % |
| Interpersonal | 56/122 | 45.90 % |
| Intrapersonal | 22/122 | 18.03 % |
| Naturalist | 5/122 | 4.09 % |

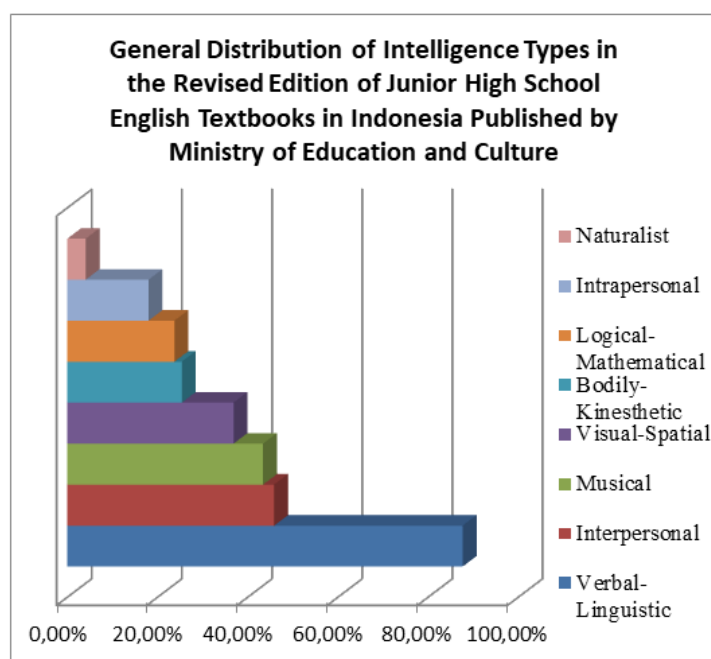


Figure 10. General Distribution of Intelligence Types in the Revised Edition of Junior High School English Textbooks Published by Ministry of Education and Culture

Based on table 13, from 122 activities, 107 activities (87.70%) presented verbal/linguistic intelligence followed by 45.90% interpersonal intelligence type, 43.44% musical intelligence type, 36.88% visual/spatial intelligence type, 25.40% bodily/kinesthetic intelligence type, 23.77% logical/mathematical intelligence type, and 18.03% intrapersonal intelligence type. Naturalist intelligence type was the less predominant intelligence type presented in the textbooks with the percentage amount of 4.09%. Figure 10 graphically represents the general distribution and percentages of intelligence types in the three textbooks.

Discussions

The result of this content analysis revealed that all types of intelligence are applied in textbooks. This analysis of the textbooks in terms of MI Theory revealed a huge range of distribution of the eight intelligences in textbooks activities (4.09-87.70%). Based on the findings, 87.70% of the 122 activities in the three textbooks catered for verbal/linguistic intelligence. This is maybe due to fact that language textbooks mostly embedded various activities relating to reading, writing, speaking, and listening. Vocabulary and grammar sections were also designed with the purpose to develop students' linguistic capability. The domination of this type of intelligence in the textbooks was rather predictable. Other than that, it is correlated with the findings of several previous pieces of research such as research from Ebadi (2015), Ebadi (2016), and Said (2021).

Interpersonal intelligence (45.90%) and musical Intelligence (43.44%) were the next most frequently applied intelligence types as well. A reasonable justification for these dominations is the fact that the textbooks are 2013 Curriculum-based textbooks whereas based on the curriculum, the teaching-learning process is not only prioritizing knowledge skill. But also the balance between attitudinal, knowledge, and skill competencies. So, many activities in these textbooks are pair-work and group-work which is involving the interaction among students and teachers. As Nigera Ibragimova had stated, more group-work activities are required to stimulate students' communicative competence (Ibragimova, 2011). Moreover, group-work activities provide various situations and affective opportunities, so the students can associate their linguistic interaction and responsibility in their learning process. This result is in line with previous research conducted by Said (2021).

From the analyzed activities, visual/spatial and bodily/kinesthetic were presented at 36.88% and 25.40%. As a reasonable explanation for the common representation of visual/spatial intelligence, language textbooks tend to use pictures, graphs, charts, and tables to illustrate different situations presented in dialogues, reading passages, listening activities, and vocabulary sections. Other than that, visual illustrations are usually integrated into textbook activities to increase students' comprehension.

The least common types of intelligences in analyzed textbooks' activities were logical/mathematical and intrapersonal. These intelligences were presented in less than 25% of the analyzed textbooks' activities. Logical/mathematical was positioning the sixth rank with a percentage of 23.70% and intrapersonal ranked seventh with 18.03%. The analysis of the textbooks revealed a shortage of activities that address the personal opinions and self-evaluation component. It also revealed a shortage of activities that address logical-thinking competence.

Naturalist intelligence was the least common type of intelligences in analyzed textbooks' activities. It seemed that activities related to the natural world, environment, and living things were not encouraged maximally. This finding is consistent with prior research which was conducted by Taase (2012).

Analysis of the textbooks revealed that there was not a balanced distribution of the intelligence types addressed in the revised edition of Junior High School English Textbooks in Indonesia Published by the Ministry of Education and Culture. These findings illustrate that the textbooks designers and curriculum policy-makers are not sufficiently incorporating MI theory. Even in the field of ELT, Botelho (2003) in Ebadi (2016) mentioned that many textbooks are

not intended to apply MI theory, but there are resource books that teachers can use to incorporate MI theory into classroom instruction.

Conclusion and Suggestion

The present study reported on the analysis of Multiple Intelligences implementation in the revised edition of Junior High School English textbooks in Indonesia published by the Ministry of Education and Culture. The results suggested that the three textbooks are rich in addressing verbal/linguistic, thus followed by interpersonal and musical intelligence. Visual/spatial was the intelligence type positioning the fourth rank. However, the least dominant intelligences were bodily/kinesthetic, logical/mathematical, intrapersonal, and naturalist intelligences. A wide range of the distribution of the eight intelligences in the activities of the textbooks was also encountered (4.09-87.70%). It implies that there is no balance distribution of different intelligence types.

From the research's findings, it is hoped that this study will have an impact on policymakers and material writers regarding ELT curriculum development. Therefore, the authors or textbooks developers in the Ministry of Education and Culture may resort to the findings of this study to revise the textbooks periodically so that they include all intelligence types or most of them to accommodate the differences of the students' intelligence preferences. Another suggestion is that English teachers should tap into more than one type of intelligence that students may use predominantly in the learning process. English teachers also need to adapt the existing textbooks or adopt the ones that cater to more intelligence types to accommodate the diversity among students. Regarding future research, other researchers are recommended to analyze more closely other English textbooks in terms of the same theory and to shed more light on the issue. It is necessary to conduct further research to find out whether English textbooks cater to the students' intelligence profiles. Additionally, these textbooks might also be evaluated based on other theories or approaches.

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MORAL VALUE OF SONG LYRICS “A MILLION DREAMS” WRITTEN BY BENJ PASEK AND JUSTIN PAUL

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Abstract

The song “A Million Dreams” sung by Ziv Zaifman, Hugh Jackman, and Michelle Williams has inspired many people in the world. In the lyrics of the song, it talks about a strong ambition to change the world. The composer shows the spirit of a dreamer who always has a vision and a desire to change life to be bigger and more colourful than before. This song has a very meaningful message to foster enthusiasm for all people in around the world. The study in writing this paper aims to examine and analyse the moral value of songs, which can change people’s perceptions to have the spirit to change their life for the way better. This study uses a qualitative method that shows values, especially moral values in the songs. In short, as moral values are educative elements in songs, the researcher expected that the results of this study would bring significance to the readers.

Keywords: *a million dream, literary study, moral value, the greatest showman*

Introduction

Moral education is the education of noble values that come from religion, customs, and culture, the emergence of these values is an effort to build and develop one’s personality in a better direction (Tyas, et al, 2020). Moral values in oneself are very important to be raised because moral values are values related to a person’s good and bad deeds which are the guidelines for human life in general. In this case, the term moral refers to human or individual actions that contain positive values or goodness. Moral values relate to good and bad deeds that guide human life and society (Fromm, 2020). Humans who are moral by themselves will be seen in their moral judgment or reasoning as well as in their good, correct, and ethical behavior, which of course can be obtained through coaching, namely education. Through this coaching (education), it is hoped that afterward, it can make morals or human attitudes better (Wong, et al, 2016).

Every human being must have their own moral values, but to bring them to the surface requires motivation. Motivation is an impulse possessed by an individual that can stimulate to be able to take actions or something that is the basis or reason for a person to behave or do something (Peters, 2015). Motivation can come from anywhere, whether hearing someone’s experience, seeing someone’s good deeds, or even listening to a song. One of them is through the meaning of the song, the song tends to have an implied meaning and needs to be examined more deeply to know the true meaning conveyed. Moral values do not always have to be obtained through education in textbooks, but can also be obtained through works of art and human literature, because in essence humans in their lives cannot be separated from art (Attridge, 2017).

Song lyrics can also be interpreted as a literary work (Dewi, et al, 2020). This can be shown by the existence of useful elements and giving moral, social, and cultural messages that will be examined in song lyrics (Casey, 2017). The lyrics in a song have a role not only as a complement to the song but also as an important part of the song that serves to determine the purpose, theme, and character of the song. To find out the meaning of the song, we must experience the rhythm, melody, harmony, and vocal sound as well as the contents of the lyrics

by critically reading, singing, and listening to the song (Moore, 2016). So great is the influence of music on human life, it is not surprising that people often choose a particular song or singer as their motivation in life. It also requires expertise in interpreting the implied words conveyed by the songwriter. Practicing positive activities is not difficult, motivate yourself more and seek more sources of self-happiness. With something like that, successful people never make a fuss about the bad things that happen to them. Determination and will must be balanced if you want to achieve success. So people who can endure hardships are stronger and faster to reach their destination. Based on this, the researcher wants to examine the moral message contained in the lyrics of the song "A Million Dreams".

The song "A Million Dreams" is a pop genre song that was released in 2017 and became popular because this song became one of the soundtracks for the movie *The Greatest Showman*. This film tells of Phineas Taylor Barnum or P. T Barnum who is very ambitious to change his future (Clinch, 2021). In this film, Barnum shows his belief that working hard will make his dreams come true. The song was written by Benj Pasek and Justin Paul, and sung by Ziv Zaifman, Hugh Jackman, and Michelle Williams. In his works, the songwriter conveys many moral and social messages, either explicitly or implicitly. The lyrics of "A Million Dreams" are closely related to the story of the main character in the film (Nursal, 2021). This song tells the story of the main character's strong ambition in changing the fate of his life for the better (Andsdell, 2016). This can motivate all humans to be able to have the same ambition as the main character to change lives for the better. The researcher hopes that today's society can interpret the song by not only listening to it. Because many songs have deep meaning if you look further. With this paper, the researcher hopes that readers can motivate themselves through the meaning of the song "A Million Dreams" so that they can change their way of life for the better.

Method

This paper uses qualitative research methods, qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument (Queiros, et al, 2017). In qualitative research, research is used to investigate, find, describe, and explain the quality or advantages of social influence that cannot be explained by a quantitative approach (Rahman, 2020). The data collection technique in this study used the technique of collecting and reading as a whole the lyrics of the song "A Million Dream" to facilitate the recording of the relevant data. Reading technique is done by reading carefully, and critically. This is done to obtain documents in the form of verbal data, namely words, sentences, poems or lyrics, and rhythms. This study uses qualitative research methods in the form of research on the lyrics of the song "A Million Dreams". This study was used to find out feelings and information about implied things such as motivation, beliefs, big dreams, and hopes. The approach taken in this research method is that listeners feel that song lyrics can build characters who are more enthusiastic about pursuing the future (Faurchild & McFerran, 2019).

Findings and Discussions

The discussion about the lyrics of the song "A Million Dreams" is a way to change the world. Tells that there is a little boy who wants to change his world. His gloomy childhood did not become an obstacle for him to reach his goals. He shows that his belief in working hard will

make him achieve his dreams and goals. This song was created with lyrics that move the heart to be more enthusiastic in living life and pursuing dreams. That the young man in this song has a strong vision and mission to change his life to be more colorful and bigger than his childhood. That all paths can be taken based on the intention and willingness to work more and not compare yourself with anyone. Many moral values are taken from the lyrics of this song. How we must always focus on our goals and choices to always try to convince ourselves to be able to grow even better. Because no matter how small and big the effort will never betray the results. When humans are in the process of becoming better people, don't ever pay attention to the words of other people who don't give a solution at all and bring us down.

Understanding motivation is an internal condition that arouses us to act, encourages us to achieve certain goals, and keeps us interested in certain activities (Aryanika, 2016). That little boy is dreaming that the world is waiting for him to get through the darkness and try his chance. That is the lyrics "they can say it all sounds crazy, they can say, they can say I've lost my mind. I don't care, I don't care so call me crazy..." explained, not everyone will believe in the dreams we design, even some people think big dreams are crazy fantasies (Simanjuntak, et al, 2021). However, the lyric "we can live in the world that we design" gives us advice so that what we are trying to do today, is never be shackled by words that kill the dreams that have been built. Motivating yourself is very important. "A vision of the one I see". Vision is a dream and goal in every human being from childhood to adulthood (Redmond & Dolan, 2016). The moral value that is taken from the message in this song is that we must stay focused on the goal and stay motivated to face many obstacles.

The lyric "However big, however small" explains that the small size of the dream will not affect our enthusiasm to achieve something if someone has the determination to achieve what they want. "Share your dreams with me" explains that dreams can be achieved together with the right people, with that one can achieve goals more easily. "A million dream for the world we gonna make" explains that this world can change as we wish. Which only comes from a dream but with comparable efforts we can change the world for the better. The spirit to change the world and achieve dreams must be shown with hard work, perseverance, and consistency (Tang, et al, 2019). Based on the explanation of the meaning of the song "A Million Dreams", the song has a moral value that can motivate a person to work harder than before so that his life is even better.

As a song that gives a lot of motivation to always focus and try to reach your dreams, don't forget that on every journey to a goal there must be obstacles that stand in your way. No matter how heavy the obstacle is, never make it something that discourages you, keep trying. The efforts built are not in vain. Don't care about criticism from other people who only criticize without providing solutions and solutions (Simanjuntak, et al, 2020). The results we will receive are based on how much struggle is taken. Never assume that success must be based on abundant social material, but anyone who strives to achieve goals will get results that are equivalent to their struggles. From this song, it is shown that every success has a big dream behind it. Collect the pieces of those dreams as a reference for the spirit which of course will also make you happy.

In addition to trying to be successful, don't forget that positive thinking is one way to survive the obstacles that are passed. Trying to think positively is one way to contain negative thoughts that arise in us. Even positive thinking can solve problems calmly. To be successful,

many people often give up in the middle of the journey. For that, being successful is not easy and instant, if you want to be a successful person you must be aware that the bigger the dream, the more risk. Do something according to your dreams and do what makes you happy. Prepare the best energy that will be used to carry out the decision. Always be grateful, enjoy and appreciate the developments and changes that occur, and never feel doubtful about achieving your dreams.

Conclusion

The spirit in a person rises if there is something that motivates him, whether through any media, one of which is through song lyrics. "A Million Dreams" is one of the songs that can motivate a person to achieve the desired goal. If examined more deeply the lyrics of the song contain many good things that can bring up one's ambition to change his life for the better. The lyrics of the song also have the meaning that from a dream and with a comparable effort everything will become easy to achieve. In the song there is also the meaning of don't care about people who underestimate someone's dreams, don't stop dreaming, and dream as high as possible. Show everyone that dreams are not just bullshit.

Based on this, the song "A Million Dreams" is a song that is suitable for all generations. All the meanings contained in the song "A Million Dreams" are closely related to real life. No wonder this song is so popular and has inspired so many people. The composer of the song "A Million Dreams" wanted to show that the main character Barnum is a representation of the flame of a dreamer, who always has a vision and a strong desire to change his life to be bigger and more colorful than before. The composer also wanted to show that vision is something that flows in human character from childhood to adulthood. This is evidenced by Barnum's success with his circus performances. It is hoped that in real life there will be many representations of Barnum who have a strong ambition to change his life.

This song can be a racing spirit within yourself. Because this song gives many positive affirmations in the form of enthusiasm for success. Positive affirmations are needed by everyone who is striving for success. Because it can change positive thinking patterns and get rid of various thoughts. Words of affirmation to gain positive influence and initiate good activities are also the key to success. Motivation can be in the form of self-actualization, appreciation, affection, security, and psychological needs.

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AN ANALYSIS OF CODE-MIXING USED IN BOY WILLIAM'S PODCAST CHANNEL ON THE "NEBENG BOY" WITH RENATTA MOELEOK SHOW ON YOUTUBE

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Abstract

Sociolinguistics is the study of the relationship between language and language. When people interact with one another, they each have their own characteristics and language style. In sociolinguistics, mixing one language with another is referred to as code-mixing. As a result, the study focuses on the code-mixing found in Boy William's podcast with Renatta Moeloek, which was uploaded to Boy William's YouTube channel. The goal of this investigation is to determine the type of code-mixing employed by Boy William in his podcast with Renatta Moeloek. This is a qualitative in which researchers collect data by watching podcasts on YouTube, transcribing them, and identifying sentences in Indonesian, English, and mixed languages. This study employs the previous researcher's analysis, Agung Sukrisna, who employs the data analysis proposed by Suwito. The video analysis indicated forty-three code-mixed data, seventeen for the word level, ten for the phrase level, none for the baster level, repetition level, or idiom level, and sixteen for the clause level. It can be concluded that word-level code-mixing was found and at least used phrase level in Boy William's podcast with Renatta Moeloek, whereas baster level, repetition level, and idiom level were not found in podcasts at all.

Keywords: *Boy William, Code-Mixing, Podcast*

Introduction

Indonesia may be a country referred to as a rustic that's wealthy intolerance, wealthy natural resources, friendly folks, a range of cultures and languages. Humans are social beings who cannot live alone, would like one another and move with one another. Meanwhile, to move, humans would like a tool that's wont to move referred to as language. As a vital communication tool for humans, language plays a vital role in everyday activities to convey concepts, ideas, thoughts and intentions.

According to the most recent data from the Language Center (in Darmojuwono, 2011), there are over 700 regional languages that live and develop in Indonesia. The linguistic reality of the Indonesian people is the diversity of languages owned by the Indonesian people. Indonesians in general are expected to be fluent in both the local language and Indonesian. Regional languages are used to communicate within the region, while Indonesian is used at the national or inter - regional level. Some people are required to master foreign languages, such as English, in order to follow the development of the modern world more quickly in this era of information globalization.

In this study, the author intended to analyze the utilization of code-mixing. The author chooses code-mixing as a result of today some folks typically use code-mixing in their daily communication. Then code-mixing becomes acquainted among stripling, the elder even youngsters. This analysis tries to analyze the code-mixing of Boy William's YouTube channel that is called "Nebeng Boy" not like alternative artists who do podcasts in an exceedingly space

ready by a neat camera and victimisation earphones, Boy William chooses to be a lot of versatile.

Because code-mixing is usually employed in many alternative artists' podcasts, Boy William's podcast is attention-grabbing to explore the sort of blending code employed in that podcast. For that reason, the author intended to analyse the code combine employed in the podcast "Nebeng Boy" within the analysis entitled An Analysis Of Code-Mixing Used in Boy William's Podcast Channel on the" Nebeng Boy with Renatta Moeloek Show on YouTube.

Therefore, the present of the research, report the findings of the question: What are the types of code-mixing found in the "Nebeng Boy" podcast dialogue and how are the types of code-mixing realized in the "Nebeng Boy" podcast dialogue show on youtube.

Method

The form of this research is qualitative studies. Qualitative studies pursuits to explain and explain the phenomenon. Qualitative research is an approach to understanding the meaning given by individuals or groups to a social or human problem. The final written report has a flexible structure (Cresswell, J. C. 2014).

In step with Creswell (2007), qualitative strategies reveal a different method to scholarly inquiry than strategies of quantitative studies. Qualitative inquiry employs exclusive philosophical assumptions; strategies of inquiry; and techniques of facts collection, analysis, and interpretation.

The object of this look turned into the transcript of Boy William's podcast on <https://www.youtube.com/watch?v=14h98-TyIXQ>. The research makes a speciality of the talk that takes place among the two which is known as podcast channel on YouTube. The Researcher carried out descriptive textual content as the records. The Researcher hired descriptive textual content as the facts due to the fact after finding the statistics, the Researcher explained it.

According to John Creswell (2014) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The researchers should be validated by themselves about their ability in doing inquisition. So, in this study the Researcher was the main instrument, yet to make the Researcher easier in conducting the research, the researcher needed supporting instruments such as book, pen, mobile phone, digital dictionary, and laptop.

In this research, documentation method was used to collect the data. The data gathered by executing the following steps:

1. Transcribed
2. Underline the English and Indonesian sentences
3. Numbering the sentences
4. Identifying the sentences with English and Indonesian words/phrase/clauses/sentences (mix sentences)

Through the interpretation of the documentation method, it can be concluded that the documentation method is taking the data from a written document, picture document, and art works document. For analyzing the information, the author conducted the subsequent steps:

1. Analyze the data to find out the types for sentences with code-mixing
2. Analyzing the sentences (code-mixing).

Table 1. Findings the data Levels of Code-Mixing

| No | Finding Data | Time | Levels of Code-Mixing | | | | | |
|-----|--|------------------|-----------------------|------|------|----------|----------|----------|
| | | | WLC M | PLCM | BLCM | RWC M | ILC M | CLC M |
| 1. | <i>What the hell</i> , ini apa nebeng Renatta apa? | 00:04 seconds | | ✓ | | | | |
| 2. | <i>Well</i> , kan lu yang challenge gua duluan lu kira gua gak bisa apa | 00:15 seconds | ✓ | | | | | |
| 3. | Sekarang lagi <i>shoot master chef</i> masih | 00:23 seconds | | | | | | ✓ |
| 4. | Tapi itu acara <i>real</i> ? | 00:28 seconds | ✓ | | | | | |
| 5. | Maksudnya apa <i>real</i> ? | 00:29 seconds | ✓ | | | | | |
| 6. | Bukan <i>crew</i> nya yang masak buat anak-anak itu | 00:32 seconds | ✓ | | | | | |
| 7. | Gua Renatta Moloek mau ditawarkan untuk masuk ke acara, terus gua nungguin orang pura-pura masak terus gua pura-pura <i>judging do I look like an actress to you?</i> | 00:35 seconds | | | | | | ✓ |
| 8. | Kan <i>you sister</i> | 00:53 seconds | | | | | | ✓ |
| 9. | Ambil kiri anjir, <i>oh my good</i> Renatta gak bisa nyetir | 01:02 minutes | | ✓ | | | | |
| 10. | Gak ada tulisan dia satu arah atau dua arah, <i>just looks like a jalan</i> gitu | 01:11 minutes | | | | | | ✓ |
| 11. | Yaudah, <i>let's try</i> | 01:24 minutes | | | | | | ✓ |
| 12. | Lu awal-awal jadi <i>cheff</i> itu ya, jadi seorang <i>cheff</i> Rentta Moloek kayak sekarang ya how do you it all start? | 02:16 minutes | ✓ | | | | | ✓ |
| 13. | Lu awal-awal jadi <i>cheff</i> itu ya, jadi seorang <i>cheff</i> Rentta Moloek kayak sekarang ya how do you it all start? | 02:16 minutes | | | | | | ✓ |
| 14. | Itu gara-gara <i>master cheff</i> ajasih | 02:22 minutes | | | | | | ✓ |
| 15. | Jadi lu tiba-tiba di <i>calling</i> gitu. Hay | 02:24 minutes | ✓ | | | | | |
| 16. | Gue tuh berkali-kali kayak setiap ada kamera atau apa tuh gua kayak salting sendiri kayak gak tahu harus ngapain apalagi masak, masak depan kamera tuh menurut gue susah banget. Kadang kameranya itu nanti gue <i>nervous</i> sendiri | 02:34 minutes | ✓ | | | | | |
| 17. | Emang <i>not everyone</i> bisa kan kayak gitu | 02:46 minutes | | | | | | ✓ |

| | | | | |
|-----|--|------------------|---|---|
| 18. | Oh <i>entrepreneur</i> , mantap | 02:54 minutes | ✓ | |
| 19. | Lu anaknya anak rumahan apa anak <i>party girl</i> gitu sih? | 03:16 minutes | | ✓ |
| 20. | Gue suka <i>party</i> dan gue suka dirumah. Jadi gue <i>party</i> nya di rumah biasanya | 03:22 minutes | ✓ | |
| 21. | Males kan ke tempat-tempat <i>public</i> gitu | 03:38 minutes | ✓ | |
| 22. | <i>Lifestyle</i> jaman sekarang <i>chill</i> banget | 03:56 minutes | ✓ | |
| 23. | Tapi <i>you smoke</i> ? | 03:58 minutes | | ✓ |
| 24. | Gue suka yang aduh yang <i>tropic</i> | 04:04 minutes | ✓ | |
| 25. | Apa namanya, <i>tropic mix</i> | 04:09 minutes | | ✓ |
| 26. | Lu suka yang <i>tropic mix</i> ? | 04:11 minutes | | ✓ |
| 27. | Yang <i>tropic</i> ? | 04:14 minutes | ✓ | |
| 28. | Yang <i>tropic please!</i> | 04:16 minutes | | ✓ |
| 29. | Dulu gue ngerokok sih tapi sekarang udah enggak, karena udah ada <i>alternative</i> yang lain | 04:18 minutes | ✓ | |
| 30. | Ya ya, <i>this is better</i> | 04:23 minutes | | ✓ |
| 31. | Dan ini gak keluar asap, makanya <i>you know</i> | 04:25 minutes | | ✓ |
| 32. | Lu sebenarnya paling demen makanan apa <i>like for real</i> ? | 04:42 minutes | | ✓ |
| 33. | Kalo gue nih ya, kalo gue satu masakan Indonesia udah <i>fix</i> gue gak bisa kalo gak ada masakan Indonesia, kedua gua demen <i>Japannese</i> ya, kayaknya makanan Jepang tuh gak pernah salah, ketiga gua demen India dong | 05:02 minutes | ✓ | |
| 34. | Iya Indian enak, <i>I love it</i> | 05:15 minutes | | ✓ |
| 35. | Iya, soalnya menurut gue masak itu sama kayak apa ya. Maksudnya dia gak perlu jago masak yang kayak makanan nya harus teknik apaan gitu, tapi <i>at least</i> harus bisa jangan sampai dia kalo sendirian terus dia gak bisa masak sama sekali, harus bisa hidup mandiri masak itu kan <i>part of</i> hidup mandiri kan | 05:32 minutes | | ✓ |
| 36. | <i>What your dream</i> , kedepannya? | 06:50 minutes | | ✓ |

| | | | | |
|-----|--|------------------|---|---|
| 37. | Kalo mimpi ya gue pengen bisa tinggal di <i>countryside</i> , ditempat yang udaranya enak, gue pengen punya anjing burner tiga | 06:53 minutes | ✓ | |
| 38. | Suka, gue suka hidup yang <i>simple</i> | 07:03 minutes | ✓ | |
| 39. | Jadi <i>at one point</i> jadi gue bakal cabut dari perkotaan | 07:05 minutes | | ✓ |
| 40. | Ren, <i>thankyou so much</i> lo udah nyetirin gue hari ini | 07:25 minutes | | ✓ |
| 41. | Gilak, dan sukses <i>for your master cheff</i> | 07:29 minutes | | ✓ |
| 42. | <i>One day cooking for me</i> dong | 07:35 minutes | | ✓ |

The codes are as follows:

| | |
|------|----------------------------------|
| WLCM | : Word Level of Code-Mixing |
| PLCM | : Phrase Level of Code-Mixing |
| BLCM | : Baster Level of Code-Mixing |
| RWCM | : Repetition Word of Code-Mixing |
| ILCM | : Idiom Level of Code-Mixing |
| CLCM | : Clause Level of Code-Mixing |

Findings and Discussions

Following the data reduction process, all of the English-Indonesian data discovered by researchers in the Boy William video podcast were sourced from the YouTube channel; there were 43 data for the type of code-mixing. In the classification of the code-mixing level, 17-word levels were discovered, 10 phrase levels were discovered, no baster levels were discovered, no repetition levels were discovered, no idiom levels were discovered, and clause levels were discovered to be 16 data.

Conclusion

Based on the findings of the study and the data analysis of the types of code-mixing used in “Podcast Boy William with Renatta Moeloek show on YouTube,” the writer can draw the following conclusions:

1. There are six levels of code-mixing found in Boy William podcast show on YouTube, they are word-level, clause level, baster level, repetition level, idiom level, and clause level.
2. In Boy William’s podcast with Renatta Moeloek, only three levels of code-mixing were found, namely: Word Level with 17 words, Phrase Level with 10 phrases, Baster Level, Repetition Level, Idiom Level is not found in this dialogue and Clause Levels found as 15 clauses.
3. Phenomena such as code-mixing found in Boy William and Renatta Moeloek’s podcast can be concluded that code-mixing is naturally encountered in our daily conversations with friends or relatives. The advantage of this has a positive impact for us to communicate with someone from a different city or even a country with us.

In addition, the advantages that can be taken from this research are:

1. The Students
By reading this final paper, students should have a better understanding of code-mixing.
2. The Lectures
To make the teaching and learning process more interesting, the lectures should include teaching materials such as podcasts.
3. The Readers
Because reading this final paper provides them with new information and knowledge, the reader must be smarter than before.
4. The Writer
The writer should help expand her knowledge by analyzing other podcasts in order to comprehend the podcast's use of more than one language.
5. The other Researcher
This research is far from perfect. The writer may create mistakes in analyzing, arguing, presenting, or concluding the outcome. So, for the other researchers, the author hopes that this study will help them learn more about code-mixing. The other researcher is expected to develop this study based on their own point of view.

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THE LOVE VALUE OF A TITANIC MOVIE

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Abstract

The making of this film is based on the attraction to the wreck of the RMS Titanic which sank in the real world. This film wants to carry the emotional essence of the calamity and wraps nicely a love story lines with the tragedy of death. The plot for this movie could be multiple things start from the epic journey of indigent artist named Jack Dawson and a girl Rose DeWitt Bukator from a noble family background, and there is one moment when love's grew among them, until they love story for one another turns into a total compete to survive on a ship that about to fall to the bottom of the North Atlantic. The Titanic is an emotional film full of passion, love and people fighting for opportunity. The director emphasized that this film is not just a disaster story but a romance story based on history. The purpose of this film is to remind the tragedy of the sinking of the most sophisticated ship at that time and to present that eternal love is there when you are in the right person. The study method used is a qualitative method, because the research is descriptive in nature, where the story of the Titanic is based on a true story without any additions or subtractions and then analyzes it. With the results of the study of this film, it shows that nothing is eternal other than love.

Keywords: *titanic, eternal love, self-rescue, Leonardo DiCaprio, Kate Winslet*

Introduction

This romantic drama film tells the tragic love story of Rose De Witt Bukater with Jack Dawson in the tragedy of the sinking of the Titanic in 1912. In 1996, Brock Lovett and his treasure hunter team searched for the necklace inside the wreckage of Titanic. They did not find the necklace, but did find a containing chest, there's a painting of a woman with a necklace in it. The woman in the painting, named Rose Dawson Calvert, also tells her experience on the ship. Rose boarded the ship when she was 17 years old. She is with her mother, and her fiancé. On the ship, Rose, meets Jack Dawson, indigent artist. The closeness of the two people with different social status was initiated by Jack saving Rose who was about to end her life (Rose, 2018). They were friends before finally the seeds of love emerged between them. One night, Jack draws Rose who is undressed expect for a necklace. Meanwhile they were in grave danger. The ship struck an iceberg (Hoolihan, 2016). The ship got stuck and it was threatened to sink, Rose had a chance to escape but she chose to help and find Jack instead.

Titanic is directed by James Cameron and stars Kate Winslet as Rose and Leonardo DiCaprio as Jack. The reason this film was made because Cameron is inspired by the wreck of the RMS Titanic (Sartika, 2021). Titanic was released in 1997 and become one of the highest grossing movies. Titanic Has made some of achievements, inclusive of prevailing 11 Oscars from the 14 nominations it has acquired. This film also gave birth to one of the most famous songs to date, namely "My Heart Will Go On" sung by Celine Dion (Fernandez, 2018). The film was co-financed by Paramount Pictures and 20th Century Fox. The film received 14 Academy Awards nominations in 1998 and won 11 of them. So, in this research, we want to analyze the tragic romance that occurs in the film by adding romantic scenes between Jack and Rose which are temporary but eternal for each of them.

Method

In this study, we used qualitative research methods by analyzing the scenes in Titanic film. Qualitative research techniques make use of information withinside the shape of narratives, precise stories, expressions and unique languages creation effects from respondents or informants. Qualitative research is to explain and analyze Systematic scientific study of parts and phenomena and the causal relationships among them, the process of qualitative research begins with the development of the basic assumptions and rules of thought used in the study. The scenes we analyze are the part where the story of the struggle of two people who love each other sincerely until death separates them through the sinking of the Titanic (Gossin, 2017).

By using qualitative methods, the results obtained are the meaning of the value of love presented by the subject of this film, namely Jack and Rose. The researcher analyzes the scene to find out whether the social meaning of the scene can be revealed from the actors who are being studied for their roles in the film (Cicourel, 2017). Categorized as a qualitative research method because the researcher covers all aspects or fields of human life as well as anything that affects and is influenced by the object of research. One of the results of the qualitative method in the form of social meaning that is emphasized in this study is the moral or love value of a pair of lovers (Gabb, 2017). In addition, the levels of noble castes are also presented and prove one of the social meanings, namely the existence of a fairly thick social stratification that seems to be a high wall to hinder their simple love (Smith, 2018). Researchers agree that the use of qualitative methods is not arbitrary but because researchers see directly or indirectly there are many social meanings that have been observed in the screening of this film. So qualitative research is a very appropriate method to do in making this paper.

Findings and Discussions

Findings

Elements study from use method qualitative on the findings obtained by researchers:

1. Problems and Goals

The problem with the story this focusses to two problems main, first is story sinking the Titanic and the second is story romance Among pair lover ending tragic. Purpose from researcher is that the audience could in memory of return story sinking boat world - shaking cruise at the time it. As is known many people feel lost special people inside his life because snatch life consequence incident sinking the Titanic, then producer intend mix spices story a struggle love for more inviting emotion the audience, especially the spectators who participated feel grief on lost loved ones at a time incident that.

2. Condition Study

Settings work for explain description condition from something is researched. The condition of the found RMS Titanic after 73 years the shipwreck boat, precisely on September 1, 1985, Dr. Robert D. Ballard discovered carcass the giant Titanic about 600 kilometers in the water southeast of Newfoundland. A total of 5 thousand more things found and removed, some of them is jewelry luxury that costs permanent worth high.

3. Approach

Approach used in study The story of the Titanic is approach qualitative. Approach qualitative Becomes right choice or study this, because researcher serve paper The Love Value of a Titanic Movie based on information or data in the form of statement.

4. Subject and Object Study

Subject from research on the story of the Titanic is figure main in the movie named Jack Dawson and Rose DeWitt Bukater. Temporary object from study incident this is the RMS Titanic.

Discussions

Synopsis The 1997 Titanic Rescue Scene has a duration of 3 hours 14 minutes 49 seconds. (Žuvela, 2018). The ship collided with an iceberg in 100 minutes and 20 seconds in the waters of the North Atlantic Ocean. When a very luxurious cruise ship made its voyage to New York. So, Rose and her mother, sailed with the ship. At that time, the Rose family went bankrupt and her mother Ruth DeWitt Butaker, decided to set her up with a man in her respectable family named Caledon Nathan Hockley. This was done by her mother to solve the family's economic situation. Rose was engaged by her mother to a man she did not love at all. In order to live in a noble environment, Rose must be engaged to Cale. Rose doesn't want her to live a life full of coercion, she can't think clearly and she decides to commit suicide. (Norvoll, 2016). Rose intends to escape from this ship by wanting to jump into the sea. Rose's plan to commit suicide immediately did not materialize. Because a handsome young man named Jack Dawson came to her and continued to exist in her life. Jack Dawson is an artist living the lives of ordinary people. Coincidentally, the goddess of goodness at that time sided with him and won the card game that brought him pleasure in a luxurious ship. The award he received from the game was the opportunity to sail on the Titanic. And he got a place for the third class. While enjoying the time, he could not take his eyes off as he focused on seeing the beautiful girl trying to commit suicide. Jack then approached the girl and managed to stop Rose from jumping off the ship.

As the one who saved this noble girl. So, he was rewarded with a gorgeous banquet in the executive class area where senior officials and aristocrats lived. The reward was given directly by Kale as the fiancée of Rose, the girl rescued by Jack. Since then, they have been friends. At first, they became normal friends, but soon the seeds of love grew between Rose and Jack. They share the life story of an understated Rose within the family and an adventurous Jack. The warm relationship between the two makes them fall in love. There is a scene where Jack says he can paint, and Rose happily offers Jack to draw himself (Primasari, 2015). One of the items found in a box depicting a woman wearing a necklace. But connecting their love is not so easy.

Jack's presence at that time was in fact very disliked by Cal, Rose's fiancée. Feeling that Rose is closer to Jack than he is to her, develops a devious plan to keep Jack from being close to Rose. Cal slandered Jack for stealing the necklace, a navy-blue diamond necklace belonging to a noble family. He had no choice but to enjoy the Titanic in handcuffs. But everything did not hinder the story of Rose and Jack. Rose denied feeling for Jack, until she realized that Jack is the one. She is now convinced that she isn't afraid to deal with any problems in their relationship.

It didn't stop there, the lover's love story only ran in the blink of an eye, one night the Titanic cruised at full speed. (Encinas, 2018). The crew did not see that there was an iceberg ahead of the ship's path. The Titanic could not be stopped or deflected because it was too sudden. Finally, the ship, dubbed the "Unsinkable Ship" hit the iceberg exactly at 100 minutes past 20 seconds in the waters of the North Atlantic Ocean, suffered a severe leak due to chunks of ice that continued to hit the ship's hull so that the ship broke its popular nickname. Rose and Jack who saw the incident did not get into the lifeboat available to help them. In fact, Rose had that opportunity because of her royal blood. But he still chooses to be with Jack, helping him who is being locked up. When the Titanic actually sank, the two of them swam for help. (Joordens, 2016). There is only one wooden plank that one person can climb. Jack lifted Rose up to the top of the board. Meanwhile, Jack just held on to Rose's hand while holding back the cold sea water that pierced him. When the evacuation boat arrived to help the two of them, at the same time Rose also had to let someone she loved die in the frozen, Jack lived a name whose form could not accompany Rose for the rest of his life. Despite what happened to him, Jack is sure that he is willing to sacrifice for Rose he will never regret anything, because he knows Rose is his alpha and omega.

Conclusion

From the description of The Love Value of A Titanic Movie using qualitative research methods by analyzing the scenes in the Titanic Movie, it can be concluded that the value of love in this film is:

1. Willing to sacrifice for the sake of a partner
2. Loyalty to partner
3. Never give up no matter how hard it gets in the way of their love
4. Struggle with partner
5. Only death is the only thing that separates their love
6. Comfort is the main key to love each other
7. Simplicity is the key to happiness

Who would have known that this luxurious ship would end tragically. The ship did not have time to dodge and collided with very large piece of ice at sea. Seeing that the ship was seriously damaged, the ship evacuated all the aristocratic. Include Rose, a Princess of the nobles, but she escapes. She chooses to help Jack the man she sincerely loves who is locked up on the ship's deck. With their love story that has sunk due to the actions they did but actually made the audience carried away by the atmosphere. The story of the two couples is indeed sunk but not with the love they carry along with the swallowing death (Neumann, 2015). Titanic has become a legendary film. The reason is, it has been more than 20 years this film is still in demand. The film Titanic also conveys a lot of aphorisms or good quotes for us to be able to take their meaning, be it quotes about life or aphorisms of immersive romance (Clapp, 2017). "*Nothing on earth could come between them*" became the most popular pearl of wisdom spread by this film. The tragic romance that is presented is incomparable, and even continues to be loved today.

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THE MEANING OF TOXIC RELATIONSHIP IN THE MOVIE “ONE DAY WE WILL TALK ABOUT TODAY”

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Abstract

This film tells the story of a family relationship that has many problems, especially between parents and children. Involves a lot of emotional battles, lack of communication and trauma experienced by the characters of the film. The film won an award from the 23rd Shanghai International Film Festival. The purpose of this study is to find the meaning of unhealthy relationships in the family. In the film, we will talk about today from the aspect of reality and ideology of the characters. This study was designed using a qualitative method with a narrative approach to show the meaning of a toxic relationship.

Keywords: *Ideology, Movie, Reality, Toxic Relationship*

Introduction

Film *Later We Will Talk About Today* is a film with the family drama genre, which is very attractive to Indonesian audiences. This film was published on January 2, 2020 in Indonesian cinemas. This film contains elements of unhealthy relationships in the family, this film is very attractive to many people because it has the values of relationships in the family. One of them, this film tells about Angkasa, who is very burdened by his family as well as with his brothers, conflicts for which there is no middle way make the problem even longer. The father's trauma had a very negative impact on his children, because the father had a trauma when he lost one of his twins, which until now has not disappeared. This film won several awards. The big screen film *Later, we will talk about today*, directed by Angga Dwi Sangsoko.

Toxic relationship Humans cannot be separated from the relationships and interactions between humans. With these interactions and relationships, humans can connect with each other and there is a strong emotional connection (Simanjuntak, et al, 2021). Humans certainly cannot live individually, therefore humans need good interactions and relationships (Bashori, 2017). However, relationships and interactions sometimes make fellow humans hurt each other, both physically and emotionally. It is differences in views that make people hurt each other and have unhealthy relationships (Muliani, & Trisnadewi, 2020). Many of us meet the people around us have unhealthy relationships, be it in family, love and friendship. This unhealthy relationship of course will slowly hurt and drain the victim emotionally (Simanjuntak, et al, 2021).

Toxic Relationship as an unhealthy relationship does have an impact on the occurrence of internal conflicts (Nihaya, et al, 2021). Relationships like this are very vulnerable to making the sufferer unproductive, mental disorders, so that it can trigger an emotional outburst that leads to violence (Julianto et al., 2020). Toxic Relationships in a family environment that are not realized or run continuously, will result in uncontrollable emotional outbursts, changes in attitude and cause deep trauma for someone who experiences toxic relationships in the family. In this case, interactions and relationships will be negative so that it will lead to misunderstandings in communication (Kalsum, 2015). Toxic relationships in the family can certainly be changed if family members realize that the relationships in the family are unhealthy

and hurt each other. (Vivi, 2020). Toxic relationships can be overcome with good interaction and communication.

Method

The method that will be used in this research is a qualitative method using a narrative approach. This study will focus on describing problems and social life based on existing stories.

Findings and Discussions

According to Nick Lacey in (Eriyanto, 2014) this story is part of the overall event that is conveyed by the media in a coherent chronological and storyline or is a core part of the whole event and is not coherent like a story. This story begins when the father and mother are traumatized by the loss of one of their twins. The father's trauma had a major impact on his family so that the family experienced conflicts that affected the emotional characters of the characters.

Forced Sued

The first child, named Angkasa, is one of the characters affected by his father's trauma. In the story, it is told that Angkasa must look strong and perfect to protect his sister, Awan. Angkasa is required to always set a good example for her sister, while Aurora itself feels that it has no shelter when it feels alone. Angkasa always feels that she is useless because her father keeps blaming her when something happens to Awan. This is what causes an unhealthy relationship between Aurora and his.

Never Appreciated

The second child, Aurora, is also a character affected by her father's trauma. In the story, Aurora thinks that she is no longer considered in her family, she always feels that the efforts she has achieved have never been appreciated by her father. Aurora always feels jealous of Awan because Narendra is picky. Aurora has always harbored the anger she has been keeping; therefore, she has little interaction with her family.

Patriarch

Narendra is the father of his three children named Angkasa, Aurora, and Awan. Narendra belongs to the patriarchy of men who have privileges that are above women. It is proven that Narendra has authority over his wife and children. In every scene, Narendra proves to be a father figure who wants to always take care of and manage his wife's children by force.

Can't Be Yourself

The third child named Awan is also a character affected by his father's trauma. Awan is the youngest child who is most loved and cared for by his father, Narendra is an overprotective parent who makes Awan unable to be himself, with conditions like this Awan becomes very depressed.

Peak of Conflict

The conflict began when Awan began to get to know a new world, he tried many things that his father had forbidden when he met Kale. The climax, when Awan had a motorcycle accident with Kale. After the incident at that time, the father blamed Angkasa for not taking care of his sister. This incident triggered a family conflict, including the overflow of Aurora's anger that had been pent up. Finally, this conflict opens a secret kept by his parents. This secret is the reason the unhealthy relationship in this family began.

In this case, the root of the problem in the family is the lack of communication and not being open to each other. Unhealthy relationships in the family can affect a person's behavior in acting. (Rohmah & Syahrul, 2017). There are many reasons why a person's current attitude depends on the influence of the family environment.

Conclusion

Based on the discussion in this study, the authors conclude that every child is affected by the trauma of the father. This makes each child feel depressed and makes the relationship in the family is not harmonious. Narendra belongs to the patriarchy of men who have privileges that are above women. It is proven that Narendra has authority over his wife and children. Many things trigger conflict because someone's emotional pent-up. This is the root of the problem of the family is a lack of communication and not open to each other. Toxic relationships in the family affect a person's personality. Every problem requires communication and openness in order to create a harmonious relationship in the family (Handayani, 2017).

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AVENGERS' FINAL FIGHT AGAINST THE STRONGEST MUTANTS IN THE UNIVERSE. "AVENGERS: ENDGAME" WRITTEN STAN LEE AND JACK KIRBY

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Abstract

Avengers: Endgame will tell the story of the remaining members of the Avengers and trying to save everyone, after Thanos managed to get all the immortal stones and wipe out half of all living things in the universe in the previous Avengers film series. It is the sequel to 2012's *The Avengers*, the 2015 film *Avengers: Age of Ultron* and the 2018 film *Avengers: Infinity War*, and the twenty-second film in the Marvel Cinematic Universe (MCU). *Avengers: Endgame* is a superhero film that fights against Thanos and his army. In the film the members of the avengers try to repair the damage caused by Thanos. This film has become the highest-grossing film of all time. This study aims to describe the struggle of the heroes against Thanos and the troops. This study uses a qualitative method so that readers are more interested in watching Avengers films from the beginning to the latest. The conclusion is that the avenger endgame film is very interesting to watch if you watch it from the first series, so that the story is connected with other avengers' films and the results show the film *Avengers endgame* was interpreted by the informant as a superhero film that featuring the struggle of a super hero to restore the destruction of the earth.

Keywords: *Depiction, Endgame, Marvel, Movie, Superhero*

Introduction

Avengers: Endgame is the film that fans have been waiting for from all along. A very hanging story in the series before, made fan the more curious how the avengers can endure with his remaining troops (Holdier, A. G. 2018). Not only road mature and entertaining story. This film will also bring emotions, both laughter, tears and feelings of emotion (Francis, L. E. 1994). *Avengers: Endgame* will tell the remaining members of the Avengers try save everyone, after Thanos succeed got all stones are immortal and erase half from total whole creature live in the previous series.

Post flick finger Thanos, earth lost half the population (Arian, D. 2020). This too felt by Hawkeye who suddenly should lost his family. On the other hand, Tony Stark tries strengthen self and cultivate hope for can return save earth (Easterly, W. 2009). The remaining Avengers, thinking about various method allow for face Thanos and seize the immortal stone. After a stressful event from '*Avengers: Infinity War*' (2018) nature universe destroyed, especially Earth consequence act Thanos. With remainder existing troops, the Avengers must survive and gather very again to stop effort Thanos remove population creature live in the world.

Remaining Avengers heroes will make a game changer for face enemy main of this film, namely Thanos (Nangimah, M. 2021). Sacrifice last for return beginning state natural universe. For the sake of returning regularity natural universe as again, the Avengers are sued for process sense think they for repair what do you have and want destroyed Thanos. Too many reinforcements help is coming for help the Avengers to fight until point blood finish (Y'Blood, W. 1992). Naturally there is something sacrifice self from Avengers to defeat enemy and return natural universe.

Method

Data collection from study this that is in the form of secondary data that is originated from a number of the source of the films in question with *Avengers: Endgame*. Data collection with use analysis narrative and analysis discourse. Analysis narrative this help for could more understand the culture of a Marvel Indonesia organizations and organizations other related with *Avengers: Endgame*. Analysis Discourse this focus on context social where occur communication with respondents.

Findings and discussion

Avengers: Endgame is not a film that Marvel Studios worked on during two until three years, but done During one decade (Mittermeier, S. 2021). by technical of this film of course done two until three years last, but story already started since 2008 when the movie Iron Man was released and became gateway to the Marvel Cinematic Universe (MCU). Marvel design the story of 21 MCU films with a very mature. Every movie has related stories one each other though no seen by straight away. Even though leave from same upstream, Marvel, and released in different times, all those superhero movies boil down to the same place, *Avengers: Endgame*.

Sense of watching *Avengers: Endgame* similar with a sense of riding vehicle *roller coasters*. Up, down, winding, until rotating. Feeling happy, sad, worried, and annoyed can feel in this one superhero movie (Gilligan, C. 1990). Stirring emotion. As most MCU movies, a lot scene dark and tense tucked away with humorous dialogue. one of them is when currently compile plan oppose Thanos, Thor without many talks take Stormbreaker and agree with the presence of Captain Marvel, as in the trailer. Insert humorous dialogue in the scene dark and tense of course Becomes Marvel's flagship (McHugh, S). This thing once done moment scene Captain America's stronghold and the raw Iron Man's side hit in the movie *Captain America: Civil War* (2016) or when Asgard destroyed in *Thor: Ragnarok* (2017). Emotion gray feel one of them when Tony Stark and Nebula are bobbing outside space. Tony recording message to Pepper Potts and declared that supply food exhausted and oxygen thinning. No only sad, pain heart feels too when watch *Avengers: Endgame*. Anthony and Joe it seems on purpose want make viewer broken heart. Both of them have say Case similar before release *Avengers: Infinity War*. All Marvel movie lover for sure know that '*Endgame*' is half end from phase all three MCUs. After this movie, the MCU is still continue with enter phase fourth. Of course, with face new super hero. Even though amazing from aspect story and emotion, this movie permanent owns the shortcoming lies in the visual effects. There are several little visual effects rough so that not enough comfortable seen. Only there is a little message for those who want watch *Avengers: Endgame* (Phillips, K. R. 2021). For fan Marvel faithful, make sure ready with memory of 21 superhero movies that have been watched. Dear not an MCU fan, what a wise when equip self with outlook this movie universe before emotion stirred up During three hours.

Thanos thinks that overpopulation It was the people who destroyed the Planet Titan, its home planet. lifetime his life he dedicates for fulfil ambition find the whole eternal stone for destroy half from population creatures all over universe highway (Mumford, L. 1944). What the reason? so that there is enough source power natural for future sustainability for half from fixed population live in nature universe. But Thanos no think about how sadly the remaining inhabitants of the world because lost family and friend's beloved.

Besides road good story, cool CGI effects and of course super talented movie star, *Avengers: Endgame film* this give lessons by implied that can we take and apply in life daily as always can rise from a sense of failure and adversity, dare sacrifice for something big thing, everyone has the advantages of each, take care nature and environment.

Conclusion

Thanos wants inhibit half population in this world so that life walk with balanced. Thanos use Infinity Gauntlet for balance population with method flick his finger then half population will be lost Becomes dust. Superhero feeling that deed Thanos this vile. Because it has been inhibiting half population in the world. Superhero feeling lost his family and friends. So, from its these superheroes fight for return again population that was killed by Thanos with method journey time for pick up the stones and repeat flick.

Of course, solution from Thanos too extreme, limitation problem source power natural truly real (Heiduschka & Thanos 1998). people man moment this Keep going continuously grind earth, nature and resources power, destroy ecosystem that has there is During millions year, with Keep going develop multiply and add population world population. A lot is needed we change here start from utilize more technology and products friendly environment until with save electricity and water. Because of one small step when done by all population earth, will Becomes big its influence.

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PLAGIARISM ATTITUDE OF STUDENT IN WRITING ACADEMIC PAPER

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Abstract

This research aims to know the plagiarism acts among students, to understand their understanding of plagiarism and their perception of plagiarism. This research uses a quantitative descriptive research design. The data were taken from 28 students. Researchers used questioners through the Google Form platform. Respondents were taken randomly. To sharpen data analysis, researchers conducted in-depth interviews with respondents. After having data collection, researchers analyzed the data by following procedures: sorting data, presenting data, and drawing conclusions. The results showed that 93% of students often look for reference sources when making academic papers. There are 23% of students who do plagiarism, 45% of students sometimes, and 32% rarely check plagiarism.

Regarding the total number of students who have committed plagiarism, 8% of students very often save plagiarism, 24% of students often, 37% of students quite often, and 31% of students rarely plagiarize. The percentage of plagiarism when creating an academic paper includes 19% of students get 0%-10% plagiarism, 39% of students get 11%-20% plagiarism rate, 26% of students get 21%-30% plagiarism, and 16% of students get more than 30%. In addition, it was found that 77% of students understand plagiarism and understand what can be said to be an act of plagiarism.

Keywords: *Academic Papers, Plagiarism, Plagiarism Actors.*

Introduction

The development of information technology, especially the internet, has spread to various areas of life. One of them is education. Advances in information technology have positive and negative impacts. The positive impact is more available information and knowledge from one place to the whole world by breaking the boundaries of space and time. At the same time, the negative impact that changes in the values, norms, rules, and moral life are embraced by the community (Munir, 2008).

On the other hand, the sophistication of information technology makes it easier to copy-paste from the internet. Copy-paste activities can lead to acts of plagiarism (Bondang, 2015: 18). This act is caused by their difficulties in writing the first sentence of their text, including problems in organizing ideas (Aprilia et al., 2020).

Plagiarism is a paganization or recognition of the work of others that often occurs among students and students because it is intended to do educational purposes, for example, in the creation of academic papers (Sulianta, 2007: 71). In addition, according to Ridhatillah (2013), plagiarism is an act of abuse and deprivation of an idea to be then recognized as his own. This happens among students because of various things, such as not having enough time to produce their work or may think that the guidance lecturer will not know the plagiarism. Plagiarism can occur because of quoting, which is often known as block copy paste against the work of others in large or small quantities. The result can come from books, scientific magazines, journals from the internet without naming the original author from the source of information that has been used (Wibowo, 2012).

In the research that has been conducted by (Puspita, 2010) from Universitas Airlangga Surabaya related to plagiarism that has been done at Airlangga University Surabaya, which is titled Internet Plagiarism Behavior (Study on Typology of Internet Plagiarism Behavior among

Undergraduate Students of FISIP Unair) to review the typology of internet plagiarism behavior among undergraduate students of the Faculty of Social and Political Sciences, Universitas Airlangga. The results of a study of 100 respondents at the Faculty of Social and Political Sciences, Universitas Airlangga, showed that 94% of respondents had done copy-paste without listing the author's name or written source (Puspita, 2010).

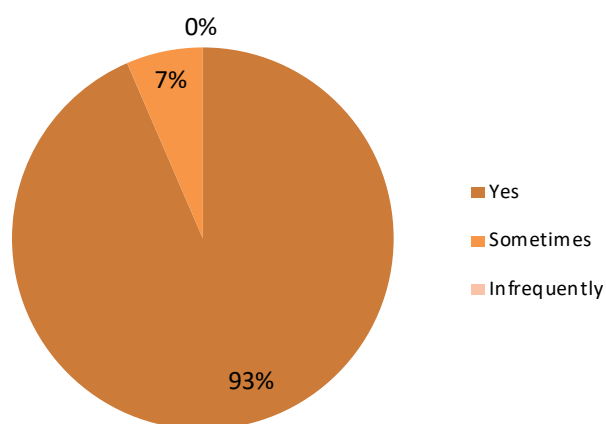
Based on the phenomenon, the author is interested in researching plagiarism behavior in academic papers conducted by students around the author's environment. Therefore, the study's title used is "Plagiarism Attitude of Student in Writing Academic Paper." This research was conducted to examine how the picture of plagiarism occurs among students around the author's environment and to find out how understandable and aware they are of plagiarism.

Method

This research uses a descriptive quantitative research design. The data were taken from 28 students who often look for references when making academic papers. Researchers used questioners through the Google Form platform. Respondents were taken randomly. To clarify the data analysis, the researchers conducted interviews in more depth with the respondents. After data collection, the researcher shows the data analysis, including sorting, data presentation, and conclusion.

Findings

Students' Perception in Finding Reference

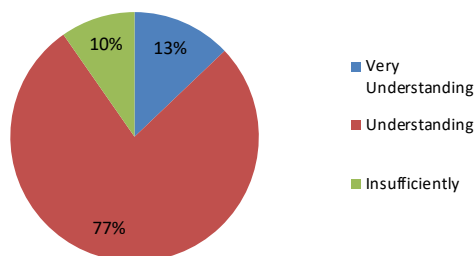


Picture 1. Students' Perception in Finding Reference

Picture 1 shows that most students use references in writing academic papers. This is reinforced by the percentage amount that reaches 93%. In addition, respondent number 6 said that he most often uses references in the form of scientific journals in the writing of academic papers. He gave the reason that using scientific journals is more structured, formal, and obviously, an original author's name can be listed at the time of writing. Respondent number 14 said that he preferred to use references from the internet. I like to use the internet because easy to use, obviously, quickly found, and just paraphrase so that there is no plagiarism. Respondent number 19 surprisingly preferred physical books compared to using scientific and internet journals. He gave a reason because looking for references in physical books makes it

easier to understand and does not cause eye pain. This shows that although both use references, the type of reference used is different, depending on which student is more comfortable using the reference.

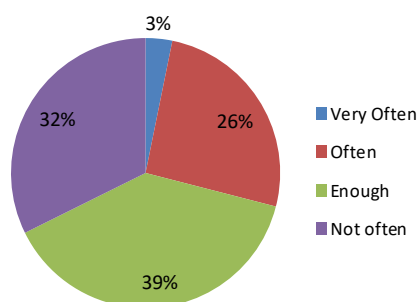
Students' Understanding of Plagiarism



Picture 2. Students' Understanding of Plagiarism

Picture 2 shows the percentage of understanding student plagiarism, clearly seen in the picture that 10% of students do not understand plagiarism, 77% of students understand plagiarism, and the remaining 13% understand plagiarism. Respondent 2 said that he was not familiar with matters related to plagiarism. He reasoned that no teacher checked about plagiarism by his students during school in writing academic papers. So, he only copied paste from the reference source without adding, subtracting, or paraphrasing the writing. Respondent 4 said he understood everything related to plagiarism. Plagiarism is copying from a reference source without including the source. Then, plagiarism is a less good action to do because it will reduce the level of creativity and critical power. Respondent 8 said he was very familiar with plagiarism. According to respondent 8, plagiarism is detrimental, where if only plagiarism, then there is no contribution in the development of theory. So, from several reasons and opinions of some of these respondents, it can be said that the majority of students already understand the culture of plagiarism that often occurs among these students. Then the actions that can be said to be plagiarism are copying the writing of others without including the source of the paper or taking material or ideas of other people's work without the owner's permission or without having the credit of the owner of the work. These two things are examples of acts of plagiarism that we sometimes rarely realize when writing a work, namely academic papers.

Students' Level of Plagiarism

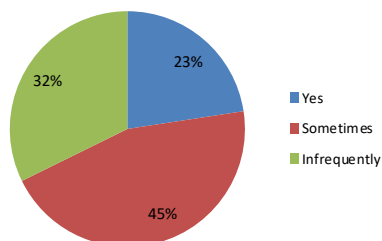


Picture 3. Students' Level of Plagiarism

Picture 3 shows the level of plagiarism committed by students. It can be seen that 37% of students quite often commit acts of plagiarism both intentional and unintentional. Respondent 3 said that he quite often commits acts of plagiarism. He reasoned that the cause of plagiarism

during the creation of academic papers was his relatively short task deadline and lack of time working on the paper because many tasks from lecturers were heavier and burdensome. Generally, students are less aware or unaware that they often commit acts of plagiarism when writing academic papers, as evidenced by an action that takes the ideas, opinions, and contents of the essay or writing of others without including the source. Keep in mind that someone who often commits acts of plagiarism tends to be lazy, always thinking of wanting good values in an easy way without the need to be lazy.

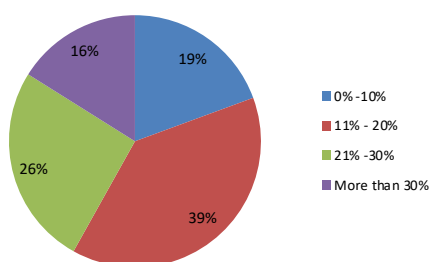
Students' Checking Plagiarism Rates



Picture 4. Students' Checking Plagiarism Rates

Based on picture 4, the level of plagiarism checks carried out by students can be seen. Inspections are done occasionally and rarely have a high enough percentage compared to students who constantly check the level of plagiarism. Plagiarism is a severe problem. Based on information from respondents, there are several types of applications that respondents often use to check plagiarism, including Turnitin and Plagiarism Checker. Please note that checking for plagiarism when creating an academic paper is significant. By checking for plagiarism, we protect ideas and written works from others.

Students' Percentage of Plagiarism



Picture 5. Students' Percentage of Plagiarism

Picture 5 shows the percentage of plagiarism committed by students in creating academic papers. From this, it can be seen that the numbers in the chart have a difference in numbers that are not so large. Respondent 10 said that the way that can be done to reduce the level of plagiarism is to process sentences from the source with their language but not change the core of the source sentence. Students can do this to develop their creativity without changing the essence of the material. According to respondent 15, a great way to reduce the percentage of plagiarism is by paraphrasing sentences. Paraphrasing sentences make us avoid acts of plagiarism.

Discussions

Student Awareness of Plagiarism

Students' Perception in Finding Reference

Based on the research results, two students sometimes find references for academic papers. While remaining twenty-six students often use a reference for the manufacture of academic papers. The academic paper is the paper of the student or student as a report on the results of the implementation of the high school or college (Lestari, 2017). Then, why are two students only sometimes looking for a reference because they don't need a reference when writing academic papers. They prefer to use their own words, so they are more impressed with the original, and the reference is only used as an enhancer and booster opinion. At the same time, the twenty-six students often use references to strengthen and as a guide in the writing of academic papers. This is because the reference is a primary or essential factor in producing academic papers. The words they write are not considered as writing fiction by other people.

Students' Understanding of Plagiarism

On the results of this study, three students are less aware of plagiarism because when sitting on the bench in high school, they have not been taught or are not told what plagiarism is. Based on research conducted by Williamson (2006), seventy percent of students admit to having committed acts of cheating by copying the task better than the source of the internet or from books. Next, four students understand plagiarism. They know that such action violates the law in intellectual property rights, and if it did, it would get penalized. Then, twenty-one students understand plagiarism. They know that plagiarism is a crime that will impact the lack of creativity and critical thinking.

Students' Level of Plagiarism

There are two students who very often do plagiarism. The underlying reason for such action is that the limited time to complete academic papers is compelled to act as copy and pasting from a particular source. Then, seven students often do plagiarism. The most important reasons underlying this action are the low reading interest and the interest to conduct an analysis of reference sources used. Furthermore, the nine students quite often commit plagiarism because they've been doing how to avoid plagiarism, i.e., with a paraphrase of a sentence but do not understand when and how to make quotes. According To Widjono H.S (2019:92), the quotation or paraphrase is a copy sentence, paragraph, or an opinion of someone the author or sayings of famous people because of his expertise, both of which are contained in books journals, both through print and electronic media. The last ten students admitted that they did not often do plagiarism. The main reason it rarely happens is that they create their own words, and references that he used only as a reinforcement description are written.

Students' Checking Plagiarism Rates

Based on the results of the study, six students say if they always check the level of plagiarism in academic papers with a reason to avoid crime, maintaining the quality of the work remains good, because of the shape of plagiarism slightest will degrade the quality of a paper academic. According to article 380 of the criminal code with the threat of a maximum of 2 (two) years and eight months, according to (R.Soesilo,1981) is an article that threatened penalties against acts of fraud on the rights of the copyright. Then nine students stated that they sometimes check the level of plagiarism in their papers. The main reason is that the lecturer

recommends checking the status of plagiarism. Last, thirteen students stated that they do not often check plagiarism. Their reason is the deadline for the task. So, they didn't have time to review the plagiarism.

Students' Percentage of Plagiarism

Five students earn a percentage of over thirty percent. They copy directly without any change, without stating a quote and reference sources used. According to Big Indonesian Dictionary, the reference is interpreted as a source of reference, referral, or as a source of guidance. In contrast, five students get a percentage between zero percent to ten percent. It is because they include all the references and citations and a paraphrase of a sentence by sentence from each of the sources used. The last of the seven students get a percentage between twenty-one percent and thirty percent because they only paraphrase without stating the source of reference used.

Conclusion

Based on the author's research with the title Plagiarism Attitude of Student in Academic Papers, there are conclusions including the following. First, 93% of students use references every time they work on an academic paper, and 7% of students sometimes include references. Second, as much as 10% of students do not understand plagiarism, 77% of students understand plagiarism, and the remaining 13% understand plagiarism. Third, as many as 37% of students often commit acts of plagiarism, both intentional and unintentional. Fourth, look at the level of plagiarism checks carried out by students. Checks are done occasionally and rarely have a high enough percentage of 45% and 32%. Fifth, when creating academic papers, the percentage of plagiarism includes as many as 19% of students get 0%-10% plagiarism, 39% of students get 11%-20% plagiarism rate, 26% of students get 21%-30% plagiarism, and 16% of students get more than 30%. According to the data, responding to the act of plagiarism in creating academic papers, some students have been able to distinguish and know what is an act of plagiarism even though there are still those who accidentally or do not know if what has been done so far is plagiarism. Nonetheless, they see the impact of plagiarism and the importance of avoiding plagiarism.

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USING STORYTELLING ACTIVITY AS A STRATEGY TO ENRICH STUDENTS SPEAKING SKILLS IN ENGLISH CLASS

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Abstract

This paper aims to describe the implementation of using storytelling activity in English language classrooms to optimize interaction among students. This self-observational study involved 18 junior high school students. The data were obtained from storytelling and role-playing activities in the English language classroom, focusing on the topic of expressing obligations and prohibitions. From this activity, students were involved in interactive activities and collaborated in group works. Using storytelling strategies, students can learn to express themselves more and put their own words in perspective. In role play, students also act out the story so they can deepen and connect to the story being played. The findings from data showed that students had a good willingness to communicate and practice their speaking skills through storytelling activities.

Keywords: *EFL, Storytelling, Teacher's strategy, Teaching speaking*

Introduction

Background of the study

Teachers have an important role in the students' learning process. Meanwhile, there are some goals that teachers need to accomplish during the teaching learning process. The goal in teaching English is to produce and comprehend languages that are spoken and written, because a successful English learner is not a person who is master in one particular skill, but in all English skills as well. In order to help the students, master English as a foreign language, teachers need some teaching strategies.

In terms of achieving the goal of teaching English to the students, strategies indeed play an important role in helping the English teacher accomplish the goal. Communicating using language learning is a common goal in the teacher's role in meeting the educational needs of students by providing an effective plan or strategy. All of the English skills have different goals that both teacher and students must accomplish. As we know, listening skills, reading skills, speaking skills, and writing skills are 4 basic skills that unfortunately cannot be developed equally. There are so many students who find it difficult to speak English and in the end refuse to use English. Meanwhile, in this 21-century era speaking has become one of the five skills that should be acquired by every student.

In addition to teaching speaking, Burns (1998) said that a lot of class materials are actually designed for teaching speaking, but their application is not appropriate, and often even misleads and weakens students' speaking skills. They fail to provide an overview of how conversations are for second language speakers, and an ineffective strategy also affects students' speaking skills in English. Meanwhile, to learn discourse skills, discourse and build up knowledge and skills for participation are things that really need to be participated by students. This results in the speaking process of learning; students must be involved in situations where they are talking to real people and real purposes.

Based on my observation on August-September 2021 on MTsN 3 Aceh Barat, the problem faced by students in learning speaking skill is the lack of exercise in speaking English

in the classroom. Some of the students understand the meaning of English words or English sentences when it is said by the teacher, but they cannot reply properly. The students are not familiar with English pronunciation as it is not their everyday language. In order to train the students ability in speaking English properly, storytelling is the most common and effective way. According to Sundmark (2014), the teacher as a student facilitator must set a good example for students in the use of language and storytelling is an option that has the potential to improve students' language skills. The students could easily adapt what the teacher did. Storytelling can be a good key to teaching English. Children like storytelling, and will remember for a long time if the teacher initially tells a story even for children with weak academic abilities and motivation. Besides, there are also benefits of storytelling, which are; students will easily summarize a fairy tale, increase creativity in writing, and help development, and the ending, including the characters and story settings that must be owned (Kayi, 2012). When I first used the storytelling strategy while teaching speaking class, the students looked interested and attended to focus on the subject. They mix the language between English and Bahasa Indonesia. I asked them to choose the theme, and everybody became excited and eager for the story they wanted to tell. On the other hand, they also become so excited while performing their unique story. It showed that the storytelling strategy also pumped up the students' adrenaline and excitement.

Teacher Strategies in Teaching Speaking

Teacher strategy is the most common yet crucial part in the teaching learning process. According to the goals in teaching in the classroom, every teacher needs to implement the strategies in the correct ways while teaching in order to accomplish the goal.

According to Eggen and Kauchak (2012) strategy for teachers is the common approach in many fields of material, and used to fulfill various learning goals. It means that strategy is important in teaching learning process on many subjects and different kinds of goals that teachers want to accomplish.

Speaking is a skill or way for people to communicate or produce words orally. According to As (2016) in having a conversation with two or more people, understanding is needed to know what will be said next by combining listening and speaking. Receptive skills are the way people derive meaning from the conversations they listen to. Meanwhile, productive skills are skills that relate language in spoken form as a production process. As (2016) states the productive skill that students must master to have a conversation with others is by speaking. In addition to Zuhriyah (2017) the category of speaking that can be said to be good is when the language produced by the speaker can be understood by the listener. In this way, it can be said that these two skills support each other.

Storytelling Strategy

Storytelling is an activity that conveys stories orally which involves a certain level of interaction between the storyteller and the listener. According to As (2016), utilizing storytelling strategy for students to inform various materials will provide more benefits to students putting their own words in perspective, leading to more interesting discussions than formal lessons, useful for teaching students to speak, concentrate and follow the logical flow of

an argument. Through storytelling strategies, individuals can learn to express themselves and make sense of the external world.

Storytelling activities involve two or more people who each have a role. The first is the listener, they will focus on the story by paying attention to the teller's gestures and expressions in telling the story. The second is the storyteller, they will focus on the use of words, vocals, and good communication in telling the story (Barzaq, 2009).

According to Miller (2013) narrating is mostly associated with storytelling, but there are 3 activities that are also frequently used by storytellers, namely: role-playing (acting out a story), explaining (saying what one thinks a story means), and commanding (telling people what to do, based on a perceived lesson of a story).

Using Storytelling for Teaching Speaking

Using storytelling, students' speaking skills can be trained in an interactive and fun way. Maynard (2005) states that storytelling is a way for people to convey experiences, interpret the experiences of others, release their imaginations, and position them in the world as they understand them. When teachers use storytelling strategies, they not only communicate with students but also provide information by engaging them. There are several different purposes in storytelling, namely spreading moral values, providing information, inspiration and advice in an entertaining way (Inayah, 2015). In addition, many of the students had some difficulty when speaking, especially in front of the class, students could be confused to arrange sentences so that the conversation became unclear, and they also had difficulty remembering the theme of the conversation. Therefore, the use of storytelling is one of the proven ways to overcome this problem and can effectively improve students' speaking skills.

Moreover, speaking is one of the language skills that must be taught. In order to make them speak the target language, teachers should be prepared to build the interaction between students in the classroom. Through communication and conversation, the teacher can realize students' understanding of the lesson. Storytelling can be a good key to teaching English. All children like storytelling, and will remember for a long time if the teacher initially tells a story even for children with weak academic abilities and motivation (As 2016). Besides that, there are also benefits of storytelling, students will easily summarize a fairy tale, and increase creativity in writing (Kayi, 2012).

Sharing literature with students using storytelling techniques and asking students to participate in storytelling can entertain, stimulate and increase children's sense of imagination. It can also help students expand their speaking skills as well as develop their language skills (Tompkins & Hoskisson, 1995).

Method

This study applied best practice study. The setting of this study was conducted in MTsN 3 Aceh Barat. The schools are located in Meulaboh, Aceh Barat, Indonesia. 18 students participated. Role playing by way of storytelling used as a final result of students' performance.

Findings and Discussions

Activity 1: (Teaching Stage)

In this activity, the teacher tells stories about obligation and prohibition to students with associated narrative. The narration explained how the obligation and prohibition applied in daily life. The story was short and related to students' daily and school's life, and contained conversation among a few people. Moreover, the teacher prepared videos to be watched by students. The video helped students understand the next tasks. The purpose of this activity is to stimulate students to better understand what Obligations and Prohibitions are and their proper use. In addition, this activity also aims to improve students' speaking skills by conveying experiences, releasing their imaginations, and positioning them in the world as they understand them.



Figure 1.1. Teacher Tells Story

One hot day, Jenno and his dad were stuck in traffic on their way to school. Jenno was afraid that he would be late for school, and said to his dad, "I have to arrive there before 8 dad" "can we turn right? The building is near here", "no, we Must not turn right. It's forbidden" said Jenno's dad.

Jenno, who was annoyed, kept on persuading his father to turn right which is a traffic violation, "oh no, come on dad".

Jenno's dad explained: "we Must obey the traffic signs, do you know why?"

Jenno said: "yeah, I guess so. To avoid any accident". Although still a little annoyed, Jenno understands that what he is proposing is a prohibition, so in the end Jenno can only hope that the traffic won't stop and he won't be late for school.

Figure 1.2. Teacher's Narration

After that the teacher explained further and in more detail about the material to be studied and the objectives of the learning itself. Students started to participate in the teaching and learning activity by listening to the teacher's explanation and taking notes on examples of the expressions such as obligation, prohibition and the use of have to, must and must not. The teacher prepared a PowerPoint to support the explanation given regarding the obligation and prohibition material.

Through this activity, students were also shown how to convey the obligation and prohibition sentences well so that in the future it would be easier for students to apply the material. This activity also makes it easier for teachers to convey material that is easily understood by students.



Figure 1.3. Obligation and Prohibition Formulas



Figure 1.4. Expression Dialogue

Activity 2: (Conducting Storytelling and Role Play Activities)

The activity continued with the teacher asking some students to give each other example sentences from the material given. At this stage students are asked to spontaneously give sentences, and are free to choose the next friend who will have their turn to make obligation and Prohibition sentences.



Figure 2.1. Students Make Sentences Spontaneously

The teacher asked students to form groups and randomly give them a theme for role playing by way of storytelling with the given theme. They are given time to make scripts to perform better, when they appear in front of the class, they are very good and very enthusiastic in roleplaying and telling stories in English. In addition to Miller (2013) role playing learning method with the storytelling strategy also uses the theory of multiple memory pathways responsible for learning and memory. In role play, students also act out the story so that they can deepen and relate to the story being played.

This activity makes them very excited and creates stories with their own creations and imaginations about obligation and prohibition. Then the activity continued with students being asked to write down a few sentences of the expression of ‘Obligation and Prohibition’ in their respective books and then asking students to exchange books with other students to identify what sentences had been written before.



Figure 2.2. Student storytelling and Role Play

Nilai Harian

Guru : Claudia Safira
KELAS : VIII B
MATA PELAJARAN : BAHASA INGGRIS

| NO | NAMA | Keterampilan Speaking Storytelling Roleplay |
|----|------|--|
| 1 | A | 97 |
| 2 | B | 77 |
| 3 | C | 97 |
| 4 | D | 97 |
| 5 | F | 100 |
| 6 | G | 80 |
| 7 | H | 97 |
| 8 | I | 90 |
| 9 | J | 90 |
| 10 | K | 93 |
| 11 | L | 93 |
| 12 | M | 97 |
| 13 | N | 93 |
| 14 | O | 83 |
| 15 | P | 90 |
| 16 | Q | 93 |
| 17 | R | 87 |
| 18 | S | 100 |

Figure 2.3. Student Speaking Score

Based on the data above, students are proven capable of maximizing their speaking ability by using storytelling activity. Storytelling strategy also pumps up the students' adrenaline and excitement. On the other hand, they also become excited and try their best while performing their unique story.

Conclusion

The implementation of storytelling as speaking English activities has positive impact and is beneficial for 8th grade MTsN 3 Aceh Barat students in learning obligation and prohibition. Through these activities, students can practice speaking English in a fun and interesting way, this activity also develops the students' imagination and ultimately has a good impact on their speaking ability as well. The students also agreed that they could gain higher self-confidence through role-playing with storytelling. It is shown on the data that the use of speaking skills in students increases when they use storytelling strategy.

Storytelling can be a good key to teaching English. Children like storytelling, and will remember for a long time if the teacher initially tells a story even for children with weak academic abilities and motivation. Besides, there are also benefits of storytelling, which are; students will easily summarize a fairy tale, increase creativity in writing, and help development, and the ending, including the characters and story settings that must be owned (Kayi, 2012). These studies provide positive results toward the issue of students' English-speaking skills. Therefore, it is recommended to implement storytelling strategies for students with lower English proficiency.

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EDUCATIONAL VALUE OF DISNEY FILM “COCO” BY WALT DISNEY PICTURES

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Abstract

The animation movie “COCO” has been liked by many people, especially the family values contained. COCO animation movie are very popular among young people to old people, in addition this film has a daily life background that is thick with the culture of a country. The animated film Coco tells the story of Miguel, a 12-year-old boy from the Rivera family. Miguel loves music and wants to become a musician, but the Rivera family has a phobia of music. Because his ancestor who was abandoned by his family was a musician, the father of his great-grandmother was named Coco. The purpose of this study was to analyze the El Dias Los Muertos Festival in Coco Film with Roland Barthes' Semiotic Theory. This study uses Semiotics proposed by Roland Barthes which includes the meaning of denotation, connotation and myth. Based on research and discussion about the El Dias Los Muertos Festival in the film Coco, the meaning of myth proves that this animation has a unique and new educational message because it is lifted from a Mexican culture that is lightly packaged for consumption by the public.

Keyword: *Animation Movie, Family Values, Culture, The El Dias Los Muertos Festival*

Introduction

Coco is an animated film that tells the story of a series of conflicts in the Rivera family who live in a small village in Mexico (Diah, et al, 2021). This film was produced by Walt Disney Pictures and Pixar Animation Studio in 2017. Coco takes place in Mexico with a cultural theme from Mexico called *Dia de Muertos* or the feast of the dead, which is the commemoration of those who have died. The film tells the audience about a little Mexican boy, named Miguel, who comes to the soul world by accident on “Day of the Dead” - a Mexican holiday celebrated throughout Mexico (Du, 2018) . Miguel is the great-grandson of the Rivera family who hates music because his forefathers who were abandoned by his family were musicians. At that time Miguel secretly dreamed of becoming a musician like Ernesto de la Cruz, he was a film star and singer who was famous during Mama Imelda's era (Avila, 2020). Once there was an audition while Miguel didn't have a musical instrument, so he stole Ernesto's guitar which was on display in front of the grave. When Miguel strums his guitar, he becomes invisible to everyone which results in being lost in the world of the dead which makes him experience many events.

At that time Miguel entered the world of the dead, he wanted to know the origin of his great-grandfather who made the Rivera family hate music so much. At first, Miguel believed that his great-grandfather was Ernesto de la Cruz but in reality he was a mean and arrogant person. Miguel came to know that Ernesto de la Cruz was not his great-grandfather but that Héctor was his great-grandfather who composed the very famous song sung by Ernesto de la Cruz (Nasir, et al, 2019).

The story of the animated film Coco is wrapped with very thick Mexican traditions and culture, namely:

1. Dia de los Muertos

Día de los Muertos is an event in the Mexican tradition to welcome the visiting spirits of family or loved ones into the living realm.

2. Alebrije

Some Mexicans do not believe it is a mythical animal or spiritual being, but some people and stories in Mexico believe that the Alebrije is a mythical animal or a spooky creature connected to the underworld.

3. The Myth of the Land of the Dead

The Land of the Dead is a stopover known in Mexican folklore as the final destination for the spirits of the dead.

4. Ofrenda

Ofrenda is a place that is used to put photos of family members or loved ones who have died to remember and honor them.

Method

The subject of this research is the animated film *Coco*, directed by Adrian Molina and Lee Unkrich. This animated film is 105 minutes long, with a screenplay that has original ideas that are thick with Mexican tradition and culture (Iqbal, 2017). The research method used to examine this film is a qualitative method with data validity carried out by triangulation of data and theory (Santos, et al, 2020). At the data collection stage, we used analytical techniques with the following steps:

- a. Collecting data by collecting materials about this film and watching *Coco* film over and over again
- b. Identify the sentence whether there is narrative data in the film that will answer the research problem
- c. Selecting the data, recording and continuing with determining the meaning or life lessons and knowing Mexican traditions and culture that can be taken from this film according to the research.

Finding and Discussions

Based on the results of the analysis, there are 6 meanings or life lessons as well as knowing Mexican traditions and culture contained in the animated film *Coco* directed by Adrian Molina and Lee Unkrich (Nieuwboer, 2019), which are described as follows:

1. Miguel is warm towards his family

| The Duration Period | Data Description | Educational Value |
|---------------------|---|-------------------|
| 03.12-03.39 | (no description) Miguel who always entertains his grandmother through stories, his unique dance, the tradition of eating together and other things that bring family warmth. | Family warmth |

Analysis and discussion : Miguel who really loves his family by entertaining Mama Coco through stories, unique dances, and gathering together to enjoy the warmth of the family. But his family strongly opposed Miguel to dream of becoming a musician like Ernesto de la Cruz and the man Miguel firmly believed to be his great-grandfather turned out to be a very mean and arrogant person (Guevara, 2018). When he is disappointed, Miguel decides to return to his

family and forget his dream to become a musician or remain a dead man who can enjoy all the songs of Ernesto de la Cruz.

2. Miguel Never Give Up On His Dream

| The Duration Period | Data Description | Educational Value |
|---------------------|---|-----------------------------------|
| 12.41 – 14.20 | When Miguel watches Ernesto de la Cruz's documentary, there are magic words that awaken Miguel to achieve his dream to become a musician. | Don't give up to reach your dream |

Analysis and discussion : The words spoken by de la Cruz through his documentary video are the trigger for Miguel to realize his dream of becoming a musician. Miguel realized there was a calling in his soul, which made his enthusiasm explode which naturally came from his musical talent. And Miguel struggles to get approval from his family, borrowing a guitar to enter the music festival competition that was held at that time.

3. The tradition of Día de los Muertos

| The Duration Period | Data Description | Educational Value |
|---------------------|--|----------------------------------|
| 22.30 – 25.10 | The glowing skulls descended to meet his family and take the offerings his family had given him to take to the underworld. | Traditions of Dia de los Muertos |

Analysis and discussion : When Miguel turns into a spirit when he touches a de la Cruz guitar, he realizes that the skulls are spirits who came down to meet his family and receive offerings from his family, but when the spirit returns to the world of death the colors around it will disappear. In Mexico the tradition is believed that the deceased will return on a certain date to see his family, on November 1-2 the festival is celebrated (Torrecilla, 2021). On the first day it is commemorated to honor the death of small children who have died first while the second day is commemorated to honor all other people.

4. Alebrije

| The Duration Period | Data Description | Educational Value |
|---------------------|--|---|
| 38.04 – 38.43 | Alberije in this film is believed to be a mythical animal or spiritual creature that can change various forms, and can give off mysterious powers. | Alberije is believed to be a mythical animal. |

Analysis and discussion : At the time, Miguel was chasing his dog which was being carried by Alberije, there was a spirit who asked whether the dog was a guide spirit or not and he explained that Alberije is a guiding spirit in the world of the dead who can change various forms and give off mysterious powers. Alberije is also believed by some to be a spooky creature connected to the underworld and Alberije is widely placed in ofrenda and tombs which are used to ward off evil spirits and protect homes.

5. The Myth of the Land of the Dead

| The Duration Period | Data Description | Educational Value |
|---------------------|--|-----------------------------------|
| 35.40 – 35.51 | Héctor explains that it is a world where people who display his photo and remember that he will be in ofrenda he will not be forgotten and can cross the bridge that connects the world of humans and the world of the dead. | The Myth of the Land of the Dead. |

Analysis and discussion : Héctor explains that it is a world where people who display his photo and remember that he will be in orfando will not be forgotten and can cross the bridge that connects the world of humans and the world of the dead. Héctor is one of those people who will be forgotten because no one remembers him and put his picture on the ofrenda so that he will disappear into memory and go to the Final Death.

6. Ofrenda

| The Duration Period | Data Description | Educational Value |
|---------------------|--|---|
| 10.00 – 11.13 | Miguel's grandmother said that ofrenda is very important because it can display their family photos on the ofrenda so their spirits can cross. | Ofrenda which is interpreted as an altar. |

Analysis and discussion :Miguel's grandmother told them that they had to put a family photo on the ofrenda so their family spirit could cross and that was very important. If they don't display their photos, their spirits can't come, make all their favorite foods, and put their favorite things in the ofrendo (Gutiérrez, et al, 2020). The goal is to keep their family intact.

Conclusion

The animated film *Coco*, co-produced by Walt Disney Pictures and Pixar Animation Studio, carries a very touching message about strong family ties, values in tradition and respect for ancestral culture (da Costa Leite, 2018). At the same time, it brings Mexican culture as the background of the story, using a common purpose that some cultures have, such as dreams, kinship, death, magical animals and others (Daly, et al, 2017). With this goal, a narrative structure can be formed and a touching story will be formed. The success that has been achieved by this film is due to the above objectives. Highly aware of entertainment and education and publicize positive and universal values.

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AKSES APLIKASI PERPUSTAKAAN DIGITAL SELAMA PEMBELAJARAN DARING

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Abstrak

Akses aplikasi perpustakaan digital diharapkan lebih tinggi selama pembelajaran daring karena pandemi. Hal ini mengingat bahwa selama pandemi siswa maupun mahasiswa tidak dapat belajar di sekolah atau di kampus. Termasuk akses untuk pergi ke perpustakaan. Pembelajaran dan perkuliahan yang diselenggarakan secara daring membutuhkan alternatif sumber belajar yang dapat diakses dari rumah. Salah satu sumber belajar yang paling mudah diakses adalah perpustakaan digital. Penelitian ini membahas tentang bagaimana aktivitasnya pemustaka mengakses perpustakaan digital yang disediakan perpustakaan STKIP PGRI Pacitan dan Perpustakaan Daerah Kabupaten Pacitan. Harapannya akses terhadap aplikasi perpustakaan digital selama berlakunya pembelajaran daring tersebut dimanfaatkan sebagai sumber belajar digital. Potensi perpustakaan digital sebagai sumber belajar digital yang efektif dalam pembelajaran masa transisi dan adaptasi ke pembelajaran *blended learning* dan pembelajaran tatap muka dapat dimaksimalkan. Penelitian dengan metode kualitatif dengan teknik pengumpulan data melalui observasi dokumentatif. Data disajikan secara kualitatif deskriptif untuk memaparkan temuan-temuan penelitian.

Kata kunci: *Aplikasi, Digital, Perpustakaan*

Pendahuluan

Selama pembelajaran daring pembelajar (siswa/mahasiswa) umumnya hanya mengandalkan materi yang dikirimkan oleh guru atau dosen untuk belajar. Pembelajar kemudian banyak bergantung pada materi yang dikirim tersebut sebagai sumber belajar utama terlebih jika tidak ada ketentuan untuk menambah atau mengakses sumber belajar lainnya. Pada kondisi normal, pembelajar memiliki opsi untuk belajar dengan memanfaatkan lebih banyak sumber belajar. Selain buku (sumber cetak) dan sumber noncetak lainnya, selama pembelajaran daring pembelajar memiliki opsi mencari sumber belajar lain secara daring atau sumber belajar digital.

Sumber belajar merupakan berbagai sumber atau sarana pendukung pelaksanaan kegiatan belajar termasuk sistem pendukung dan materi serta lingkungan pembelajaran. Sumber belajar tidak hanya berupa alat atau materi yang digunakan dalam pembelajaran, namun juga termasuk manusia, anggaran dan berbagai bentuk fasilitas untuk kegiatan belajar dan dapat meningkatkan kualitas belajar (Seels dan Richey, 2006).

Sumber belajar digital menjadi penting dalam pembelajaran daring. Pelaksanaan belajar virtual melalui platform *Google Meet* atau *Zoom Meeting* yang terbatas membutuhkan sumber belajar lain untuk melengkapinya. Demikian pula pembelajaran yang hanya menggunakan media seperti WhatsApp, tentu juga sangat memerlukan sumber belajar tambahan lainnya.

Sumber belajar digital sangat memungkinkan untuk dipilih sebagai opsi efektif. Hal ini atas dasar adanya keterbatasan akses pembelajar terhadap sarana/sumber belajar yang berupa fisik atau lingkungan. Hal ini selaras dengan temuan Hadipurwa, dkk dalam penelitiannya (2021:36) bahwa sebanyak 31.80% siswa kesulitan untuk mendapatkan sumber belajar selama proses pembelajaran daring. Sumber belajar seperti perpustakaan sekolah misalnya, yang tidak mungkin diakses oleh pembelajar selama pelaksanaan belajar daring dari rumah. Sumber belajar

digital juga dipandang sangat sesuai dengan perkembangan teknologi dan internet yang dapat diakses kapanpun pembelajar membutuhkannya.

Salah satu sumber belajar digital yang potensial adalah perpustakaan digital. Perpustakaan digital oleh Susanto (2010:17) didefinisikan sebagai perpustakaan yang memiliki berbagai koleksi pustaka yang berbentuk digital dan berbasis pada sistem teknologi otomasi dalam operasional dan aksesnya. Perpustakaan digital dapat menjadi aspek vital dalam pelaksanaan pembelajaran secara daring atau pelaksanaan pembelajaran secara *blended learning*.

Pemanfaatan perpustakaan digital sebagai sumber belajar tentu dipengaruhi berbagai faktor. Abdullah (2012:216) menyebutkan bahwa selain faktor internal faktor eksternal seperti bagaimana ketersediaan sumber belajar yang variatif, proses pembelajaran, sumber daya manusia, tradisi, system belajar dan akses terhadap sumber belajar sangat mempengaruhi pemanfaatan sumber belajar. Akses terhadap perpustakaan digital sebagai sumber belajar pun memiliki keterbatasan-keterbatasan. Namun dengan keterbatasan-keterbatasan tersebut sebenarnya bukan alasan tidak memanfaatkannya sebagai pilihan sumber belajar.

Perpustakaan digital yang dapat diakses oleh pembelajar di Pacitan sebagai sumber belajar adalah perpustakaan digital milik STKIP PGRI Pacitan milik Pemerintah Daerah Kabupaten Pacitan. Kedua perpustakaan digital tersebut tersedia dalam aplikasi digital yang dapat diunduh dan dipasang pada perangkat elektronik seperti telepon pintar/*smartphone*, laptop, dan komputer. Dengan kemudahan akses dan penggunaan kedua aplikasi perpustakaan digital ini sebenarnya memiliki potensi untuk digunakan sebagai sumber belajar.

Berdasarkan observasi awal, diperoleh data awal bahwa akses aplikasi perpustakaan digital tersebut masih belum maksimal selama periode pembelajaran daring terutama perpustakaan digital milik STKIP PGRI Pacitan. Hal ini disinyalir belum maksimalnya pemanfaatan aplikasi perpustakaan digital sebagai sumber belajar. Penelitian ini bermaksud memaparkan tingkat akses aplikasi perpustakaan digital milik STKIP PGRI Pacitan dan milik Pemerintah Daerah Kabupaten Pacitan, utamanya selama berlangsungnya pembelajaran dari rumah/pembelajaran daring.

Metode Penelitian

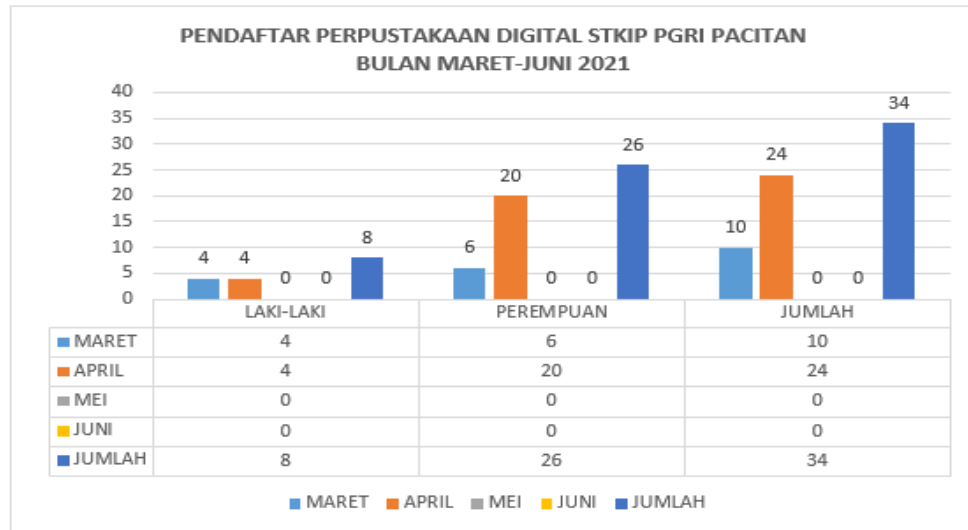
Penelitian merupakan penelitian kualitatif dengan metode deskriptif. Peneliti ingin memaparkan tingkat akses aplikasi perpustakaan digital dengan memaparkan data jumlah pendaftar, pengunjung, dan pembaca di perpustakaan digital STKIP PGRI Pacitan dan Perpustakaan digital Pemerintah Daerah Kabupaten Pacitan. Data yang dikumpulkan dengan dokumentasi adalah data selama periode bulan Maret sampai dengan Juni 2021. Periode tersebut masih termasuk pada periode pembelajaran semester genap yang pelaksanaan pembelajaran dilakukan dari rumah atau pembelajaran daring karena masih dalam masa pandemi. Data-data tersebut kemudian dianalisis dan dipaparkan secara deskriptif kualitatif.

Hasil dan Pembahasan

Pendaftar Perpustakaan Digital

Selama periode bulan Maret s.d Juni tahun 2021 jumlah pendaftar baru pada aplikasi e-library atau perpustakaan digital STKIP PGRI Pacitan ada 34 pendaftar untuk menjadi pengguna aplikasi perpustakaan digital. Rincian data yaitu 10 pendaftar pada bulan Maret, 24

pendaftar pada bulan April. Pada bulan Mei s.d Juni tidak ada pendaftar untuk menjadi pemustaka digital.



Gambar 1.3. Data Pengunjung Pendaftar/anggota Baru Perpustakaan Digital STKIP PGRI Pacitan

Jumlah pendaftar dan selanjutnya menjadi anggota baru pada aplikasi perpustakaan digital milik perpustakaan daerah Kabupaten Pacitan menunjukkan data sebagai berikut:

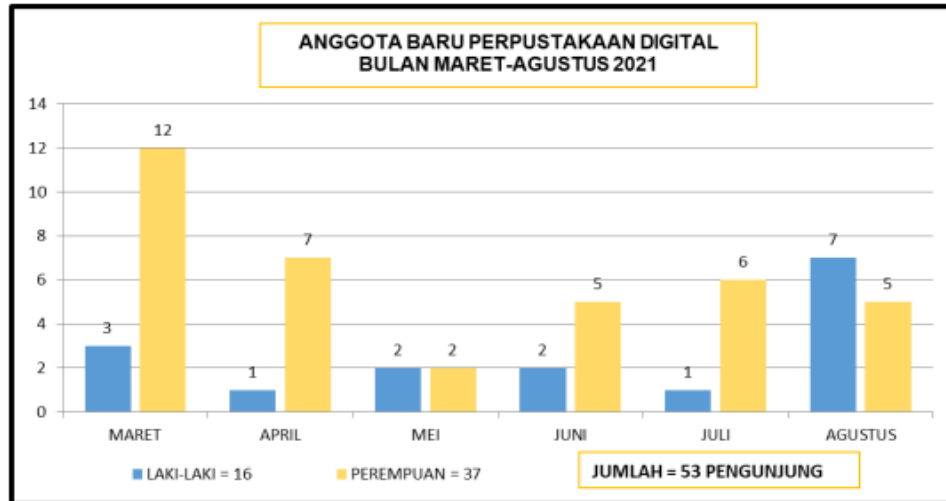


Diagram 2.3

Gambar 2.3. Data Pengunjung Pendaftar/anggota Baru Perpustakaan Digital Perpustakaan Daerah Kab. Pacitan

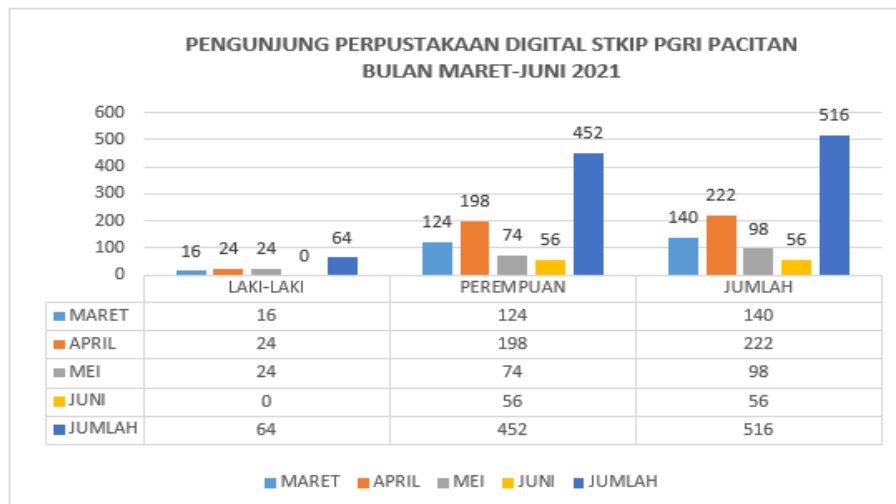
Pada bulan Maret tahun 2021 terdapat 15 pendaftar/anggota baru perpustakaan digital. Bulan April turun menjadi 8 pendaftar. Pada bulan Mei pendaftar/anggota baru turun sangat drastis yaitu hanya ada 4 pendaftar dan 7 pendaftar/anggota baru pada bulan Juni tahun 2021.

Data-data tersebut menunjukkan perlu adanya penguatan utamanya pembelajar untuk menjadi pendaftar/anggota atau pemustaka pada dua aplikasi perpustakaan digital tersebut. Tentu saja hal ini juga dapat berkelindan dengan masih belum maksimalnya pemanfaatan dan

akses perpustakaan digital sebagai sumber belajar digital dalam pelaksanaan pembelajaran daring. Kondisi tersebut perlu menjadi perhatian bersama untuk meningkatkan animo masyarakat utamanya dalam konteks ini adalah siswa sekolah dan mahasiswa untuk mendaftar, menjadi anggota dan pemustaka pada kedua aplikasi perpustakaan digital tersebut.

Pengunjung & Pembaca di Perpustakaan Digital

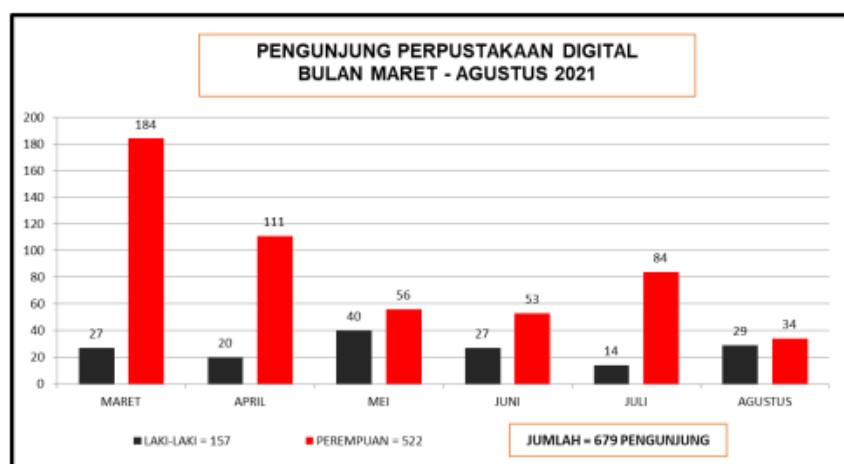
Selama periode bulan Maret s.d Juni tahun 2021 jumlah pengunjung pada aplikasi e-library atau perpustakaan digital STKIP PGRI Pacitan ada 516 pengunjung. Rincian data yaitu 140 pengunjung pada bulan Maret, 222 pengunjung pada bulan April. Pada bulan Mei 98 pengunjung, bulan Juni turun hanya 56 pemustaka digital yang berkunjung.



Gambar 1.4. Data Pengunjung Perpustakaan Digital Perpustakaan STKIP PGRI Pacitan

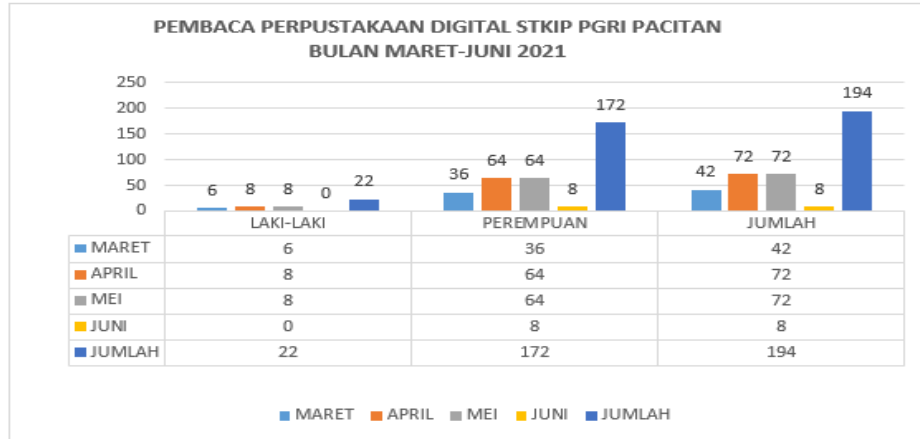
Jumlah ini menunjukkan bahwa tingkat kunjungan pemustaka selama pelaksanaan pembelajaran daring periode bulan Maret s.d Juni cukup baik. Hal yang sama juga ditunjukkan oleh data pengunjung perpustakaan digital pemerintah daerah Kab. Pacitan.

Selama periode bulan Maret s.d Juni tahun 2021 jumlah pengunjung pada aplikasi perpustakaan digital STKIP PGRI Pacitan terdapat 679 pengunjung. Rincian data yaitu 211 pengunjung pada bulan Maret, 131 pengunjung pada bulan April. Pada bulan Mei 96 pengunjung, bulan Juni turun hanya 80 pemustaka digital yang berkunjung. Data-data itu menunjukkan adanya kemiripan pola pengunjung pada periode tersebut.



Gambar 1.5. Data Pengunjung Perpustakaan Digital Perpustakaan Daerah Kab. Pacitan

Meskipun demikian hal ini belum juga berbanding lurus jika dibandingkan dengan jumlah pembaca pada periode yang sama. Khususnya untuk perpustakaan digital STKIP PGRI Pacitan yang menunjukkan data bahwa pada periode yang sama jumlah pembaca buku dan sumber bacaan digital justru cukup sedikit dibandingkan dengan data jumlah pengunjungnya.



Gambar 1.5. Data Pembaca Perpustakaan Digital Perpustakaan STKIP PGRI Pacitan Daerah Kab. Pacitan

Realitas data pendaftar, pengunjung dan pembaca aplikasi perpustakaan digital menunjukkan adanya hal-hal yang masih perlu ditingkatkan. Perpustakaan digital STKIP PGRI Pacitan maupun perpustakaan digital pemerintah daerah Kab. Pacitan. Kedua aplikasi digital ini tentu saja masih memiliki berbagai keterbatasan seperti jumlah koleksi, kemudahan akses dan penggunaan serta sistem otomasi pelayanan, namun hal tersebut seharusnya tidak mengurangi akses kunjungan dan penggunaan serta potensinya sebagai sumber belajar digital.

Peningkatan jumlah koleksi buku digital sangat penting. Apalagi untuk koleksi buku-buku terbaru atau terbitan baru. Lalu kemudahan akses, juga harus diperhatikan agar pemustaka mudah mencari dan membaca buku secara daring melalui perpustakaan digital.

Banyak upaya yang bias dilakukan oleh berbagai elemen agar perpustakaan digital tersebut dapat dimanfaatkan secara nyata sebagai sumber belajar. Guru/dosen dapat mengimbau kepada peserta didik untuk memanfaatkan layanan perpustakaan digital. Memberikan tugas-tugas terstruktur untuk membaca dan mereview buku yang ada diperpustakaan digital.

Selaras dengan kemajuan teknologi dan paradigma belajar saat ini yang dinamis dengan memanfaatkan berbagai fasilitas yang ada, utamanya fasilitas yang dapat diakses secara digital, aplikasi perpustakaan digital dapat dimanfaatkan sebagai sumber belajar.

Simpulan

Selama pembelajaran dilaksanakan dari rumah/pembelajaran daring perlu ada sumber belajar digital yang dapat menjadi pilihan sumber belajar. Perpustakaan digital yang menyediakan sumber belajar digital/elektronik memiliki keunggulan untuk dijadikan sebagai sumber belajar. Perpustakaan digital dapat diakses kapan saja dan di mana saja oleh peserta didik/pembelajar secara daring. Tingkat akses perpustakaan digital masih perlu ditingkatkan agar pemanfaatan perpustakaan digital utamanya sebagai sumber belajar digital lebih optimal. Ke depan pengajar perlu membuat konsep agar siswa dapat menjadi anggota perpustakaan digital, mampu mengunjungi dan menggunakannya (meminjam dan membaca) secara digital

saat pembelajaran dilaksanakan secara *blended learning* atau bahkan *full* luring sehingga sumber belajar lebih variatif.

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MIRABEL'S COURAGE TO FIND HER IDENTITY IN DISNEY "ENCANTO"

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Abstract

The Encanto movie which is released in 2021, is one of the most popular movies and is in great demand by Disney lovers. This movie is in great demand because of its interesting plot, good animation, and contains good lessons for the audience. The study in this paper aims to examine and analyze the moral values contained in the movie. This study aims to describe the moral values of the main characters in the Encanto movie. This research was structured with a qualitative approach. Data collection is done by watching and recording as well as analyzing with a qualitative narrative approach. The results showed that there were 5 moral values contained in the Encanto movie, including (1) hard work, (2) miracles, (3) family love, (4) dare to show their true identity, and (5) mutual respect. Based on the findings in this study, the Encanto movie deserves to be a spectacle for motivation and inspiration, especially to literature for kids because it contains a lot of moral values.

Keywords: *Encanto, literature for kids, miracle, moral value, movies*

Introduction

Identity is part of a person's nature that appears by itself starting from childhood. Then the innate nature is sometimes also influenced by environmental factors in a person's life (Olivos, & Clayton. 2017). Identity is also an identity that will determine the world view and determine the values in his life by regulating all his actions. The process of searching for this identity is a human need that must be met by every individual (Xiao, et al. (2017). Talking about identity, in this literary work the author associates with a miracle or gift. A miracle or gift is a supernatural event that seems inexplicable by natural or scientific laws. The word miracle is often used to characterize any auspicious event that is statistically impossible but does not contradict the laws of nature (Fortier, & Kim. 2017). Having powers that no one else has, surviving a natural disaster, or just an "extraordinary" event, regardless of the odds, is a miracle that happens to everyone. The miracles that each person receives vary depending on our ability to handle things that will happen in the future (Simanjuntak, et al, 2021). In this literary work, the author wants to show that the miracles or powers that we have can shape our true identity or even this power makes us lose our true identity because we don't want to disappoint the people around us.

Humans need recognition of their existence in the capacity of members of society (Cooley. 2017). Without acknowledgment from other humans, a person will feel meaningless or not considered as a complete human being. Therefore, the search for human identity is very important, humans must understand who their true identity is through a journey of self-discovery so that humans can interpret their lives (Laing, & Frost. 2017). In this case, true self or self is the most important element in determining what and who a human is. It unites these systems and gives personality unity, balance, and stability to the personality. A person can reach the peak potential within herself so that it is marked by self-acceptance (Mostafavi, et al. 2020). Moreover, the situation where the power she has does not appear like the rest of her family so

her grandmother always ostracizes her. The journey to save the candlelight belonging to her family unwittingly leads her on a journey of self-discovery.

Jared Bush is an American screenwriter and producer (Yoshinaga. 2019). He is best known for co-directing and writing the animated film Disney Zootopia in 2016, the writer of the Disney animated film Moana in the same year, and co-creator and executive producer of the Disney XD animated series Penn Zero: Part-Time Hero. He is also the co-founder of the production company Dark Castle Entertainment. Byron P. Howard is an American film director, producer, screenwriter, animator, and voice actor at Walt Disney Animation Studios (Mukarromah. 2019). He is best known as the director of the films Bolt (2008), Tangled (2010), and Zootopia (2016), as well as the supervisor animator of the films Lilo & Stitch (2002) and Brother Bear (2003). He was nominated for a Golden Globe for Tangled and won for Zootopia. The ability of the director and writer to describe a theme is a strength in these films. The use of language in one of his films, entitled Encanto, gives a musical impression by showing snippets of songs featured in the story as the main topic of the problems presented in the film. Encanto's films have won awards, namely the Golden Globe Award for Best Animated Feature Film and the soundtrack went viral and reached number one on the US Billboard 200 chart and UK Compilation Albums chart, with the song "We Don't Talk About Bruno" topped the US Billboard Hot 100 and UK Singles charts.

Jared and Byron try to show a girl's struggle in overcoming her difficulties to find her true self. She works hard to prove to her family and those around her that she deserves to be in her family. Having no magic and having to maintain the candlelight in her family makes this girl brave enough to take a big enough decision to show her existence to her family which will eventually lead her to find her true self (Simanjuntak, et al, 2020). Unexpectedly in this mission, she can help her cousin find her true identity without being controlled by the surrounding environment which makes them always have to look perfect. Her ability to help her family and nation describes the situation as seen in the film Encanto. In this film, Jared and Byron can provide insight into the importance of finding one's true self. So that person can live her life with pride and be able to give direction and meaning to her life. Encanto's film can present conflicts and family problems of the perpetrators of the events in interesting language. Most importantly, the film wants to emphasize that a person will be able to interpret. Accept herself as she is through forgings in each of her life journeys to find her identity.

The purpose of writing this paper is to help readers and students understand a literary work, especially a film (Tevdovska. 2016). Readers get input for studying literary works, especially films (Staiger. 2021). They can understand the content of the film through different aspects of research, thereby adding insight into a literary work. Academically, this paper aims to describe the process of Mirabel's search for identity. And Mirabel's findings on her search for identity in Jared and Byron's film Encanto.

Method

To obtain the data needed to answer the research problem (Saunders, & Bristow. 2015). A literature study was conducted on the film Encanto by Jared and Byron with a qualitative descriptive method to describe in detail Mirabel's life journey in search of her identity. And in this study, the author focuses on a qualitative narrative approach. This approach describes the intrinsic aspects that include elements of character, characterization, and inner conflict (Legault.

2020). The content approach analyzes extrinsic aspects which include the search for Mirabel's identity to find out who she is as a human in the visible world so that she can appreciate her life and be able to coexist with her family.

The object of research is the search for Mirabel's identity in the film *Encanto* by Jared and Byron. The research is focused on Mirabel's self-discovery journey. Focused on Mirabel's to find her identity as the main character. Through their work, Jared and Byron try to describe the journey of Mirabel to find his true self. How Mirabel can deal with the circumstances of her family and surroundings who ask about her miracle or power.

This story focuses on a girl named Mirabel. At first, Mirabel was very grateful for having an amazing family with the strength they had even though Mirabel didn't have the power like the other members of her family (Simanjuntak, et al, 2022). Until finally her grandmother ostracized her because she did not have the power like the other family members and her cousins who continued to humiliate her made Mirabel very hurt. The chaos that continued to occur in her palace caused the candlelight that gave strength to her family to begin to dim. Mirabel tries to find a way to keep the candlelight shining and to show her grandmother and family who have put her down that she is not that low and that she can help her family without any strength. In this mission, Mirabel discovers that many things are starting to happen and it brings changes to her cousins, her grandmother, and in the end, Mirabel finds her true identity.

The data collection technique is done by viewing, recording, analyzing, and taking notes in detail (a) determining the film to be analyzed, (b) watching the film repeatedly, and (c) classifying the data (Mandelkow, et al. (2016). The data analysis techniques in this study are (a) identifying the data that has been collected, (b) defining the data and then classifying it in detail so that it is easy to understand, (c) further analyzing the data, and (d) concluding. The data analysis method used in this study is a qualitative descriptive method and the "Content Analysis" method (content analysis). The descriptive method is a research method used to examine the content of the story aimed at studying the literary structure of characters and characterizations, conflicts (Rice. 2015). Content analysis is directed at studying the contents of the search for Mirabel's identity and the process so that Mirabel can find her identity.

Findings and discussions

Based on results from the analysis that has been done, some halls can take from the movie "Encanto". Among them is as follows:

What is the name figure?

Name figure addressed for giving identity for existing cast in the film (Haq, et al. 2019). In this "Encanto" movie there is a number of the characters who play the role, the characters that exist in this movie among others is Mirabel Madrigal by Stephanie Beatriz, Luisa by Jessica Darrow, Isabela Madrigal by Diane Guerrero, Mariano Guzman by Maluma, Bruno by John Leguizamo, Camilo Madrigal by Rhenzy Feliz, Pepa Madrigal by Carolina Gaitan, Agustin Madrigal by Wilmer Valderrama, Dolores Madrigal by Adassa, Pico by Alan Tudyk, Julieta Madrigal by Angle Cepeda, Antonio Madrigal by Ravi Cabot-Conyers, and Felix Madrigal by Mauro Castillo. Besides being used for giving identity for the players, name figures also aim so that viewers could with easy differentiate characteristics typical from each figure that (Deterding. 2015).

Characters and Magic

Character is a person's perspective in dealing with things in her life (Barber. 2017). Human nature is a mixture of good and bad qualities so that no one has only good qualities or only bad traits (Muris, et al. 2017). Likewise, the characters in the film, each character have a character that is different from the other characters. Examples are Mirabel and Isabela. Mirabel has a patient character, smiles are cheerful, and likes to help others. Meanwhile, Isabela has a slightly grumpy, feminine, and slightly arrogant character. In addition to different characters, there are also various kinds of magic that exist in this film. This miracle has its own uniqueness that can make the audience more interested in this film. Here's the magic possessed by the Madrigal family in the movie "Encanto"

Table 1. Character's Name

| Character Name | Magic |
|------------------|---|
| Luisa Madrigal | Has super powers that can lift all things |
| Isabela Madrigal | Growing plants and making flowers bloom |
| Pepa Madrigal | Controlling the weather with emotions |
| Antonio Madrigal | Communicating with animals |
| Bruno Madrigal | Seeing the future |
| Camilo Madrigal | Change shape as his wish |
| Julieta Madrigal | Healer |
| Dolores Madrigal | Very sensitive hearing |

Conflict

Conflict is something problems that occur in the film (Ebbbers, & Wijnberg. 2017). Conflict could in the form of contradiction between figure main with other characters who play a role in the film. With existence, conflict can make more movies interesting because could help figure main in do change so that conflict the quickly resolved (Tedeschi, et al. 2017). The conflict that occurs in the film "Encanto" is different from the film in general. In this film, the conflict that occurs is an internal conflict between Mirabel and her family. In this "Encanto", conflicts arise due to the differences that exist within Mirabel.

Search process teak self-done by Mirabel

Encanto Movie centered on one family known magic with the name The Madrigals. They stay in one a house that is in a city named Encanto located in the mountains Colombia. This family called full family wonder because every member is bestowed strength special and only Mirabel doesn't have it. Beginning journey search teak Mirabel's self is moment coronation wonder in front of door evidently door the no emits light meaning Mirabel no own miracle like her cousins. Then moment 15 years old new Mirabel feel difference very treatment prominent in her family. Because case that, Mirabel determined for try and prove that although she does not like her cousins but she could become a useful child.

Until on something when Mirabel found vision from her uncle namely Bruno. Bruno has strength for look things to be happened in the future, with his strength that a lot of people think Bruno is a freak who can cause a disaster for a carrier and unlucky for those around him. Because Bruno didn't want bring disaster for others, Bruno decided for go from home. However, there is vision final from Bruno who is still left at home, the vision found by Mirabel. Mirabel sees that the house she lives in will collapse and there is herself in front of the house.

Mirabel was shocked too while guessing why there is herself in vision so she goes to look for her uncle. Finally, she finds her uncle who turned out to be no go far but stay behind the wall in her house. Short story, she and her uncle already find meaning from vision that, it turns out meaning from the vision is Mirabel who will save her house so as not collapse as in sight her uncle. After the grandmother knows the case, she is sorry has given different treatment to Mirabel. Finally, all family treats Mirabel as should be and Uncle Bruno too no again dodge from his family.

Conclusion

Based on the discussion and findings of the results above, Mirabel's figure is an opinionated person strong, abstinence give up, has faith high self, and has a good heart so that not have a feud with her family. Although she owns very different conspicuous, she permanent fight to look for teak real self she has. She is also not tired do kind to the people around her. Besides that, she is a clever figure hiding problems. Although she is in the state down, alone possible she always shows cheerful nature in front of people. The conflict contained in the film "Encanto" tends to be a little. Therefore, this film does not focus on the importance of family, but explores the complexities and dynamics of different family relationships, both in the way they communicate and relate to one another. In the end, the implied message that I want to convey is that someone deserves to be loved not because of the advantages she has but because of her goodness and who she is.

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MORAL VALUE IN “SPIDER-MAN: NO WAY HOME”

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Abstract

Expanded growth in film industry all over the worlds, include Indonesia to released many themes and variant genre of movies for entertainment and delivered messages for target audiences. The Objective of this study to describe about story message from action movie “Spider-Man: No Way Home”. The film “Spiderman: No Way Home” this year is very popular with various groups ranging from teenagers to parents around the world. This film has a very cool plot and meaning. This film contains a lot of moral values such as cooperation when fighting the enemy. In addition, this film has a very good cinematography so that the audience can enjoy the film. The acting of the actors and actresses is also very cool to be able to bring the audience into the film. The research in this paper aims to examine and analyze the moral values in the film. This research was conducted using qualitative methods and shows the moral values in the film

Keyword: *Spiderman: Literally Study, No Way Home, Moral Value, Movie*

Introduction

The movie is part of mass communication media which is often used as a medium that describes social life in society (Katz & Lazarsfeld, 2017). The movie as one of the attributes of mass media is the most effective means of communication. The movie as one of the cultural creations, many of which provide vivid images and important lessons for the audience. The movie is also one of the most effective communication media. With the quality of audio and visuals that are presented, Movies become a very powerful medium for exposure to the cognitive mindset of the community (Swastiwi & Kumalasari 2022). According to (Sarah, 2021), Movie is a tool to convey various messages to audiences through story media. Movie is also a medium of artistic expression as a tool for artists and filmmakers to express ideas and story ideas. Essentially and substantially, Movies have power that will have implications for community communication.

By nature, the film is a part of mass communication that cannot be separated from the relationship between film and society. The film is one of the mass media of communication in the form of audio and visual which has a story concept (Dimpleby & Burton, 2020). With the presence of films, it can be used as a medium in conveying messages through story plots conveyed by the screenwriter to the audience/audience. In addition, as a mass communication medium, the film has the function to be able to convey messages in the form of information, education, and entertainment.

The Marvel Cinematic Universe (MCU) recently released the latest Spiderman film, entitled Spiderman No Way Home. This film produced by the MCU tells the story of Spiderman’s anxiety who was slandered by his enemy, Mysterio, which caused Spiderman to become a public enemy. Spiderman’s identity that has been exposed makes Peter Parker start to lose his privacy and be cornered in the public environment. Therefore, Peter Parker came to Doctor Strange for help. However, because of Peter Parker’s carelessness, Strange, who was casting a spell, became distracted and cast the wrong spell. This glitch opens the boundaries

across universes and attracts villains from other universes who are enemies of Spiderman. So, Spiderman tries to fix the situation and seeks help so that everything can return to normal.

In the last sequel to Spiderman, it certainly will surprise Marvel fans. Our focus this time is not discussing the entire film, but the valuable moral values in the Spiderman No Way Home film. Like most hero films in general, of course, there are valuable lessons that we can take. Therefore, the writer is interested in analyzing the moral values of the superhero film "SpiderMan: No Way Home" and chooses the title of the paper "Moral values in the "SpiderMan: No Way Home"

A film's value or moral message is an important part to be obtained to increase knowledge about the value of life (Blasco, et al, 2015). In this life, it is not only gaining knowledge about intellectuals, but also knowledge about morals. Moral value is an objective assessment of a person's behavior in living life (Alvesson & Einola, 2019). In this paper, the term moral refers to human actions that contain the value of goodness or positive thing.

Method

The understanding of research design and data collection cannot be separated from the meaning of one-by-one word that composes the sentence. The words design and research have the following meanings: outline or design; and motives (patterns) (Maxwell, et al, 2017), while research means: 1) Careful examination; investigation and 2) Activities of collecting, processing, analyzing, and presenting data in a systematic and objective manner to solve a problem or test a hypothesis to develop general principles (Sovacool, et al, 2018).

Research or investigation can be interpreted as an attempt to find, develop, and test the truth of knowledge carried out using the scientific method (Antwi & Hamza, 2015). The effort to find means an effort to get something new, the effort to develop means an effort to deepen and expand existing findings and assumptions about the truth. The research method used is qualitative methods. The qualitative method is a method that focuses on in-depth observations so as to produce a more comprehensive study of a phenomenon (Queirós, et al, 2017). The research method is more than observing the phenomenon and examining the substance of the meaning of the phenomenon. Analysis and analysis of qualitative research greatly affect the strength of words and sentences used. Therefore, (Yates & Leggett, 2016) conclude that the focus of qualitative research is on the process and the meaning of the results. Research attention is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these elements, in an effort to understand an event, behavior, or phenomenon (Simanjuntak, 2021). Study qualitative own purpose for describe and express through data collection.

Findings and Discussions

Based on the results of the analysis their moral values found in the film Spider-Man: No Way Home, directed by Jon Watts, which is described as follows.

1. Anyone Can Be a Leader

| Description | Moral Value |
|--|-------------|
| Spider-Man Tom Holland teaming up with Spider-Man Tobey Maguire and Spider-Man Andrey Garfield | Leadership |

Analysis and discussion: In this film, Tom Holland meets two Spiderman characters from other universes. In The Spidey's scene against the villains, only one Spiderman has ever worked on the team, namely the youngest Spiderman. While others always work individually. Spiderman looks very capable of leading the other two Spiderman, even though he is the youngest of the three.

Spiderman Tom Holland is considered very able to manage between team members even though their planning is very sudden. He also strongly believes in his team members that they can unite against villains. Indeed, Spiderman has positive vibes so people also put their trust in him. From here we can learn that being a leader there is no age limit, and anyone can be. Everyone can be a leader as long as they are willing and always try

2. Responsibility

| Description | Moral Value |
|--|----------------|
| Spider-Man Tom Holland asked Dr. Strange to make everyone forget about Peter Parker. | Responsibility |

Analysis and discussion: Spiderman Tom Holland asked Dr. Strange to make everyone forget about Peter Parker. But inadvertently he brought Spiderman villain from another universe to his current universe. Spiderman Tom Holland also has the opportunity to change the nature of the villain. However, there is a price Spiderman has to pay, namely the memories of loved ones about Peter Parker.

Because this is his own will, and his original goal is to make everyone in the world forget about him, then Peter Parker must take responsibility for what he did. In the end, the people he loves like his lover and best friend forget Peter when the villains return to their respective universes. But Peter has accepted everything and shows that he is responsible even if it has to sacrifice those closest to him.

3. We need each other's help

| Description | Moral Value |
|---|-----------------|
| Even though he is equipped with the power to defeat his enemies, Spider-Man could have lost without the help of his colleagues, especially the other two versions of Spider-Man | Help each other |

Analysis and discussion: As great and strong as a person's abilities, he definitely needs the help of others. Even though he is equipped with the power to defeat his enemies, Spider-Man could have lost without the help of his colleagues, especially the other two versions of Spider-Man. This story is an example that no matter how great and strong a person's abilities are, he or she will need the help of others from time to time.

Because humans are social creatures, the obligation to help each other is absolutely owned by every human being. No exception for those who feel they have power above average, this greatness will be meaningless without the presence and help of other parties.

4. There is always a good side to bad people

| Description | Moral Value |
|---|-------------------|
| Just as good people are not always good, bad people are not always evil. The enemy from other universe also have a good side. | Positive Thinking |

Analysis and discussion: Just as good people are not always good, bad people are not always evil. Because humans have hearts, even the worst people actually have good attitudes that can appear at any time according to the conditions or situations that occur.

Just like Spider-Man's enemies from different dimensions, they also actually have a good side if they are not influenced by their respective evil powers. In order for this good side to last throughout life, it takes the big heart to continue to practice positive things and behaviors.

5. Never Give up

| Description | Moral Value |
|--|---------------|
| Even though he lost many people closest to him, Spider-Man still got up and continued his life | Never give up |

Analysis and discussion: Spider-man Tom Holland ultimately lost the people closest to him in his life, starting from the death of Tony Stark which still haunts and burdens him to this day, the death of Aunt May until he finally lost his friends and superhero colleagues. Losing someone who is very meaningful in life does sometimes create sadness that is quite thought-provoking. However, because life must go on, the sadness that is present slowly, but surely will fade as time continues to spin. The fact that human existence is not forever in the world also makes us realize that losing the closest people is a common thing in life.

6. Don't Be Arrogant

| Description | Moral Value |
|---|-----------------------------------|
| Spider-Man Tom Holland with the help from Dr. Strange finally managed to stop the threat by cooperating and lowering the ego. | Don't be arrogant and stay humble |

Analysis and discussion: Everyone know that being a hero always boils down to goodness for oneself and others. like Spider-man Tom Holland who feels capable of solving his own problems. but resulted in the inclusion of many villains from other universes. However, "feeling" to be a hero is of course no longer an option because the main focus is not for the common good, but rather for yourself.

Arrogance, arrogance, feeling perfect, the greatest, and feeling second to none are some of the consequences of feeling like a hero. Before it takes root in your heart and mind, immediately get rid of the "feeling hero" attitude and turn it into a "feeling hero" or empathetic attitude. like spider-man tom holland who is finally able to solve problems by working with spiderman and other colleagues

Conclusion

Based on the results of the study, it was found six moral values in Spider-Man: No Way Home movie, including (1) Leadership, (2) Responsibility, (3) Help each other, (4) Positive thinking, (5) Never give up, and (6) Stay humble. Through his film, John Watts really gives a lot of moral values that will be very beneficial

In addition to watching the film, you are also obliged, it is also important for us to learn the meaning or moral message that is inserted in the story. Because who knows, we will also be inspired by the positive messages given by each character.

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MORAL VALUE OF ANIMATION FILM “UP” WRITTEN BY BOB PETERSON AND PETE DOCTER

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Abstract

Up is a 2009 American CGI comedy-drama adventure movie produced by Pixar Animation Studios and published by Walt Disney Pictures. The film tells the story of two young children, Karl and Erie, who love adventure and worship Charles Muntzu. Until they get married and move to the house they met. Karl didn't have time to fulfill Erie's wishes, so he continued his efforts until he built a house with helium balloons that could take him to Paradise Fall with Russell. By tying thousands of balloons to his house, Karl saw the wilderness of South America and attempted to fulfill his dream of fulfilling his promise to his deceased wife, Erie. The film was directed by Pete Docter and directed by Bob Peterson. Bob Peterson wrote the script and the story starring Tom McCarthy in music composed by Michael Giacchino. The research in this paper aims to investigate and analyze the moral value of animated films. This study is done using qualitative methods and shows the existence of moral value in the film.

Keywords: *animation film, literary study, moral values, Up*

Introduction

In the current digital era, access to a film can be done anywhere and with anything. Most people already have a gadget or smartphone to facilitate communication, work, play, or seek entertainment (Reid, et al, 2018). Because of that, nowadays we can easily access various forms of entertainment to just pass the time or unwind. One of them is watching a film with the ease that can be obtained today, accessing films from various countries and genres can be done easily. In addition to entertainment, cinema is also a form of communication media, the development of audio-visual communication. Films are not new to our society today, especially modern society. Film is one form of audiovisual media and is considered as part of mass media products (Simanjuntak, et al, 2022). Films are also believed to be able to meet people's needs and preferences for entertainment and education, so that they can evoke certain emotions.

One of the film genres chosen for entertainment is animation. Many countries now produce animation, one of the famous animation makers is The Walt Disney Company. The famous animated film under the auspices of Disney is Film UP. Produced by Pixar Animation Studios and distributed by Walt Disney Pictures, Pete Docter's digitally animated films have won numerous awards and nominations at various international film festivals (Hsu, 2021) . The animated film UP tries to tell the story of a man's loyalty to his wife and his loyalty to his environment. This film tells the story of a couple (Karl & Erie) who love each other, accept their own conditions, fulfill their dreams when they were young, and live happily together until they become grandparents. And separate them to die. This film aims to convey a positive image about the nature, attitude, and instinctive behavior of humans towards themselves and those around them in order to achieve their goals (Benjamin, 2020).

Films made by American film studios certainly present many “moving” stories about the struggles of life. The interesting thing about the history of the animated film UP is the story of the father who wants to be a part of it (Nichols, 2016). My grandfather attached helium

balloons to his house and was looking for a place for his wife's dream home. That way, he can fly and move his house to where he wants to be. This film shows that with determination and strong will, you can make any dream come true, even if it seems impossible at first glance UP film itself is a feature film in the drama genre because the scope of this film is very broad and related to real life. Viewers can also learn about characters whose behavior may be odd or odd, or life's path to success may be complicated. The film UP has received high acclaim worldwide, and critics have called it one of the greatest animated films of all time, winning two Academy Awards (White, 2015). including Best Animated Feature, and it was nominated for three more, including Best Picture, making it the second animated film in history to receive a nomination, after *Beauty and the Beast* (1991). From the explanation above, it is clear that researchers are interested in conducting research that focuses on the moral message contained in the animated film "UP" by Pete Docter.

Method

The research method used is qualitative, namely research that intends to find out what messages or delivery are contained in the research subject, either using language or context-specific methods using various kinds of scientific methods.

Findings and Discussions

In the past or now, films are a means of entertainment for some people, over time and with the development of the era, various types of films have emerged, one of which is animated films. This animated film was originally targeted at an audience of children to teenagers, but in fact many adults also like cartoons. Animated film itself is a work whose hands can move, but because of technological advances, animated films can now be made using a computer circuit (Holliday, 2019). This animation is a collection of images that are rotated so that the images in it create a moving effect. Animation itself is very popular with both young and old, various countries are competing to make good animated films and have meaning behind it. It's the same with the animated film UP. This animated film originates from the United States and is produced by Pixar Animation Studios. First released in 2009, this animated film quickly fell in love with millions of people, except for its synopsis and cute characters (Hine, et al, 2018). This animation contains a lot of moral and positive messages. Examples of the moral message itself are persistence, loyalty, as well as the struggle to achieve goals. Each character in this animated film each has a different character and disposition, each of these characters gives a lot of moral messages that are very relevant to most people in the real world.

Understanding Moral Messages

A moral message is a story from, or a message from another work that the author wants to convey to the reader (Jones, 2019). The message conveyed is usually a moral message of good value that can be used as a model or role model for the reader. The moral of the story can be implied or explicit. Implicit is indirect and can be conveyed through character development, but explicit moral messages are presented directly, such as through conversations between characters. The moral message of the story usually reflects the author's view of life and true values. That is what he wants to convey to the reader, and through the story, attitudes, and actions of the characters in the work, the reader is applied daily.

Moral messages conveyed through fiction have a different effect from messages conveyed through nonfiction. A fictional story conveys a moral message about the noble qualities of mankind. These noble qualities are generally universal. In short, this quality belongs to many and is considered true. Stories that convey a universal moral message are usually accepted and enjoyed by the general public (Bertrand, 2018) . Although influenced by other unique factors such as themes, settings and characteristics. The presence of a moral message that is close to people's lives can also draw the reader deep into the story. You can feel what the characters are going through and look back on your everyday life.

Moral Messages

Some moral messages that can be taken from the animated film *UP* are:

Character Difference

What is meant by these character differences are in the main players in the *UP animation*. namely Carl and Ellie. Carl's character is a bit gloomy, quiet and calm in contrast to Elli's character who is sweet, active and cheerful. Although the comparisons of these characters are vastly different, in the film itself they are united in a marriage. Differences in character do not prevent them from establishing a household. The moral message that can be taken from this is, although humans have their own character and require adjustment to differences, it is not a bad thing. Because the differences will complement each other.

Save

In one scene in the animated film, there is a *scene* where Carl and Ellie are saving money to go to *paradise falls*. At a relatively young age, the two of them are compact together to save money to make their dreams come true. This is also a form of persistence where both are consistent in saving each other.

Age difference is not an obstacle to be friends

In the film itself after Ellie's Death, centers on Carl with a boy scout named Russell. Although at first Carl did not welcome but with enthusiasm and also Russel's persistence made him melt. From this we can take a positive value, namely that we can make friends with anyone, even though we are far apart in age.

Pets can be best friends

While raising an animal may seem overwhelming to some, pets can also be best friends. From this film can be seen several types of animals that accompany Carl and Russell's journey. The moral message that can be obtained is about loyalty as well as getting a best friend (Lyden, 2019).

A process

In life most people want things instantly, although sometimes in achieving something many things happen and it is not easy or far from expectations. The thing to remember is not only to focus on the end result, but how our efforts and efforts are in achieving that end goal. From that struggle and effort, we can know the true meaning and meaning of life. Just like in this animated film, with great effort and determination, Carl finally made it to *Paradise Falls*.

The Relevance of Moral Messages to Real Life

Hard work

In the film, the main characters, Carl and Ellie, work hard to save money to achieve their dreams. Even though the savings were used several times due to unexpected events, they worked hard again to collect them. In its relevance in real life, it is concerned with the character

that a person has. This hard work can be emulated because it is a positive thing that can be done.

Faithfulness

Both characters and animals in this film teach about loyalty and trust. Its relevance also relates to characters in real life. This side of loyalty contains many positive things, in addition to loyalty to a partner, loyalty can also cover various things. Good in relationships, work, and brotherhood.

Tolerance

Tolerance is attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves. Tolerance does not grow by itself. It takes a serious and systematic effort so that tolerance can become an awareness. In the film teaches about tolerance in age.

Persistence

This is almost the same as hard work, in one scene Russell persistently approaches Carl who at first refuses his presence. In this case, it can be said that persistence is the same as struggling, even if you get rejection or unsatisfactory results, with persistence the results will be sweet.

Spirit

Enthusiasm in doing anything is one of the moral messages contained in this animated film. The various twists and turns of life that Csarl has lived, from losing his wife and about to lose his house. The enthusiasm shown in the film can make anyone who watches it enthusiastically. The relevance of this in real life is that under any circumstances we must stay motivated and never give up.

The animated film UP is one of the animated films that contains many meanings about life in it (Okamoto, 2015). Starting from love, loyalty, responsibility, tolerance and so on. In viewing a film, some of them use the moral messages contained to be implemented in everyday life. This type of film is highly recommended for young people and teenagers. Because with films like this, there are many lessons and character building that can be taken as examples. Personality is defined as a psychological trait, personality, personality, character, or personality that distinguishes a person from others. According to the Psychological Dictionary, personality is personality in terms of ethical or moral starting points, such as one's honesty, and is usually associated with relatively fixed qualities. According to Scerenko, personality is an attribute or characteristic that forms and distinguishes personal qualities, personal characteristics, ethical qualities, and intellectual complexities of individuals, groups, or countries. Personality is a spiritual or moral quality or strength of a person, personality or personality, special personality, drives and drives, which distinguishes him from other individuals.

A person is said to have individuality when he manages to absorb the values and beliefs that society wants and lead a moral life (Oshana, 2016). From this we can conclude that personality is a personality, character, or personality that accompanies a person, guides that person's behavior, and distinguishes him from others. In addition to moral messages, this film also conveys the meaning of life: according to Steman, values give meaning to life, reference points, starting points, and meaning in life. Values are timeless things that can color and strengthen your actions. There is a very close relationship between values and ethics, because

values are more than just beliefs, and values always contain patterns of thought and behavior. Based on the above opinion, it can be concluded that value is something that has meaning in life and is maintained, believed, and realized as someone's actions. The character values contained in the animated film UP are not easily discouraged, have a strong will to achieve goals, and create things such as imagining, visiting sick friends, and helping each other. Some of the above can be a reference or example for people who watch animated films. Not only the environment and parents, but also character formation can be realized by watching movies. The value relevance of UP animated film characters with creative character compositions for all audiences. However, apart from animation that contains a clear moral message, there are also many animated films that focus on other things and do not emphasize the moral aspect of the message. Therefore, the role of parents is also important to control children's viewing.

Conclusions

Based on the values and moral messages that have been described above, the researchers can conclude as follows:

1. Screening of animated films for young children and teenagers is very helpful in character building.
2. The moral messages contained in the film can be implemented as positive things in everyday life.
3. Some things that may be considered trivial or unimportant such as loyalty, honesty, and persistence are important aspects in living life. So that people can understand the meaning of their own life.
4. Although there are many animated films that have been circulating, many of them also do not highlight the positive side that can be used as an example. Even so, it still displays an implicit moral message.

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MORAL VALUE IN FILM “IMPERFECT” WRITTEN BY ERNEST PRAKASA

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Abstract

The film *Imperfect* tells the story of the life of a smart girl named Rara. In this film, it is told that Rara is a girl who has a different body from most other girls, she has a fat body and dark skin. With his physique, he experienced a lot of abuse from the surrounding environment. Rara herself has a fat body because she is descended from her father, while her sister has an ideal body like a girl in general because she is inherited from her mother. From the family environment alone, Rara has accepted the insults given by her mother and sister. Since childhood, Rara has been abandoned by her father and feels that her mother has given her a different kind of love from her sister. When Rara grows up, she finds a man who accepts her physique as she is. Then they both have the same vision, namely teaching voluntarily to street children who do not receive formal education. The film, written by Ernest this initiative, aims to convey a moral message that the standard of a woman's beauty is not only seen from her physical form but also from a sincere heart.

Keywords: *Ernest, Fat, Imperfect, Rara*

Introduction

Beginning filmmakers, producers and writers already should determine message what do you want be delivered to the audience (Cantor, 2017). The Hollywood TV producer: His work and his audience. Routledge, At the end year 2019, industry Indonesian film shocked with the release of the film *Imperfect: Career, Love and Scales* which got response well by the community.

Film produced by Ernest Prakasa lifted from a novel by Meira Anastasya entitled *Imperfect: Career, Love and Scales*. Duration movie During not enough over 100 minutes this released on December 19, 2019, in the comedy drama genre. Enthusiasm and enthusiasm viewer succeed break through 2.6 million more viewer in period 36 days viewing. *Imperfect Movie: Career, Love and Scales* reach various awards in 2019 namely won 3 nominations at the same time at the 2020 Maya Cup.

Producer of the film *Imperfect: Career, Love and Scales* this aim for lift current issue many occur among Public because lack of understanding social about impact negative from embarrass physique someone, that is example about victims of body shaming and bullying. because in the current era this is a slim body, color skin White as well as beautiful face made standard beauty by society (Lotti, 2018). In the film *Imperfect: Career, Love and Scales* contain message social character build for create harmonious life in society. Because message contained in a movie is enough take effect for life social society (Simanjuntak, et al, 2021).

From this film, researched something depiction shape awareness social and view awareness the no for feel low self or make Case the Becomes resistance for develop self Becomes more personal good in the future, but for cultivate trust yourself and be grateful on gift god. Rara's characterization in *Imperfect: Career, Love and Scales* created for take pictures daily women who often feel inferior and don't know how love self alone . Rara's character also features behavior women who use social media for compare self they with other people who see perfect (Junaidi, 2021). Every scene in this movie by short describe how is the change

process is. draft self and way depressed and fearful communication will everything, but should endure in situations that shape picture to find draft personal in movies. draft self-positive in the end will shape price strong self. because of that, people with draft self-positive will more appropriate give Mark meaning himself.

While people who price self-low causing not enough believe self, so no effective in association social. Draft self is also a shape important in character everyone, not only that draft self is also needed and found in someone the character who becomes cast in a movie. As a film that becomes tool presentation and distribution from the world of entertainment to audience, mass media communication, in a movie of course there is figure main figure important in the film and become the spotlight of the audience (Simanjuntak, et al, 2022). Another message you want be delivered from the film Imperfect: Career, Love and Scales is taught we for grateful and aware with our potential have. This film is also to see something with another way. That perfect that no about ideal physique, but other useful things for other people. because of things the most important thing to do remember is the only person in charge answer for love and care body us.

Method

The method we will use for this research is a qualitative method that uses a narrative approach so that the audience can be directly involved in the atmosphere of the film. In this study, we focus on describing problems and social life based on the storyline in the film.

Findings and Discussion

In this film, it is told how the life of a woman named Rara who was born to a beautiful model but Rara on the other hand, has a body that is not ideal like women in general (St Jean & Feagin, 2015). The determination of beauty standards such as a slim body and white skin makes it difficult for Rara in her social life and work (Junaidi, 2021). Rara's mother always compares Rara to her sister who has a slim body and white skin. Not only at home, Rara is always compared by her workmates because of her body shape. Behind the physical perfection of his sister and coworkers, even though they have perfect physiques they also have other problems and worries.

Although Rara's body shape is different, Rara has a sincere heart and a high social spirit (Shahryar, 2020). Rara helps a man named Dika teach disadvantaged street children who do not have the opportunity to receive formal education where the children live. This makes a Dika who has a handsome face fall in love with Rara who has a personality as it is. With the presence of Dika's figure, Rara feels very grateful because she can accept Rara's shortcomings. Compared to the love story of his sister, who has a lover named George who is not serious in loving his sister, he dated his sister because he just wanted to use her to increase his popularity on social media.

One day, the manager at the company where Rara worked resigned, causing the company to experience a vacancy (Friebel, et al, 2022). Two people were nominated to fill the position, namely Rara and her friend Marsha. Although Rara is a smarter senior than her competitors, she is not made a top priority because of her unattractive appearance to meet clients (Sullivan, 2016).

Rara's boss gave Rara a month's opportunity to completely change her appearance so that she could occupy a position as a manager in this company. Rara felt that she was no longer able to accept ridicule from the surrounding environment because of her imperfect body shape, so she began to ask her mother's opinion and her mother gave her opinion so that Rara could take care of her body and maintain a diet to produce an ideal body.

It's been a month since Rara's efforts were not in vain, she managed to lose her ideal weight and also took a position as a manager where she worked (ISNAENI, 2021). These two things make Rara's character and attitude change which damages her relationship with the people closest to her. According to Dika, as Rara's lover, she feels that Rara's character and attitude have not changed to what she used to be.

Rara is aware of her change towards her lover and the people closest to her is quite tenuous, but Rara still doesn't care about it (McDonnell, 2020). Now Rara leaves her old friend Fey and instead befriends people who used to bother her, over time Rara's attitude becomes like them.

One night, Marsha overhears a conversation with Rara who is being scolded by her boss because of Rara's poor performance and has not been able to cope with the unstable state of the company, even though it is getting worse. Then Marsha pretended to take her to a bar with the excuse of celebrating Rara's birthday. Rara, who fell asleep from drinking too much, forgot her promise to celebrate her birthday with Dika and the street children. Dika was disappointed with the attitude of the Rara. After all that incident, Rara finally came to her senses and tried to change her attitude for the better, tried to repair the damaged relationships with those closest to her, and improve her poor performance in the company (Neenan, 2017). Rara also feels grateful and realizes that happiness cannot be measured from the perfection that a person has.

Conclusion

Imperfect: Career, Love & Scales by Ernest Prakasa this tell hot issue among woman specifically teenager. The audience love this movie because the story experienced Rara's figure regarding method communicates and change personality often found in life daily us (Rice, et al, 2020). Where three plots in this film are, on the plot first this movie introduce the players. On the groove next, start emergence problem. And the last line is solution where is the problem Rara figure realized the changes that occur in himself and can return control self for strengthen the principle of "turning insecure into more grateful".

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MORAL VALUE OF NOVEL “HABIBIE AINUN” WRITTEN BACHARUDDIN JUSUF HABIBIE

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Abstract

The novel entitled “Habibie dan Ainun” which takes the love story of the former third president of Indonesia, namely Bacharuddin Jusuf Habibie with his (late) wife, Hasri Ainun’s mother. In addition, the film “Habibie dan Ainun” is also interesting because it presents a more natural and quality theme, namely the theme of romance which is the reality of the life of a character. The study of this paper aims to examine and analyze the meaning of the message about the values of loyalty interpreted in the novel “Habibie dan Ainun”. This type of study is a qualitative method using the semiotics method of Roland Barthes. This method has the concept of denotative and connotative signs. Connotative meaning does not only have additional meaning but contains both parts of denotative sign which underlies its existence to study signs and symbols in a novel. The results of this study concluded that from several sentences in the novel “Habibie dan Ainun” which show the values of loyalty. The values of loyalty in the novel “Habibie and Ainun” consist of (1). deep love, (2) not easily tempted by bad things, (3) loyalty to the country, (4). self-devotion, (5). willing to sacrifice, and (6) faithful to pray for loved ones. These values of loyalty can make learning for everyone, both unmarried and married adults. Ainun.

Keywords: *Bj Habibie, loyalty, marriage, novels, romance*

Introduction

Novel Habibie and Ainun is the first work of the third president of Indonesia, namely Mr. BJ Habibie (KARLINA, L 2021). The youth fiction works are very good to read, the readers come from various circles of teenagers and adults, especially by novel lovers and get a lot of positive comments from people who have read them. When published as a book by PT THC Mandiri, Habibie and Ainun’s novels were successfully sold in various bookstores in Indonesia (NASUTION, A. R. A 2021). One of the inspirational and romantic genre novels and triggers the writer to analyze is the novel “Habibie & Ainun” by BJ Habibie, this novel was first published in November 2010 by printing 25,000 copies, in the second printing in December 2010 as many as 50,000 copies, and the third, in April 2012 as many as 50,000 ex, since its appearance, the novel “Habibie & Ainun” has received positive responses from literary connoisseurs and the novel is also very well-selling in the market, in fact, not only the novel, which is in great demand, the film is also very popular with the Indonesian people according to the records of the filmindonesia.site.or.id, as many as 4,296,335 million cinema tickets were sold out, not even left in Indonesia.

This novel was written by Habibie, he is a role model and pride for the people of Indonesia, besides being praised as the smartest human and aircraft expert, he is also the third former president of the Republic of Indonesia. Habibie and Ainun’s novel is about first and last love. BJ Habibie is a talented aircraft expert, a young man with big dreams and aspirations, who built a flying machine to unite Indonesia. Ainun, a young doctor with a bright future. Long story short, their love story began in 1962, and they met again after middle school separation. The change in the characters of the two sides amazed each other. Habibie saw the figure of Ainun who was very mature and his face was as sweet as sugar (Mujahidah, M. 2020). In addition to falling in love with Habibie, Ainun was also fascinated by Habibie’s vision and big

dreams, since then the seeds of love began to appear and then married. These two people who fall in love begin to find their home park in Germany, a journey of true love (Simanjuntak, et al, 2021). Habibie and Ainun have the same vision and dream to be realized together, walking in the cold snow, facing storms, temptations and life trials of Improvement. For Habibie, Ainun was created for me, and I was created for Ainun. But none of this is eternal, there is always a limit and separation will definitely exist.

This book itself was just launched on November 30, 2010 and then in Jakarta. Tells various interesting love stories between Mr. Habibie and Mrs. Ainun (Manurung, et al 2021). Starting from the meeting of the two which became the beginning of everything, the daily life in navigating the household ark to the heartbreaking incident when the divine destiny separated the two. Apart from that, readers will also find several prayer lines and love poems that have been written by the two of them (Richards, I. A. 2017). In the novel "Habibie & Ainun" there are many religious values that can be taken for example in the following novel quote "I hugged him while praying together reading Al-Fatihah". "The habit of visiting or making pilgrimages to cemeteries is also often done by people on holidays. on that occasion they sent a prayer for the family who had died." On the back cover of this novel there is a photo of Habibie and Ainun in the city of Mecca, not directly, the photo tells and explains that he performed the pilgrimage in Mecca, which shows that his identity is a Muslim who tries to obey the fifth Pillar of Islam.

Method

The method in this study uses descriptive analysis research. Descriptive method of analysis is done by describing the facts which are then followed by analysis (Richards, I. A 2017). Through this descriptive analysis method, the writer hopes that the results obtained in the study of the sociology of literature in the novel Habibie and Ainun by Bacharuddin Jusuf Habibie can be studied more deeply and get maximum results. The steps in this study are to analyze the contents of the novel Habibie and Ainun by Bacharuddin Jusuf Habibie from the side of the study of sociology of literature in the following ways:

1. The library technique is the writer reading the novel Habibie and Ainun by Bacharuddin Jusuf Habibie.
2. Listening technique means that the writer as the key instrument listens carefully, directed, and thoroughly to the primary data source.
3. The note-taking technique is the data obtained from reading and then recorded, according to the data required in the study.

In this study the procedure was carried out as follows:

a) Participating Observation.

Participatory observation is one of the main methods in collecting qualitative research data. In order to apply it, the typology refers to Patton (1990), which is based on the criteria for the intensity of the researcher's participation, the openness of the researcher's identity, the openness of the objective of observation, the time period, and the focus of the observation.

b) Descriptive Observation.

In this study, researchers used descriptive observations that allowed researchers to make relationships between variables, test hypotheses, and develop theories that had universal validity. Researchers will also reveal the elements of the novel and interpret according to the paradigm and or theory used.

c) Focused Observation.

Focused observations are referred to as participatory observers, namely the presence of researchers directly with all five senses in dealing with objects his research. Thus, observation is to use the researcher's senses to watch carefully and then record any events that occur related to the object of observation. The researcher's knowledge of the problem being observed, to be able to interpret the symptoms in question. In this research, the writer will do the recording, and accompanied by data selection or data reduction, namely data that is not relevant to the data research construction will be abandoned. While the relevant data is emphasized (underlined/bold), to make it easier for researchers to determine indicators.

d) Selected Observations.

This analysis is a search for attributes that mark the differences between symbols in a domain. In component analysis, researchers look for specific characteristics in each internal structure by contrasting elements. Each element of a domain actually has certain attributes /characteristics associated with it. It is these attributes that distinguish one from the other. Domain analysis is usually carried out to obtain a general and relatively comprehensive picture/understanding of what is included in a focus/subject of the problem being studied. The technique used in this research is content analysis technique. content analysis is strategic to capture the message of literary works. Content analysis techniques in literary works are messages, which by themselves are in accordance with the nature of literature.

Findings and Discussion

The content in the novel "Habibie & Ainun" is about the life of a husband and wife who love each other and in it there are values of kindness that can be applied by all readers, a sense of full service to the country about the intelligence of the nation's children, which is based on religious values. Based on the statement above, the writer is interested in analyzing the educational value in the novel "Habibie & Ainun" (Mutia, T. R 2021). The author chose the novel "Habibie & Ainun" not only because it is a best seller whose quality has been recognized nationally, but also because the novel "Habibie & Ainun" uses simple language so that readers can easily understand it. The reason for choosing the novel is seen from the educational value in it, because the novel "Habibie & Ainun" has a lot of good stimulus and motivation for readers. There are many good values that can be used and practiced by readers for their lives, both individually and in society in terms of education.

The story written by Mr. Habibie tells everything about Ainun's mother, from their first meeting to the moment of death that separated their love. This story is very inspiring. About sincere and simple love. Actually, Mrs. Ainun and Mr. Habibie when they were in elementary school, went to the same place. It's just that at that time, he had not felt the vibration of love. Instead of liking it, he seemed to like to mock Ainun's mother, who he considered dark skinned. Pak Habibie even nicknamed Ainun's mother as Javanese Sugar. Even though they like to tease young Ainun, all the teachers always match them even though it only seems like a mockery. Habibie's love for Ainun's mother was only born when they met another time, where they were both adults (Dita, S. A. R 2020). Currently, Fanny, Habibie's younger brother, invites him to visit during the holiday to the house of Ainun's family. When he first saw Ainun, Habibie's father immediately trembled. Habibie's father's love was welcomed by Ainun's mother. In a short time, the two agreed to get married. On the next trip, Habibie's father is said to have

brought Ainun's mother back to Germany. This is where their struggle begins. Mr. Habibie started his career from scratch. However, thanks to the persistence and love support from Ainun, they managed to get through difficult times that drained energy and emotions.

In the end, Mr. Habibie continued to show achievements that made him admired by many people in Germany. The story in this book also inserts the value of nationalism. Mr. Habibie told about his concern for the nation, it's just that some political obstacles and intrigue made Mr. Habibie poor. However, thanks to his sincere intentions, he later managed to become the Number 1 person in Indonesia. This story actually does not focus on how Pak Habibie led Indonesia, but how strong Ainun's mother accompanied him who was very busy. Her role as wife and first lady is well executed. Although he had a hard time finding time to chat with Mr. Habibie.

This sweet story is then closed with the death of Ainun's mother due to cancer she has suffered for years. One of the most touching stories in this book is when Ainun's mother was about to have an operation (NASUTION, A. R. A 2021). Usually, Pak Habibie always comes to visit him at the same time. It's just that that day Ainun's mother underwent surgery, Habibie was not allowed to enter the room where Ainun's mother was being treated. This then shook the soul of Mrs. Ainun. She wept bitterly, because she thought something bad had kept her husband from coming. Ainun's mother, the patient woman, is still worried about her husband despite the fact that he is dying. That's love that always learns to be sincere.

Moral values can be in the form of religious religious messages or messages of social criticism (Kaur, S 2015). This novel shows that an Ainun always gives morale and encouragement to her husband Habibie, and Ainun is always involved in his social life. Another moral value that can be taken from this novel is a lesson for Indonesian youth, and readers. For Indonesian youth, especially the younger generation, the novel can be applied as a reference and proof that the Indonesian nation is not weak and has the potential to be able to compete in the international realm, enthusiasm and hard work are benchmarks in the success of a smart nation to achieve dreams and prepare for the future. the future and the increasingly intellectual world competition, and of course here the role of the government is very necessary to support the younger generation to be of higher quality (Simanjuntak, et al, 2021).

In some fragments and moral encouragement towards her husband, Habibie, and Ainun are always involved in their social life. Another moral value that can be taken from this novel is a lesson for Indonesian youth, and the reader of the novel above shows that an Ainun always gives encouragement to Indonesian youth, especially the younger generation. The novel can be applied as a reference and proof that the Indonesian nation is not weak and has great potential (Husnayain, et al 2019). able to compete in the international realm, passion and hard work are the benchmarks in the success of a smart nation to achieve dreams and prepare for the future as well as an increasingly intellectual world competition, and of course here the role of the government is very necessary to support the younger generation to be of higher quality.

Conclusion

This book is well worth reading. The story in this novel really reflects the author, namely Mr. Bacharuddin Jusuf Habibie. The content of the novel not only tells the story of love, and the author's life journey, but there is a moral message in this novel. This novel also teaches several things that are important for life, namely in this novel it teaches the meaning of true

love which is rarely owned by a relationship, teaches loyalty to a partner, inspires us to create something, builds a sense of nationalism that doesn't exist today, and raises enthusiasm. fight to be useful for all, for the nation. In this novel, readers will also feel the story that happened in this book.

The setting of the place is the main attraction for the reader. It's a very inspiring story. Although Pak Habibie's style of language is a bit difficult to understand, this book does not make it boring to read. Therefore, why is this novel very familiar with romantic novels. Because Habibie and Ainun's love is very motivating for all of us. In addition to the love for this novel, there is also a moral message that we can take, namely that we must have a fighting spirit to achieve our goals, fight to make our country proud, and also to make our family proud. Habibie is also a very influential person in Indonesia because of the struggles he has achieved. And the motivation given to the readers will feel very touched.

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THE IMPACT OF TRANSLATION TECHNIQUES TOWARD TRANSLATION QUALITY OF MICROAGGRESSION EXPRESSIONS TO LGBT IN BOYS DON'T CRY SUBTITLE

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Abstract

There are so many American films that use LGBT as the theme now in mainstream media such as Netflix, HBO, and Amazon Premium. Some of those films have been streamed in Indonesia. However, there might be some problems regarding the translated subtitle because Indonesia doesn't have as many gendered-language as America. The aims of this research are to identify the translation techniques and translation quality of microaggression expressions in Boys Don't Cry movie subtitle. This research uses descriptive qualitative method. This qualitative descriptive research is an embedded-cased study and a product-oriented of translation research. The source data of the research are microaggression expressions directed toward LGBT in Boys Don't Cry. The data are collected through document analysis and FGD (Focus Group Discussion). The results of this research reveal that the translation techniques found in

Keywords: *translation, techniques, quality, microaggressions, LGBT*

Introduction

It's a fact that LGBT people face hardships while living among heterosexual people. They are discriminated, assaulted, and harassed whether it's physically or verbally. The subtle insult that they receive every day is then called as microaggression. (Sue, 2010; Nadal et al, 2012). However, in 1960s, started from America, there were so many movements regarding the existence of LGBT. LGBT people started to riot, demanding equality and acceptance. The result of their movements could be seen starting from 1990s, where mainstream media started using LGBT as the theme. Some contents like films, novels, and serials are even streamed throughout the world, including Indonesia.

Problems then arise because Indonesia as the target language doesn't have as many as gendered-language as English as source language. For example, the use of pronoun 'he' directed toward a trans woman is seen as very insulting microaggression, but when it is translated to Indonesian language, 'he' becomes 'dia' and as a result, the microaggression expression is untenable. Another problem is English has so many words to degrade LGBT such as *tranny*, *faggot*, and *dyke* but the most common words in Indonesian are *banci* and *bencong* and the damage that is caused by these words are not as strong as the denigrating language in English.

There are some previous studies related to this topic. Flotow and Hernandez (2018), Argyriou (2021), Baros (2021), and Yavuz (2015) described about the strategies to solve problems that happen during the process of translating some gendered-languages into non-gendered-languages. The focus of their studies is translation process research. Thus, research about translation product in relation with translation techniques used to translate microaggression expressions toward LGBT and its translation quality is still limited. Hence, the aims of this research are to analyse the translation techniques used to translate microaggression expressions in Boys Don't Cry subtitle and its translation quality.

Some theories that are used in this research are Sue (2010) to classify the form of microaggression expressions (microassault, microinsult, and microinvalidations), Nadal (2012) to classify the theme of gender and sexual orientation based microaggression, Molina & Albir (2002) to analyse the translation techniques, and Nababan (2012) to analyse the translation quality from three aspects; accuracy, acceptability, and readability.

Method

This research is a descriptive qualitative that aims to describe linguistic phenomena in terms of the translation of microaggression expressions toward LGBT. Besides, it's also a product-oriented translation research. It's called translation research because it compares two languages, English as the source language and Indonesian as the target language. It's also an ethnographic study because it studies the language used in a certain community which is LGBT.

The source data of this research is a movie entitled Boys Don't Cry and its subtitle which contain microaggression expressions. The data are collected through content analysis and Focus Group Discussion (FGD). Content analysis is used to classify the form and the theme of microaggression expressions toward LGBT while FGD is used to determine that translation quality of the expressions. During the process of FGD, the raters are given an instrument to score the translation quality. The instrument used is the instrument from Nababan (2012).

Furthermore, the data are analysed according to the data analysis method from Spradley (1980). In domain analysis, the researcher collected all microaggression expressions found in the subtitle. Next, during the taxonomy analysis step, the researcher classified all the translation techniques used to translation microaggression expressions toward LGBT employed by the translator. After that, all the elements from domain and taxonomy analysis are combined in componential analysis to analyse the impact of translation techniques to translation quality. In the end, the researcher can describe the pattern arise from those analysis.

Findings and Discussions

Table 3.1 the Correlation of Microaggression Expressions, Translation Techniques and Translation Quality

| Gender and Sex of The Speaker | Form of Microaggression | Theme of Microaggression | Σ | Translation Techniques | Σ | Average Translation Quality | | |
|----------------------------------|-------------------------|--------------------------|----------|-------------------------|----------|-----------------------------|-----|-----|
| | | | | | | KA | KB | KT |
| Cisgender Heterosexual Man | Microassault | Theme 1 | 10 | Established Equivalence | 9 | 2,7 | 2,9 | 2,9 |
| | | | | Particularization | 6 | | | |
| | | | | Variation | 3 | | | |
| | | | | Implisitation | 2 | | | |
| | | | | Discursive Creation | 2 | | | |
| | | | | Pure Borrowing | 1 | | | |
| | | | | Theme 3 | 3 | | | |

| | | | | | | | |
|--|--------------------------|----|-------------------------|---|-----|-----|-----|
| | | | Variation | 3 | | | |
| | | | Explication | 2 | | | |
| | | | Modulation | 1 | | | |
| | | | Paraphrase | 1 | | | |
| | | | Established Equivalence | 5 | | | |
| | Theme 8 | 2 | Variation | 3 | 3 | 3 | 3 |
| | | | Compensation | 1 | | | |
| | | | Particularization | 1 | | | |
| | | | Established Equivalence | 5 | | | |
| | Theme 12 | 2 | Variation | 1 | 3 | 3 | 3 |
| | | | Variation | 1 | | | |
| | Theme 2 | 1 | Discursive Creation | 1 | 2 | 2 | 2 |
| | | | | | | | |
| | Σ of Microassault | 18 | | | | | |
| | | | Established Equivalence | 1 | | | |
| | Theme 3 | 1 | Variation | 1 | 3 | 3 | 3 |
| | | | Established Equivalence | 4 | | | |
| | Theme 7 | 1 | Modulation | 1 | 3 | 3 | 3 |
| | | | | | | | |
| | Σ of Microinsult | 2 | | | | | |
| | | | Pure Borrowing | 5 | | | |
| | | | Generalisation | 2 | | | |
| | Theme 1 | 9 | Variation | 1 | 2,7 | 2,9 | 2,9 |
| | | | Discursive Creation | 1 | | | |
| | | | Explication | 1 | | | |
| | | | Established Equivalence | 6 | | | |
| | Theme 8 | 4 | Variation | 2 | 2,5 | 3 | 3 |
| | | | Generalisation | 2 | | | |
| | | | Established Equivalence | 1 | | | |
| | Theme 9 | 2 | Paraphrase | 1 | 3 | 3 | 3 |
| | | | Transposition | 1 | | | |
| | | | Established Equivalence | 3 | | | |
| | Theme 3 | 1 | Compensation | 1 | 3 | 3 | 3 |
| | | | Explication | 1 | | | |
| | | | Established Equivalence | 2 | | | |
| | Theme 5 | 1 | | | 3 | 3 | 3 |

| | | | | | | | |
|--|--------------|--------------------------------|----------------|----|---|---|---|
| | | | Variation | 1 | | | |
| | | | Established | 2 | 3 | 3 | 3 |
| | | Theme 10 | Equivalence | 1 | | | |
| | | | Variation | 1 | | | |
| | | Σ of Microinvalidations | | 21 | | | |
| | | | Pure Borrowing | 1 | 3 | 3 | 3 |
| | Microassault | Theme 1 | | 1 | | | |
| | | Theme 7 | Modulation | 1 | 3 | 3 | 3 |
| | | Σ of Microassault | | 2 | | | |
| | | | Established | 2 | | | |
| | | | Equivalence | 1 | 2 | 3 | 3 |
| | | Theme 4 | Variation | 1 | | | |
| | | | Discursive | 1 | | | |
| | | | Creation | | | | |
| | | | Established | 4 | 3 | 3 | 3 |
| | | | Equivalence | 1 | | | |
| | | Theme 7 | Variation | 1 | | | |
| | | | Variation | 1 | | | |
| | | Theme 5 | Established | 1 | 3 | 3 | 3 |
| | | | Equivalence | | | | |
| | | Theme 3 | Discursive | 3 | 1 | 2 | 2 |
| | | | Creation | | | | |
| | | Σ of Microinsult | | 5 | | | |
| | | | Established | 1 | | | |
| | | | Equivalence | 1 | 3 | 3 | 3 |
| | | Theme 3 | Variation | 1 | | | |
| | | | Explicitation | 1 | | | |
| | | Σ of Microinvalidations | | 1 | | | |

There are 49 data found in the source data, 41 data are microaggression expressions spoken by cisgender heterosexual man, while 8 data are spoken by cisgender heterosexual woman. This can be seen that male characters in this film are more aggressive and tend to behave ruthless and say microaggression expressions to LGBT compared to female characters. Moreover, according to table 3.1, all the form of microaggression expressions proposed by Sue (2010) found, those are microassault, microinsult, and microinvalidations. However, each form of microaggression is projected with different gender and sexual-orientation based microaggression (Nadal, 2012). Theme 1 is the most common theme used in this film. According to Nadal (2012), theme 1 is the use of transphobic and/or incorrectly gendered terminology. It also covers the use of denigrating language intended to mock or belittle LGBT people.

The translator used different translation techniques to translate each theme that's found in the subtitle. Each technique that's used has different effect on the quality. Established equivalence is the most common technique found in the data. The use of established equivalence doesn't mean the accuracy would be good, if this technique is combined with

discursive creation, it would produce less accurate translation. More explanation about translation techniques used in each theme are as follows:

Theme 1 of Mircoassault by Cisgender Heterosexual Man:

There are 10 data found under this theme. The translation techniques used to translate this theme are established equivalence (9), particularisation (6), variation (3), implisitation (2), discursive creation (2), and pure borrowing (1). The average quality of translation affected by the techniques employed by the translator are 2,7 (accuracy), 2,9 (acceptability), and 2,9 (readability). The translation is less accurate because of the use of discursive creation technique. This technique also affects the acceptability and the readability.

SL: "Don't talk to me like that, you *skanky little snake!*"

TL: "Jangan bicara seperti itu padaku, *ular beludak kecil!*"

From the example above, the translator used discursive creation technique and it resulted the shift of the form of microaggression expressions to LGBT, it also resulted in a less accurate translation. Skanky is a word to denigrate someone, based on the form, it's included in microassault because it's spoken with a very harsh way, while the theme is theme 1 because skanky is actually used to denigrate the main character who is trans man. But in TL, the word skanky translated into *ular*, and there's no microaggression expression found in this sentence anymore. It is related to the fact that there is no equivalent word to describe skanky in Indonesian.

Theme 8 of Microinvalidations by Cisgender Heterosexual Man:

There are 4 data found in this theme. The translation techniques used to translate this theme are established equivalence (6), variation (2), and generalisation (2). The use of generalisation technique resulted a less accurate translation such follow 2,5 for the accuracy; 3 for the acceptability; and 3 for the readability.

SL: "Think they'd recognise *her* if we chopped *her* head and hands?"

TL: "Apakah mereka akan mengenalinya jika kita potong kepalanya dan tangannya?"

From the example above, it can be seen that the use of generalisation make the microaggression expressions totally disappeared in the target language. The use of pronoun her directed to trans man is seen as very insulting in source language. However, since Indonesian doesn't have gendered pronoun, this problem is inevitable. The impact of generalisation also resulted a shifting in the form of microaggression, from microinvalidation to no microaggression expression.

Theme 4 of Microinsult by Cisgender Heterosexual Woman:

There is only 1 data found under this theme. The reason is because woman characters in this film are not as aggressive as the male characters. To translate this theme, the translator used three techniques which are established equivalence (2), variation (1), and discursive creation (1). The use of these techniques resulted a less accurate translation as the impact of discursive creation.

SL: "*I don't want 'it' in my house.*"

TL: "*Aku tak mau dia ada disini.*"

The word it is translated into *dia*, which make the expression of microaggression disappeared.

Theme 3 of Microinvalidations by Cisgender Heterosexual Woman:

To translate the data under this theme, the translator used established equivalence (1), variation (1), and explisitation (1). These techniques resulted in a very good translation. The accuracy is 3, the acceptability is 3, and the readability is also 3.

SL: "What the fuck are you?!"

TL: "Apa kau ini sebenarnya?!"

It can be seen that the microaggression expressions can be maintained with the combination of the techniques.

Conclusion

Based on the findings and discussions, it can be seen that male characters tend to speak more microaggression expressions than female characters. Related with translation techniques and quality, it can be concluded that using established equivalence doesn't mean that the translation is going to be good. If the technique is combined with generalisation and discursive creation the translation quality is affected. It becomes less accurate, less acceptable, and less readable. The problems also related with the fact that Indonesian doesn't have as many as gendered-language as English so it is inevitable when some microaggression expressions cannot be maintained. Further research can focus on how to solve the problem related with gendered-language in Indonesian media.

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SURYANI'S STRUGGLES TO PROVE HARASSMENT IN THE MATA HARI THEATER GROUP ON MOVIE "COPIER LIGHT"

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Abstract

Penyalin Cahaya is a 2021 Indonesian thriller drama film produced in collaboration with Rekata Studio and Kaninga Pictures, directed by Wregas Bhanuteja. This film exposes a sexual harassment scandal that occurred in a theater community on a campus. Penyalin Cahaya movie tells the story of a first year university student who goes to a party for the first time in her life to celebrate the victory of Mata Hari, her university theater group. Her life changed after he woke up from the party the next morning. He lost his scholarship and was kicked out by his family after his drunk selfie circulated online. Worried that he might become a victim of hazing by senior members of Mata Hari, she seeks help from his childhood friend, who works and lives in a photocopy shop near campus. Together, at the shop, they try to find out the truth about selfies and about the night at the party by hacking students' cellphones. The study in this paper aims to reveal Suryani's struggle in proving that there was harassment of several people in the theater group which was carried out secretly when the victim was unconscious. The method used in this research is descriptive qualitative analysis. The source of research data comes from the film "Penyalin Cahaya".

Keywords: *literary study, Indonesian Film, Cahaya Penalin, educational value*

Introduction

Penyalin Cahaya is a film starring Shenina Cinnamon. It is a mystery, thriller, drama, and crime film genre (Krutnik, 2006). This film won the Film Penyalin Cahaya, breaking the record as the film that won the most Citra in the history of Indonesian cinema, with 12 trophies. The categories that were won by Film Penyalin Cahaya at the 2021 Indonesian Film Festival were Best Feature Film, Best Director, Best Actor, Best Male Supporting Actor, Best Screenwriter, Best Cinematography Director, Best Image Editor, Best Sound Producer, Theme Songwriter Best, Best Musical, Best Artistic Director, and Best Dressmaker.

This film tells the story of a woman who joins the Matahari theater group as a website maker (Fischer, 2001). The theater group Matahari wins a race and prepares to fly to Tokyo for the International competition. To celebrate their victory, they held a night party at Rama's house. At first, Suryani's father did not allow Suryani to leave, for fear of something bad happening, but Suryani still went with the excuse of celebrating his victory. Suryani, who never attended the party, finally invited Amin to accompany her.

Suryani's friends force her to drink alcohol, even though Suryani has never tried it. As a result of the experiment, Suryani finally felt drunk and unconscious. Amin invites Suryani to go home because his condition is no longer possible, but because he is cool, Suryani finally refuses Amin's offer to go home. Because Amin had gone home first, Suryani finally came home with a night car ordered by her friend to go home unconscious.

In the morning, he gets a new problem, namely getting up late to go to college and getting scolded by his father because last night Suryani came home drunk and was accompanied

by someone else. Not only that, when he arrived on campus, apparently, he got another new problem, namely that his scholarship was threatened with being revoked because of the drunk photo he uploaded to social media last night (Yen, 2000). Suryani, who felt that she had never uploaded it, felt disapproved and said that she was being bullied by her friend. For the sake of her scholarship which was not revoked, Suryani finally tried to prove that the incident was not her doing. Suryani morning afternoon and evening went to Amin's photocopy shop to look for evidence by hacking the contents of the cellphones of her theater friends who came to Amin's photocopy shop to print.

After a few nights, Suryani went through her chaotic mind to prove that she was not wrong. Finally, some evidence was strong enough to prove that Rama was the one who did this. But unfortunately, Suryani's report made the problem even more because Rama was proven innocent. As an apology to Rama, Suryani was asked to make a video regretting that he had defamed Rama and broadcast it on all social media.

Because of the circulating video, apparently there were several people who approached Suryani to talk (Astuti, et al, 2020). Farah and Tariq were the ones who approached Suryani to talk that they also felt the same way. Now the problem is no longer about finding out who posted Suryani's drunken photos on social media, but proving that Rama had deliberately drunk his friends to take some photos of his friend's body when he was unconscious.

Farah and Tariq, who felt also harassed by Rama but could not do anything about it because Rama had more protection, finally asked Suryani to prove Rama wrong together. Their combined strength according to him can defeat Rama's power to cover up his mistakes. After long trials and difficult preparations, Farah, Tariq, and Suryani finally succeeded in proving that Rama was guilty, and even some friends from the theater group who felt they were being harassed joined in to beat Rama.

Method

The method used in this research is the descriptive method. Through this study, the researcher describes the struggle of a woman in uncovering cases of sexual harassment that occurred in a theater which was inspired by the film *Penyalin Cahaya* directed by Wregas Bhanuteja (Madan & Nalla, (2016).

The primary data in this paper is from the *Penyalin Cahaya* film. The results of the data analysis are narrated so that it will produce information about the obstacles and struggles of the main character who is represented in the film *Penyalin Cahaya*.

The research steps taken consisted of several stages (Fisher, et al, 2000). First data collection. Two types of data collected are primary data in the form of the *Penyalin Cahaya* film and secondary data in the form of writings in the form of articles, journals, research reports that are related to the problems discussed in this paper. Secondary data was collected by taking an inventory of writings from various sources. Second, the researcher conducted data analysis. Qualitative methods were applied to analyze the data.

Finding and Discussion

By paying attention to all the sequences of scenes in the film *Penyalin Cahaya*, the researcher assumes that the story is predominantly male in this film, so starting from this assumption, this study aims to describe the depiction of sexual violence that occurred in the

Mata Hari theater in the film “Penyalin Cahaya”. The sexual harassment element started with the scene where the Mata Hari theater group won a theater competition. Together with the Mata Hari theater group, to celebrate the victory, they decided to hold a party at the house of Rama, a member of the Mata Hari theatre. The day before joining the party, Rama told Suryani that his father was interested in Suryani’s web design and planned to hire Suryani to help him create a web design for his work. Rama also said that Suryani could bring one of her friends to accompany her to the party, so Suryani invited a friend from her childhood who was also working at the Suryani campus cooperative, namely Amin.

On the day of the victory celebration, Suryani and Amin were presented with a very wide view of Rama’s house and many ornate statues, at the party Suryani was also forced to drink alcohol by his friends until he was unconscious and then he was sent home via an online motorcycle taxi site. Because of the party, Suryani was also late for the scholarship session that she had to attend the next day and failed to get the scholarship due to the spread of photos identified as selfies of Suryani after partying and drinking (Bakker, 2013).

However, Suryani found many irregularities in the case of her drunkenness and the circulating selfie photos, so this is where Suryani’s struggle began in uncovering cases of sexual violence that she experienced in order to get her scholarship back.

With the help of Amin in collecting the evidence, almost all of his closest people do not believe in Suryani, even his own family. This is because the condition of Suryani’s selfie photo that was spread out showed that Suryani was drunk, so many thought she was unconscious.

What is very concerning is that when Suryani found out that she had been a victim of sexual harassment, still no one was on her side. Even the father of Suryani himself thought that it was his son’s fault for being drunk, while the campus was looking for a safe way to protect their good name. Once Suryani received strong support and evidence, she still lost to the perpetrators of these crimes because the perpetrators turned out to have greater power than her.

In fact, Suryani’s story in the film *Penyalin Cahaya* can certainly be similar to the struggle of survivors of sexual violence in Indonesia, which is very difficult to find justice. Sometimes they even have to fight alone without help from the agency that should accompany them or wait until the case goes viral and then this case will be handled by the authorities (Stephani & Sarwono). However, there are several cases where their struggle is in vain because the perpetrator has more power like what happened to Suryani.

Suryani has experienced a lot on her journey to uncover the truth behind the sexual violence she experienced at the Mata Hari theatre, ranging from not getting support from anyone, even her own family, to being misdirected in the sense that Suryani has suspected the wrong person, to being betrayed by her own close friend, namely Amin who turned out to be the henchman of the perpetrators of this crime, even when he had collected a lot of real evidence about the real perpetrators he had to bear the shame because the perpetrators of this crime himself avoided his mistakes and made Suryani apologize to the public until finally Suryani and one of the other victims decided to make this case viral by spreading a lot of evidence that he still holds from the top of his campus building to seek justice for himself and other victims, even though the perpetrator is not imprisoned he will receive social sanctions, namely being excommunicated from the environment at the moment.

Many real cases in Indonesia have taken the same path as the one chosen by Suryani when this victim lost power to the perpetrator, this victim will make this case viral in order to

get justice for himself (Lemelson & Tucker). These victims mostly think that if they cannot demand real justice through legal channels, they will demand justice through social channels where social sanctions are also very cruel for perpetrators of crimes, especially perpetrators of this sexual violence crime.

But apart from that, many victims choose to stay away because they feel that these things are very embarrassing to be known by many people, actually this doesn't matter if the victim decides it himself (Whitty & Buchanan, 2016).

But no matter what happens, we certainly hope that the perpetrators of these social violence crimes will get the punishment they deserve and that more victims of sexual violence will dare to speak up to seek justice for themselves.

Conclusion

Suryani, who was forced to drink alcohol by her friends at a party, ended up getting into a lot of trouble after the next morning she came home unconscious using Netcar. Because of the party, Suryani was also late for the scholarship session that she had to attend and failed to get the scholarship due to the spread of photos identified as selfies of Suryani after partying and drinking.

However, Suryani found many irregularities in the case of her drunkenness and the circulating selfie photos, so this is where Suryani's struggle began in uncovering cases of sexual violence that she experienced in order to get her scholarship back. With the help of Amin in collecting the evidence, almost all of his closest people do not believe in Suryani, even his own family. What is very concerning is that when Suryani found out that she had been a victim of sexual harassment, still no one was on her side.

Once Suryani received strong support and evidence, she still lost to the perpetrators of these crimes because the perpetrators turned out to have greater power than her. In fact, Suryani's story in the film *Penyalin Cahaya* can certainly be similar to the struggle of survivors of sexual violence in Indonesia, which is very difficult to find justice. Suryani has experienced a lot on her journey to uncover the truth behind the sexual violence she experienced at the Mata Hari theatre, ranging from not getting support from anyone, even her own family, to being misdirected in the sense that Suryani has suspected the wrong person, to being betrayed by her own close friend. namely Amin who turned out to be the henchman of the perpetrators of this crime, even when he had collected a lot of real evidence about the real perpetrators, he had to bear the shame because the perpetrators of this crime himself avoided his mistakes and made Suryani apologize to the public, until finally Suryani and one of the other victims decided to make this case viral by spreading a lot of evidence

which he still holds from the top of his campus building to seek justice for himself and other victims, even though the perpetrator is not imprisoned he will receive social sanctions, namely being excommunicated from his current environment.

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“DILAN 1990” FLASHBACK BY PIDI BAIQ

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Abstract

Dilan 1990 is a film adaptation of Pidi Baiq's novel with a different title from the film, Dilanku 1990. This film is directed by Fajar Bustomi and starred by Iqbaal Ramadhan and Vanesha Prescilla. This film was exploded in the Indonesian film market. This film is very famous for its romantic side, but behind the romance there are also many polemics that occur in society regarding the violent scenes that occur in the film. The public was made enthusiastic about this film, apart from being attracted by the romantic feel, but also the atmosphere that was built as if it would happen in 1990 and made people miss the atmosphere like the film. The audience will focus on Milea who gives a feeling in this film, feeling sad, happy, angry and blushing at Dilan's arrogance. On the other hand, the audience will also be amazed by the character of Dilan who is a hero who will not let the person he loves be hurt, a figure who is also romantic when he prefers to be with Milea rather than join a brawl. Comedy and romantic dialogue, that makes Milea melt.

Keywords: *romance, novel, film, Dilan 1990, literature, complicated*

Introduction

Dilan Novel: He Is My Dilan 1990 written by Pidi Baiq in 2016. The novel entitled *Dilan: He Is My Dilan 1990* uses youth language or seduction in the form of poetic words when Dilan spoke to Miles. *Dilan Novel: He Is My Dilan Year 1990* talk about a of story love that happens between Dilan and Milea, where Dilan really likes Milea (Sulistiyawati, M. E. S., & Taufinata, A. 2020). This novel was then made into a film directed by Fajar Bustomi and Pidi Baiq who is also the author of the novel. Pidi Baiq writes this novel starting with the intention want to have book different genres with books that have been written, and also when writing this Dilan novel Pidi Baiq feel miss with Indonesia because at the time that Pidi Baiq currently is in Russia.

Apart from the romantic story, Dilan's novel also discusses religious values soul of heroism, social value, the value of art, and moral values (Marchman, R. 2016). This novel was loved by young children because it contains love story that doesn't normal, inside the story of this novel serve story of high school kids' romance in the 1990s who have the sensation of humour that makes the reader becomes touching. Readers can read the novel easily because of the use of simple language (Castles, A., Rastle, K., & Nation, K. 2018). This novel also provides meanings about lives in it, like Dilan's character that has an inspirational attitude from having problems about love and his living (Berger, J., et al,2020). Dilan's novel becomes flashback story for readers because the poetic, romantic story about mischief teenager when sitting in the senior high school becomes power to pull and also reminds return situation that happened when I was in high school (Thomas, R. 2016).

Methods

Data consisted of primary and secondary data. The primary data is the novel *Dilan: Dia is My Dylan 1990* Work Pidi Baiq published by PT Mizan Pustaka in 2016 with thick 346 pages

at once as material object. Secondary data were originated from sources references written in the form of books and websites. The researchers read the novel to have interactions and responses with readers. Their response will cause difference opinions because it was based on the experience. So, there is room blank in the text that could make a reader open his mind. Next, the results of the research data that have been analyzed in qualitative. Qualitative study will generate descriptive data in the form of written words.

Findings and Discussion

Dilan Novel: *He Is My Dilan This 1990* was written by the author Named Pidi Baiq. Pidi Baiq is famous for a number of the book. Pidi Baiq was graduated from the Faculty of Fine Arts Institute Technology Bandung. Besides being smart in telling a story, he's smart too in case of painting, even once making a comic with a background in the city of Bandung (Ramadhan, A. 2018). Pidi Baiq, also called Daddy Pidi works in the world of postage illustrator (Hadiansah, D., Sari, H., & Sugianto, E. 2021). However, with all his skills and achievements, Pidi Baiq stays simple person and full of joke (Simanjuntak, et al, 2021).

The story told in the novel *Dilan: He Is My Dilan This 1990* 's is a real story. It is said real because it consists of a problematic romance teenager at 1990s, and this novel is capable to make teenager's moments melt with story told in novels (Leavy, P. 2016). So, apart from existence figure real Dilan and Milea, Pidi Baiq also explained that story is taken from real romance teenager story in 1990. Novel *Dilan: He Is My Dilan This 1990s* became a best-selling novel even until early 2022 because story picked up could give impression alone for reader and remind will things that happened in 1990. This novel is the cringiest, cheesiest, most barf-inducing romance novel I have ever read in my entire life. The dialogue is so awkward and cheesy and basically my entire facial expression throughout the whole novel is just different variations. The last thing is the plot itself. There are none. This novel has conflict, but no resolution. Basically, it's just reading a guy and a girl flirting and throwing corny lines back and forth. I'm not averse to these types of stories. One of my favorite novels of all time is *Before Sunrise*. But the dialogue in this novel is nowhere near smart and well-written enough to sustain these types of storytelling.

Dilan Novel: He Is My Dilan 1990 work Pidi Baiq gets positive and negative responses from reader. The positive response to Dilan's novel is because Dilan is included to different motorcycle gangs that do not act violence, stealing, robbing, and killing someone. Dilan is also brave for showing disrespectful attitude against a teacher named Pak Suripto who reprimanded him with impolite action by pulling his collar clothes. Dilan joined motorcycle gang who has achievements. Dilan figures also appreciate women like protecting Milea from someone who wants to do evil. Dilan also has unique character that becomes a *bucin* teenager or spoiled to female.

In addition to receiving positive response, Novel *Dilan* also accepts negative response. Reader reasoned that Novel *Dilan: He Is My Dilan 1990* tell a Dylan who is hiding when ceremony flag currently took place and was caught by the teacher who was around. There is also Anhar character ever detained by the police because once do criminal act (Simanjuntak, et al, 2020). Then, there is also a story that tells brawl between one of the motorcycle gangs chaired by Dilan, the fight this involving Dilan and Anhar based on Anhar 's treatment slap Milea. Reader's negative response the describe mischief teenagers who don't worthy to be read

by audience. It is not intended to be imitated because it can cause negative effect in everyday life (Golf-Papez, M., & Veer, E. 2017). Then that, Dilan's novel should be read by people who are at level 17 years old to top.

The repertoire build atmosphere in the novel. *Dilan Novel: He Is My Dilan 1990* work Pidi Baiq this builds typical Indonesian atmosphere 1990 presented in form of words and scenes in filmmaking so reader could imagine the atmosphere at that time. Here intelligence of Pidi Baiq as writer who can build a repertoire inside text becomes shadow for reader. This method is one step that the work loved by readers because the readers could feel directly the existing atmosphere. This novel built such a repertoire appearance for invite reader plunge direct to build atmosphere. As case when Dilan took Milea around by using motorcycle when rain and their reader could feel moderate atmosphere occur as if those who do Case that. On the other hand, repertoire is also built when Dilan was called by the teacher and head school consequence from fights made in the neighbourhood school nor outside school, there are also readers will follow feel tense because carried away atmosphere how if he alone in the atmosphere or position as it and take responsibility answer his behaviour. If we look from corner moral point of view in Dilan 's novel: *He Is My Dilan 1990*, a lot of moral can be we get for repair or change view life we to something things that happen in life we good fast nor slow.

Dilan Novel: He Is My Dilan 1990 this serve such an epic story until made a film called *Dylan 1990*. In this novel many very things that are not expected as case scene quarrel, quarrel this occur when Dilan and Anhar fight in the hallway school. Without known many people take video of Dilan fighting scene with Anhar eating time up to 6 hours for get satisfactory results. Watch this movie too many by the community, with films that present this epic story naturally emit costs that are not a little but costs incurred almost stepped on more of 10 billion Rupiah. In this film, a full take video is also carried out in the city of Bandung which became the place real the story of Dilan 1990, indeed with take location original could make atmosphere Becomes so real more with the beautiful city of Bandung like ancient times. Interesting thing other is When the cast Dilan's character, Iqbal Ramadhan, has the trauma of riding a motorbike. This trauma got when Iqbal had time experience great motorcycle accident in 2015, but for the sake of fulfilling demand's role and do maximum role Dilan 's cast dare self for drive return motorcycle. On the other hand, the cast Milea, played by Vanesha Prescilla, can said brave take risk. Risk this taken because for fulfill film needs as at the moment he slapped by Anhar and that slapped a real one that takes 15 cracks to get great result or in other words, the Milea actor received 15 slaps for 1 scene.

Morale gained from Dilan 's novel there are many and all of them side corner look. From the corner Dilan's character 's religious point of view is known as child motorcycle gang isn't it means no religious example when Dylan is at home, he weak gentle to his mother, obey his mother's words, and not oppose with words his mother. Whereas from side corner look soul Dilan's heroism also shows if he is not only a chairman original motorcycle gang argue but he argues for defending people who are being investigated nor will be abused, like when Dilan defended Milea who was abused by Anwar with slaps Milea on the cheek and Dilan replies because of course treatment as that no proper sent to female. In every writing or literature for sure there is Mark social (Crotty, M. 2020). In Dilan's novel there are also Mark from corner look social where is it picked up is story of friendship. Friendship can see when Milea walks from canteen going to class with his friends and Dilan who is together with her friends after

from Bi Eem's shop (Wilson, S. 2016). Not arrived there just friendship this can see with a lot story when a medium Dilan hang out with his friends. When Milea falls sick than her friends see him at home. *Dilan Novel: He Is My Dilan 1990* this is also constructive corner look which art can we see when Dilan character really likes writing poetry that begins since sitting in junior high school where all start from her favorite against Mahatma Gandhi. Besides liking writing, Dilan's poetry is also a clever one defends self because he has knowledge strong martial arts. On the other hand, there is also a corner look about moral value. Raised Moral Values where is Dilan who is a chairman motorcycle gang but not so always involved in every problem as a brawl and make troublemaker, like Case when Dilan is more choose rest at Gedung Sate with Milea for avoiding convoy as well as commotion with another motorcycle gang.

Conclusion

Written by Pidi Baiq who owns myriad skills in field art, Novel *Dilan: He Is My Dilan 1990* work Pidi Baiq this talks about a story that actually happened to the problem story romance child teenager 90s. The problems that are presented as if becomes something new and unique for Public large so that public feel drawn for reading the novel (Shafritz, J., et al. 2016). People love this novel besides being unique and new but also like a reminder situation that happened both in high school and in the full 1990s with memory beautiful (Freeman, M. 2015). This novel can also change the view of life, somebody, to something case through moral message built in this novel alone. Even though this novel gets a negative response but also many who give response positive because considered has to bring missed atmosphere. From the story told many very moral messages that can we bring for undergoing life daily as for example obey to parents and always defend the right as well as against wrong. This novel has conflict, but no resolution. Basically, it's just reading a guy and a girl flirting and throwing corny lines back and forth. I'm not averse to these types of stories (Chodron, P. 2021). I'm sorry to say but none of the characters here are likable as well. Dilan for me is basically the worst kind of guy. He's hotheaded, reckless, and in the beginning borderline stalkerish and annoying. Dilan thing is just cheating to me. And I hate that she acted like she's clueless and she's the victim and innocent throughout the story (Gruber, A. 2016). I have to be honest, this novel is much better to read 1 time The beginning to the middle is the worst part, but after that the cheesiness almost became commonplace and I almost enjoyed it, like Stockholm Syndrome.

All built conflict as if real for readers because everyone must at least have look or feel conflict the so that easy for digested by the reader (Ylijoki, O. H. 2016). The conflict that is built is also not any but conflict built through various corner looks that doesn't boring. Expected with the existence of this novel, readers get new reading and get change pattern he thought specifically to a motorcycle gang (Winlow, S. 2020). However, this novel no could read by anyone but should be read by 17 years old to the top because there is a number of part unfinished conflict properly read by people under 17 years old.

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SEMANTIC UTILIZATION AND IMPLEMENTATION IN MASS MEDIA

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Abstract

The philosophy bigwig named Ludwig Wittgenstein postulated that the limit of human language is the limit of the human's mind (Auerbach, 2015) which proves how pivotal the medium of language is. The existence of language is ubiquitous with the different forms according to the people that inhabit certain regions or the influence of the culture in a specific milieu. In a broad sense, language undergoes meaning or arrangement alteration as the epoch develops. The emergence of mass media is one of the benchmarks in technological sophistication. The presence of mass media is congruent with the distribution of information with the inevitable role of language in expressing verbal or contextual thoughts. This paper aims to deconstruct how the language is formed and also the meaning of the words or sentences, namely semantic in the realm of mass media. The causality of that semantic will also be stated and elaborate.

Keywords: *mass media, semantic, language*

Introduction

Research Background

This paper investigates how the language in mass media including its meaning can have a widespread effect. The meaning of the language or semantic is able to construct information and it is the epitome of a double-edged sword where it can generate benefits or even ramifications. The context behind it also can be tracked in a multitude of facets, for instance, it can fulfil the political agenda, economic prospects, entertainment purpose, spreading awareness or knowledge, and many others. Nevertheless, the mentality or the isomorphic state of the people in participating in the formation of the news. On the other side, the output of the mass media has also transfixed the notion of right and wrong within the people.

Semblable to any other major company, mass media is capital oriented, and becoming opportunist means exploiting what is prominent right now and highlighting an event that might seem to be necessary (Macías et al. 2017). Clientelism is prevalent to happen where oftentimes it overarching to what is called as broadcasting ethic. Mass media is duly to become objective by communicating real-life events without providing its own opinion or herding the people to get boxed in certain conceptions (Perilla, 2018). Semantic within the language conveys the possibility of manipulation which aims to decide the people's perspective and pragmatic aspect.

At the core, language has a neutral trait and it is based upon the user's intention which makes the language a vessel to achieve its goal. The narration is becoming believable by the mass if it is integrated with proper delivery and empirical data that support it. Therefore, to evaluate the substance of the narration is not by the amount of data that construct it, but by the objectivity of it. The resources that become the root of this paper are compiled from the span of the last 10 years. The resources contain the element of sociological animadversion and psychological approach without leaning towards a certain agenda.

Method

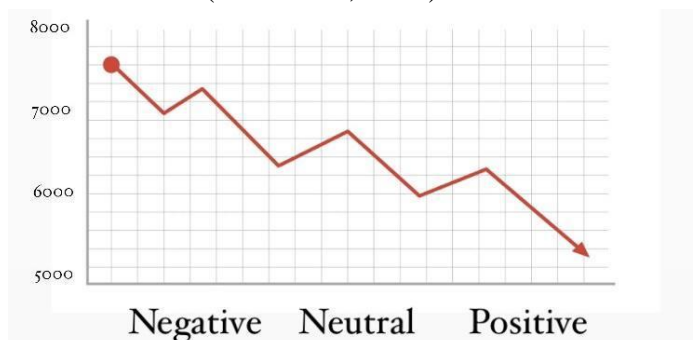
The design of the research is descriptive, correlational, and causal-comparative. methodology of the research is theoretical, exploratory, descriptive, qualitative, quantitative,

and deductive. The instruments to support this research are journals, books, experts' statements, and related pedagogy articles.

Findings and Discussions

The Human Psychological Condition in Grasping Information

The realm of conscious and unconscious is the two premises that intertwine with each other. What is discerned by human senses or something that is already ingrained in the unconscious can impact the habitual basis of consciousness (Rothkirch et al. 2018). It is proven that humans tend to be oriented more on the bad news compared to the good one. Innately, humans are designed to be emotional creatures (Trettenero, 2018).



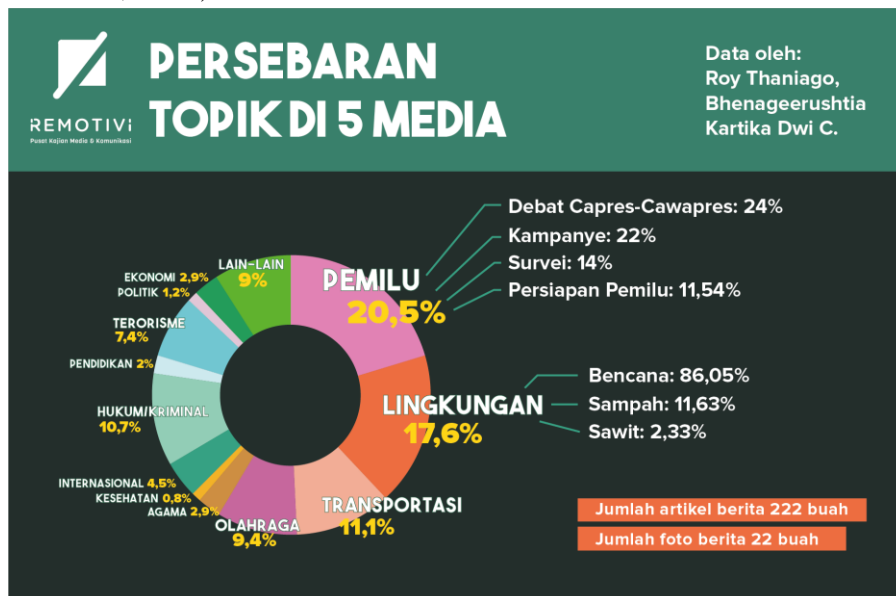
The mass media is cognizant of this fact and this gap is utilized for the tool of control that subsequently can elevate the monetary aspect. The hyperbole of semantics in the news headline is an effective way to engage the public's attention. Hyperbole in this can be interpreted as taking the micro aspect in reality and making it the whole truth. The profane language or even exclamation mark is the ingredient to stir the emotion within the people. Regarding the substance of the news, the standpoint of the maker of the news is emphasized by background examination. Their affiliation and track record are generally concluded as the element of veritable assessment.

The Role of Politics in the Emergence of the Bias Information

In Indonesia, heading to the presidential race, there was a heat intricacy between political parties. It facilitates some collectives to spread ambivalence not only in the spectrum of bureaucracy but also it reaches into the wide mass that got carried away by the political agenda. The mass media played a vital role in promoting the eminence of certain political sides and disdaining what is considered as the opposition (Sevenans, 2017). The politician or its representatives use the euphemism in their campaign which can be interpreted as the rhetoric rendition to become lighter which is directed to gratify the people. It eventually concluded in the form of propaganda or agitation which the semantics of it functioned to stimulate the sentiment within the people instead of providing a platform to think logically.

Indeed, that the Constitution No 40 of 1999 stated the freedom of speech, however, it should be equiponderated with the act of responsibility. The broadcasting ethic must be imbued and implemented as said in Constitution No 32 the year 2002 Chapter 3 which is "Broadcasting is held with the purpose to strengthen national integration, building the religious nation's trait, educating the people's lives, progressing social prosperity in the context of building the autonomous, democratic, just, and prosper community, also cultivating the broadcasting industry in Indonesia". In the Constitution 36 Chapter 4 2002 No 32 relating to the broadcasting

also mentioned that “media should maintain its neutrality and not accentuate the certain collective”. The quality of mass media is being judged by its information that can be accepted on a holistic scale, instead of being one-sided and becoming detrimental towards a particular subject (Kusmantoro, 2019).



Judgment in Semantic

In the democratic ideology that Indonesia upholds with the addition of technological sophistication, almost all people from every layer of society can express their minds. On the other hand, not everyone will get limelight as the public figure carries prestige and its existence is prominent. A public figure can be a mouthpiece or the representative of the people that are considered in the same boat. As diverse as the terrain of Indonesia is, the postulation from the public figure that originated from the specific area can be received differently from the people from different cultures. This is the importance of deconstructing the semantic according to the context.

It is divided into historical, pragmatic, and affective processes. The historical process is done by looking at the factors that make the semantic was created. It can be from the lingua franca of the people or the intonation of the dialect. Besides that, the pragmatic process is the practice of the semantic by adjusting to the circumstances (Paolucci, 2021). Following that, affective factors correspond with the emotive feature where there is an absence of skepticism which can cause cognitive bias.

Conclusion

Semantic is the forefront for the further analysis on the causality in phenomena. Delving into the realm of semantics can habituate the aptitude of being critical and upholding intellectual independence instead of dependency. The *ad hominem* or the outlook that perceives on the subject instead of the substance can be forged incrementally. The essence of this paper can be a tool of contemplation for the mass media to revise its components into a better trajectory. The humanistic ethic is the element that should be amalgamated in the utilization of language.

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THE USE OF DAILY COMMUNICATION SLANG IN OBROLANE WONG PACITAN FACEBOOK GROUP

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Abstract

This study discusses daily communication slang used in Obrolane Wong Pacitan Facebook group posts. This research aims to describe the classification of slang used by millennials in social media and show the meaning of slang used by the millennial generation in the Obrolane Wong Pacitan Facebook group. The researcher applied a descriptive qualitative design. The data are taken from the Facebook post uploaded to the Obrolane Wong Pacitan group. In this research, the researcher used the theory of Allan and Burridge (2006) to classify the types of slang and identify its meaning. This research showed five types of slang used in the Obrolane Wong Pacitan group post. They are fresh and creative, flippant, imitative, acronym, and clipping. Slang is more comfortable in daily communication, such as a daily post on Facebook. This is important to take out the classification of slang used by the millennial generation on Facebook. In conclusion, the researcher found some slang words used in Obrolane Wong Pacitan Facebook group posts in various classifications.

Keywords: *Communication, Facebook, Language, Slang, Social Media*

Introduction

Language is the essential communication instrument to deliver information. Language is the most critical part of communication with others (Sagala, 2019). When the speaker can't have their message through one language, the speaker needs to exchange the language to be more understood (Sagala et al., 2018). Nowadays, slang has been a phenomenon in the millennial generation. Slang is the informal language utilized in a particular group of humans, mainly used by the millennial generation to communicate with each other. The millennial generation uses slang on social media, including Facebook and Instagram (Rezeki & Sagala, 2019).

Slang is a term that refers to words or phrases that are used instead of more familiar terms by younger people and other groups with specific interests (Yule, 2020). Then, the millennial generation nowadays employs slang in their intimate friendship interactions, both verbally and in writing. They mainly use it in written form on social media platforms like Whatsapp, Instagram, Facebook, Twitter, and Youtube (Budiasa et al., 2021). So, the research about daily communication slang in social media was conducted because slang is more comfortable for them to be used in everyday communication than formal language in daily communication such as a daily post on Facebook.

However, researchers have discussed the issue, namely Rezeki & Sagala (2019) about *Semantics Analysis of Slang (SAOS) in social media of Millennial Generation*. That research are different from this research in daily communication slang.

This research topic is about daily communication slang analysis in Obrolane Wong Pacitan Facebook group posts. This research is essential. Therefore, the reason is that language is critical in communication. When a speaker's speech is influenced by slang, the speaker may be unable to communicate effectively. For this reason, this is important to take out the classification of slang used by the millennial generation in social media. The ineffective responses are caused by the jokes and the members' limited information (Apriyanti, 2019)

The researcher believes that the millennials prefer using slang in daily communication in social media than formal language based on the previous study. This study aims to (1) describe the classification of slang used by millennials in social media; (2) show the meaning of slang used by millennials generation in social media Obrolane Wong Pacitan Facebook group

Research Method

The type of this research was descriptive qualitative research. The data source of this research was taken from the Obrolane Wong Pacitan Facebook group. This research used the object of Facebook group member posts. The data were gathered from January 7, 2022, until January 27, 2022, and from nine group members using purposive sampling. The data was collected from written sources by using observation and documentation. The researchers read the Facebook group member posts, found the slang words, phrases, or sentences, identified and classified the slang by using the theory of Allan & Burrige (2006), which was divided the types of slang words into five kinds of slang words; fresh and creative, flippant, imitative, acronym, and clipping. The subjects of this research were group members who used the daily communication slang in Obrolane Wong Pacitan Facebook group posts. The researcher used a data-sheet divided into five columns based on slang, a laptop to get the picture of the data, and a dictionary to explain slang used as research instruments. Then there was three data analysis process. It included data reduction, which provided a more precise picture to help the researcher to conduct the data collection, found and selected the data on social media Facebook based on the slang types, data display which arranged the result from data reduction by using table and simple descriptive, and data verification which answered the research objectives.

Finding and Discussion

Classifications of slang used by millennials in social media

Allan and Burrige (2006) classified slang into five classifications of slang, namely fresh and creative, flippant, imitative, acronym and clipping. The millennial generation used those five types in their social media based on the data. Based on the data observation (appendix 1), the percentage of the kinds of slang used millennial generation in Obrolane Wong Pacitan Facebook Group was shown in table 1.1.

Table 1.1. The Types of Slang in Obrolane Wong Pacitan Facebook Group

| No | Types of Slang | Words | Phrases | Sentences | Total |
|----|--------------------|-------|---------|-----------|-------|
| 1 | Fresh and Creative | 3 | 0 | 0 | 3 |
| 2 | Flippant | 0 | 1 | 0 | 1 |
| 3 | Imitative | 1 | 0 | 0 | 1 |
| 4 | Acronym | 2 | 0 | 0 | 2 |
| 5 | Clipping | 2 | 0 | 0 | 2 |

The meaning of slang used by millennials generation in social media Obrolane Wong Pacitan Facebook group

Allan and Burrige (2006) categorized slang into five types: fresh and creative, flippant, imitative, acronym, and clipping in Manurung et al. (2020). There are five classifications, as listed below:

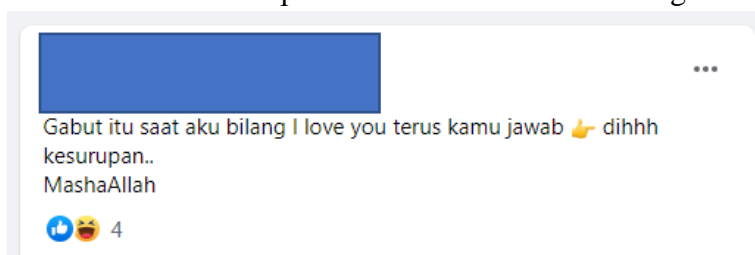
Fresh and Creative

This type of slang word has a unique lexicon for describing things in a casual atmosphere. Many of the terminologies that we already use subconsciously could be slang words we aren't aware of. According to Allan and Burridge (2006), slang phrases have existed since the 18th century, which explains why certain slang words are recognizable to our minds. For example, "mom" is a phrase that refers to a woman, especially one who is elderly. The researcher discovered three slang words to keep the word development process fresh and unique. These are "Gabut", "Lapak", and "Kuyy".

There were some examples of new and creative types of slang words:

"Gabut itu saat aku bilang I love you terus kamu jawab dihhh kesurupan... MashaAllah".

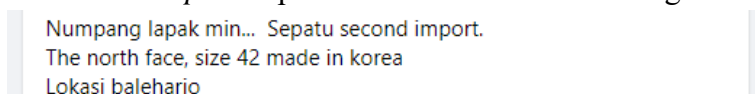
The word "Gabut" represents new and creative slang that means someone feels bored.



Picture 1.1. The example of the fresh and creative type of slang words

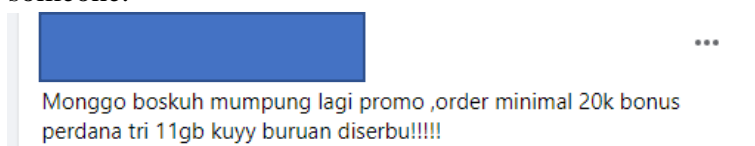
"Numpang lapak min... Sepatu second import. The north face, size 42 made in korea, Lokasi baleharjo 087758221122".

The word "Lapak" represents new and creative slang that means a place for selling the product.



Picture 1.2. The example of the fresh and creative type of slang words

"Monggo boskuh mumpung lagi promo, order minimal 20k bonus perdana tri 11gb kuyy buruan diserbu!!!!". The word "Kuyy" represents new and creative slang that means solicitation to someone.



Picture 1.3. The example of the fresh and creative type of slang words

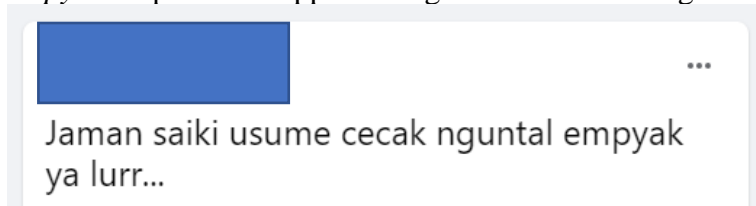
Flippant

This form shows that the slang comprises two or more terms, one of which does not have a denotative meaning. "Break a leg," which means "good luck," is the definition. According to theatrical superstition, the promise of good fortune is a tempting fate. The slang term comes from folk etymology and describes the assassination of President Abraham Lincoln by American actor John Wilkes Booth. The assassin jumped onto the stage, breaking his leg.

Contrary to popular belief, it first appeared in the 1930s and is assumed to be of English origin; it became widely used in the United Kingdom and the United States around 1973. The researcher discovered two slang words to keep the phrase development process flippant. This is "Cecak nguntal empyak."

There is one example of the flippant type of slang words:

“*Jaman saiki usume cecak nguntal empyak ya lurr...*”. The sentence of “*Cecak nguntal empyak*” represents flippant slang that means shaking/desire/that is not following the ability.



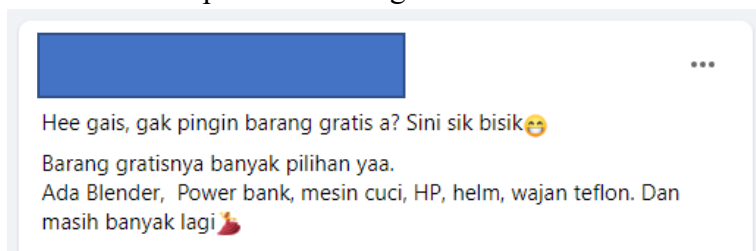
Picture 1.4. The example of the flippant type of slang words

Imitative

It signifies that the slang word is developed from a Standard English word; the common English words are used differently or combined with two separate words. The word “gonna” is used as an example. This is a slang term that comes from “going to.” The researcher discovered four slang words to keep the word development process imitative.

There is one example of imitative type of slang words:

“*Hee gais, gak pingin barang gratis a? sini sik bisik. Barang gratisnya banyak pilihan yaa. Ada blender, power bank, mesin cuci, HP, helm, wajan teflon, Dan masih banyak lagi.*” The word “Gais” represents a designation of someone to their friend in an informal situation.



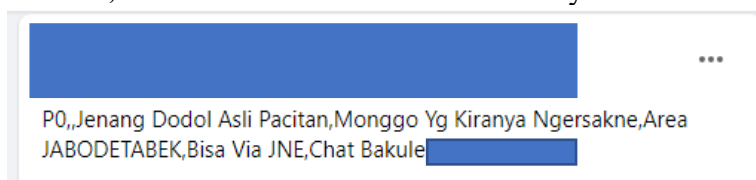
Picture 1.5. The example of the imitative type of slang words

Acronym

It is composed of the first letter of each word in a phrase, or initials from a set of words or syllables, and spoken as a new word. NATO, which stands for “North Atlantic Treaty Organization,” is an example. The researcher discovered two slang words to keep the phrase development process of the acronym. These are “PO” and “Japri.”

There are some examples of acronym type of slang words:

“*PO,, Jenang dodol asli pacitan, monggo yang kiranya ngersakne, area JABODETABEK, bisa via JNE, chat bakule xxx*”.”PO” is an acronym for “Pre Order.”



Picture 1.6. The example of acronym type of slang words

“*Monggo yang mau vaksin dosis 1&2 segera merapat ke kantor lebkesada (Laboratorium Kesehatan Daerah) alamat baleharjo (dpn penjual kotak jenazahnya/ nasi rawon & nasi pecel madiun/belakang dealer Suzuki) Japri juga bisa xxx*”. The word of “Japri” is acronym of “Jalur Pribadi”.

**Monggo yang mau vaksin dosis 1&2
segera merapat ke kantor lebkesada
(Laboratorium kesehatan daerah)
Alamat baleharjo (dpn penjual kotak
jenazahnya / nasi rawon & nasi pecel
madiun / belakang dealer Suzuki)**

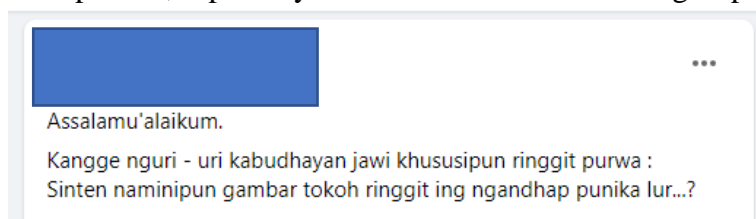
Picture 1.7. The example of acronym type of slang words

Clipping

This type of slang word is created by removing portions of a lengthier comment to create a shorter variant with the same meaning. For example, the term “until” is derived from “till.” Words that are frequently used can be condensed into a shorter form. Furthermore, clipping forms should not be used in challenging conversations. The researcher discovered three slang words to keep the phrase development process of clipping. These are “*Lur*” and “*Gan*.”

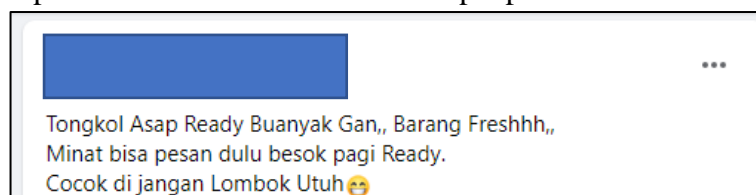
There are some examples of acronym type of slang words:

“*Kangge nguri – uri kabudhayan jawi khususipun ringgit purwa : sinten naminipun gambar tokoh ing ngandhap punika lur...* ”. The word “*Lur*” represents “*Sedulur*,” or someone called to their partner, especially in social life or in the same group of social media.



Picture 1.8. The example of clipping type of slang words

“*Tongkol asap ready buanyak gan, Barang freshhh,, Minat bisa pesan dulu besok pagi ready. Cocok di janggan lombok utuh. Minat wa. xxx*”. The word “*Gan*,” usually called “*Agan*,” represents someone called to other people is considered as their customer.



Picture 1.9. The example of clipping type of slang words

Conclusion

As previously discussed above, we can conclude that (1) there were five classification of slang words using by millennials in social media, namely fresh and creative, flippant, imitative, acronym, and clipping; (2) the meaning of slang used by millennials generation in social media Obrolane Wong Pacitan Facebook group, namely fresh and creative slang type means the term of slang words has a unique lexicon for describing things in a casual atmosphere, flippant type shows that the slang is made up of two or more terms, one of which does not have a denotative

meaning, imitative type means the term which developed from a Standard English word; the Standard English words are used in different ways or two separate words are combined, acronym is composed out of the first letter of each word in a phrase, or initials from a set of words or syllables, and spoken as a new word, and clipping means the type of slang word is created by removing portions of a lengthier word to create a shorter variant with the same meaning. Based on 9 data, there are three new and creative slang words, one flippant slang word, one imitative slang word, two acronym slang words, and two clipping slang words used in daily communication by millennial.

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ANALYSIS OF IDIOM EXPRESSION FOUND IN THE SEQUEL MOVIE MAZE RUNNER: THE SCORCH TRIALS (2015)

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Abstract

The film directed by Wes Ball is liked by teenagers and adults. The film was ranked first place at the box office in the first week of its release. The Maze Runner is an adaptation of The Maze Runner novel by James Dashner in 2014. The study in this paper aims to examine and analyze “Analysis Of Idiom Expression Found In The Sequel Movie Maze Runner: The Scorch Trials (2015)”. The problem of this analysis is how a story is adapted into a well-communicated film. To answer this problem, the writer uses a qualitative descriptive method of idiom expression in this movie. This analysis uses an approach to analyze which symbols or signs we use to find the meaning of dialogue in the movie. Beside to find idiom expressions in a dialogue and discover the meaning of idiom expression symbols that contain in the movie dialogue, this paper also aims to decide the impact of idiom expressions that bring out an aesthetic value and interesting words to the viewer or audience.

Keywords: *idiom expression, literature study, maze runner, qualitative descriptive*

Introduction

According to Terry Engleton, a literary work is a beautiful written creation (*letters belle*) with a concise language format and uses deep, convoluted, and oddly made language that has aesthetic value. Novel The Maze Runner: Scorch Trials is a literary work created by James Dashner and later developed into narrative literature that is presented visually with plots, themes, and characters similar to the novel (Ribes Llop, S. 2017). This film is an Action, Sci-Fi, Thriller, and Adventure genre which was released in 2015. The film, which was directed by Wes Ballespon, received a very good response from all film lovers, dominated by teenagers to adults.

In this second film series, Scorch Trials, it focuses on stories outside the labyrinth. After they got out of the labyrinth, the Head of the camp said that they would be taken to a safe place. Every day one child is chosen who they say will have a new life. One night, Teresa disappeared. Aris suddenly appeared as a man who got the same mission as them. They found something odd when they saw several people put in tubes and hanged. Previously, the head of the camp said that every day a lucky child was chosen to live a new life. Thomas and the others try to escape out of the camp and find another strange place where it is more dangerous than the labyrinth the place is called Scorch (Burluson, J. 2019).. Scorch is like a desert with various obstacles such as steel balls and bloodthirsty zombies. They try to save themselves and dismantle Wicked's purpose and if they fail, their lives are at stake. In addition to the success of the story, this film is also supported by a great production team such as Ellen Goldsmith-Vein, Wyck Godfresy, Marty Bowen, and Lee Stollman.

Semiotics in literary works is often used to analyze films (Hodge, B. 2020). Semiotics comes from the Greek “semeion”, which means sign (Gramigna, R. 2020). Semiotics is the study of signs. In Zoest's view, anything that can be observed or made observable can be called a sign. Morse code, music, and highways are examples of semiotics. A sign is a form that represents a person's thoughts, so semiotic analysis is a concept of analysis with a symbolic

system. A sign is composed of examples of sound expressions or symbols that appear to complete the expression.

In literary works, idiomatic expressions are often found in novels and films. Idiomatic expressions are used to add sweet scenes to the story. Idiomatic expression is a figure of speech or simile that has a different meaning from the root word (Dobrovol'skij, D et al. 2021). Idiomatic expressions can be used at any time as long as it fits the situation at hand. The use of idiomatic expressions is seen in more detail when in a film because it uses the audience's audio and visual senses to understand the situation in the story (Liando, N. et al. 2018).

This study aims to observe and discover the expression of idioms that used in this movie. The explanation of idiom expression symbols involves the movie dialogue to determine how idiom expression influences the movie dialogue that found in the *Maze Runner: The Scorch Trials* (Mappaujung, M. M. 2016). Understanding of literary works in a film is very necessary to be able to enjoy art in a film. Idiomatic expressions become something interesting to learn. Therefore, researchers are interested in studying idiomatic expressions in the film.

Method

The method that is used in this analysis paper is a qualitative descriptive method. Qualitative descriptive method is one of the methods that uses qualitative data which describes the data descriptively. Qualitative descriptive is the type of method that commonly used to analyze occurrences or social situations. This method is an incorporation of two words by qualitative and description (Crowe, M. et al. 2015). This method also aims to analyze data, collect data, and interpret complex narratives with visuals (Cypress, B. 2018).

The discussion used is an analysis of an aesthetic approach that describes signs, including icons, indexes, and symbols in the film *The Maze Runner: The Scorch Trials* so as to produce a research result on analysis of idiom expressions in this movie (Eriksson, T. 2016). Idiom expressions can be seen when actors start the dialogue during the scene, which the dialogue is based on the script that was made by the writer in this movie. In analyzing the film *The Maze Runner: The Scorch Trials*, processes were carried out such as collecting data by watching related films, observing the dialogues of the actors, and collecting data based on the meaning of primary words that will be found at each of idiom expressions.

Findings and Discussions

The researcher chose to use Makkai's theory to find 12 idiomatic expressions that contain semiotics. The researcher chose to use four types of idiomatic expressions from the six idiomatic expressions according to Makkai. In Makkai's opinion, the six expressions are further divided into lexemic and semiotic idioms. After observing the film, *The Maze Runner: The Scorch Trials*, it was found that this idiomatic expression is in the dialogues played by the characters in the film.



Figure 1.1 Scorch

Phrasal Verb



Figure 1.2 Locked down

Phrasal verbs are combinations of verbs that consist of adverbs or prepositions in one or more words (Litvinov, A. V. et al. 2017). Phrasal verbs function as idiomatic expressions in semantic science, which means different and unpredictable (Cacciari, C., & Corradini, P. 2015). In this film's dialogue, we find the idiomatic expression "Locked down" with the structure, "Lock" is a noun and "down" is an adverb. From the dialogue the meaning of this idiom is "locked". This dialogue occurs when Thomas, Minho, Aris, and the others run away from the place and Mr. Janson ordered to lock down the building.

Irreversible binomial



Figure 1.3 Supply and demand

A binomial irreversible is a noun phrase consisting of two nouns joined by a conjunction or conjunction, in which the conventional order remains (Madueke, C. G. 2020). These words contain the same elements and have a semiotic relationship, usually using conjunctions such as "and" and "or" (De Linde, Z., & Kay, N. 2016). In this dialogue, we find the idiom expression "supply and demand" with the structure, "supply" is a noun and "demand" is a noun, which is detached by the word "and" which acts as a conjunction in this expression. In this scene, Jorge holds Marcus, who had been an accomplice of WICKED. Marcus explained that there was a supply and demand agreement between WICKED and Marcus the meaning of this idiom is "supply and demand".

Phrasal Compound



Figure 1.4 Strung up

Phrasal Compound is the use of two or more words to form a single thought (Missud, J. 2018). Phrasal compounds can be combined with verbs or adjectives (Günther, C., et al. 2020). During the film, we found the idiomatic expression “strung up” which is a structural adjective, if separated “strung” is an adjective which means nervous and “up” is an adverb which means up. Based on the scene that happened, the meaning of this idiom is to be hanged. This scene occurred when Thomas explained to Minho that this place was dangerous because he saw the body hanging with Aris. “Strung up” is a phrasal compound because it uses two words between strung and up that form a single thought.



Figure 1.5 Strung Up

Incorporating Verb



Figure 1.6 You Okay

Incorporating Verb is combining grammatical categorical verbs, such as verbs, forming compounds with their direct object (object combining) or adverbial modifiers, while maintaining their original syntactic function (De Marneffe, M. C., et al. 2021). In the dialogue in this film, the idiomatic expression “Are you okay?” which is an expression of traditional manners. From Thomas’ dialogue, he says “Is there anything I can help you with?”, we are shown that Thomas asked his friend’s condition politely. In the conversation, the implied meaning of the idiom is none other than “politely offering help”. The sentence “Are you okay?” refers to Institutional politeness because it denotes a conventional polite expression.

Conclusion

In this study, the researchers agreed to find 4 idioms out of 6 idioms mentioned by Makkai. These 4 implied idioms are found in the sequel movie *Maze Runner: The Scorch Trials* with different scenes with a total of approximately 12 idiomatic expressions. The four types of idioms are incorporating verbs, phrasal compounds, irreversible binomials, and phrasal verbs. Based on the four idioms, it can be observed that the film *The Maze Runner: The Scorch Trials* still applies literary works with idiomatic expressions in its dialogues. The use of idiomatic expressions is used to complete the dialogue between characters so that it is interesting to hear and understand. The use of idioms can add new expressions and vocabulary with a more modern meaning. The idiom also combines one basic word with another to form a new meaning whose understanding is supported visually in the film.

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EVALUASI PEMBELAJARAN DI ERA PANDEMI COVID-19: STUDI INDEPENDEN BERSERTIFIKAT PROGRAM SEKOLAH EKSPOR

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Abstrak

Penelitian ini bertujuan melakukan evaluasi dalam pelaksanaan merdeka belajar-kampus merdeka (MBKM) program Studi Independen Bersertifikat (SIB) dalam Sekolah Ekspor dari sisi pandang mahasiswa peserta. Metode yang digunakan berupa penelitian kualitatif dengan melakukan wawancara dan diskusi terhadap tiga mahasiswa peserta program Studi Independen. Temuan yang didapat adalah terdapat berbagai kendala yang dihadapi mahasiswa dalam mengikuti Sekolah Ekspor pada situasi pandemi Covid-19. Dari pengalaman informan kesulitan yang dialami mahasiswa diantaranya adalah modal dan kinerja pelaksana dari Sekolah Ekspor. Berbagai faktor yang menyebabkan kesulitan mengikuti kegiatan studi independen di Sekolah Ekspor dipaparkan beserta solusi untuk mengatasi masalah-masalah tersebut, seperti perlu juga dilakukan praktek ekspor di lapangan secara *offline*.

Kata kunci: *Evaluasi Pembelajaran, Studi Independen Bersertifikat, Sekolah Ekspor*

Abstract

This study aims to evaluate the implementation of the Independent Learning-Independence Campus (MBKM) Certified Independent Study (SIB) Program in the Export School from the point of view of the participating students. The method used is in the form of qualitative research by conducting interviews and discussions with three students participating in the Independent Study program. The findings obtained are that there are difficulties for students in participating in Export Schools during the Covid-19 pandemic situation. From the informant's experience, the difficulties experienced by students include the capital and performance of the executor of the Export School. Various factors that cause difficulties in participating in independent study activities at the Export School are described along with solutions to overcome these problems, such as the need for offline export practices in the field.

Keywords: *Learning Evaluation, Certified Independent Study, Export School*

Pendahuluan

Wabah COVID-19 telah membuat situasi bagi banyak orang menjadi serba sulit, baik dibidang ekonomi, industri maupun pendidikan. Kondisi yang ada menjadi serba terbatas dan hanya bisa melakukan kegiatan secara online, hanya sedikit orang-orang yang melakukan tatap muka dengan tetap melakukan protokol kesehatan. Salah satu yang mengalaminya adalah para mahasiswa dalam melakukan pembelajarannya, khususnya sekolah independen bersertifikat (SIB) sebagai program merdeka belajar kampus merdeka (MBKM) dengan kegiatan Sekolah Ekspor.

Pemberlakuan *physical distancing* membuat mahasiswa Sekolah Ekspor melakukan pembelajaran secara daring (dalam jaringan atau online). Beberapa mahasiswa merasa proses kegiatan Sekolah Ekspor secara online menjadi kurang efektif. Ada pula yang merasa terbebani dengan keadaan jaringan, kuota internet serta kegiatan-kegiatan lainnya seperti pencarian dan pengembangan produk yang akan di ekspor. Kesulitan-kesulitan tersebut merupakan sebuah proses yang membentuk dan menyempurnakan kualitas seorang mahasiswa sehingga “pantas” menjadi seorang eksportir baru.

Untuk itu penulis melakukan studi yang bertujuan mengetahui kendala apa saja yang terjadi dalam pelaksanaan studi independen (SIB) sebagai evaluasi pembelajaran sebagai program baru MBKM yang diselenggarakan oleh pemerintah khususnya di masa pandemi COVID-19, dimana pembelajarannya dilakukan secara daring.

Metode

Penelitian ini menggunakan studi kualitatif dengan melakukan wawancara kepada para mahasiswa yang terlibat langsung dengan program MBKM studi independen bersertifikat. Informan yang diwawancarai adalah tiga mahasiswa yang terlibat dalam SIB untuk program sekolah ekspor. Pengalaman langsung dari informan inilah yang digunakan untuk evaluasi Studi Independen Bersertifikat Menjadi Ekspertir Baru 4.0 di angkatan berikutnya.

Hasil dan Diskusi

Belum banyak masyarakat ataupun pengusaha kecil menengah Indonesia yang berani terjun ke dunia ekspor, padahal memiliki potensi yang besar, seperti olahan batik, kerajinan tangan, perabotan, makanan kaleng atau beku, dan rempah-rempah (Mediacreative, 2021). Sebenarnya melakukan pemasaran produk ke luar negeri kini dapat dilakukan dengan mudah melalui media digital, penyebaran informasi dari seluruh dunia dapat dilakukan lewat internet termasuk untuk memperkenalkan bisnis ke luar negeri (J.entrepreneur, 2022).

Sekolah Ekspor

Yayasan Sekolah Ekspor ikut hadir menjadi mitra pada Merdeka Belajar Kampus Merdeka (MBKM) (DirjenDikti, 2020), di program Studi Independen Bersertifikat (SIB) dalam memberikan sarana pengetahuan dan pengalaman bagi mahasiswa mengenai ekspor. Dengan demikian diharapkan mahasiswa bisa menjadi eksportir baru atau dapat membantu bahkan menjadi fasilitator bagi UKM yang mungkin produknya memiliki potensi untuk diekspor ke luar negeri.

Studi Independen Bersertifikat adalah bagian dalam program kampus merdeka diselenggarakan oleh organisasi atau industri yang menyediakan pengetahuan dan keterampilan dengan tingkat relevansi tinggi di dunia kerja dan dunia usaha dalam bentuk kursus singkat (*short course*), kemah kerja (*bootcamp*), *massive open online course* (MOOC), dan lainnya, yang dilanjutkan dengan kegiatan kolaborasi bersama dengan sesama peserta maupun personil organisasi mitra dalam suatu proyek atau studi kasus. (T.Microcredential, 2021)(W.Belajar, 2021)

Hal ini bertujuan untuk memberi kesempatan kepada mahasiswa untuk belajar dan mengembangkan diri melalui aktivitas di luar kelas perkuliahan, namun tetap diakui sebagai bagian dari perkuliahan. Program ini diperuntukkan bagi Mahasiswa yang ingin memperlengkapi dirinya dengan menguasai kompetensi spesifik dan praktis yang juga dicari oleh dunia usaha dan dunia industri. Berikut ini adalah 6 (enam) karakteristik studi independen bersertifikat Kampus Merdeka (Situmorang R.Y., 2021):

1. Metode pembelajaran yang berbasis proyek riil dan dikerjakan bersama kelompok.
2. Mahasiswa diberikan modul pembelajaran yang relevan dengan bimbingan mentor profesional (25 mahasiswa minimal didampingi 1 mentor).
3. Metode pembelajaran harus ada porsi *synchronous*, dimana Mahasiswa berinteraksi secara langsung dengan pengajar, mentor, dan mahasiswa lainnya.

4. Jam pembelajaran 16 minggu hingga 24 minggu.
5. Kurikulum pembelajaran juga termasuk pengembangan soft skill yang terkait dengan bidang ilmu yang diajarkan.
6. Mahasiswa diberikan sertifikasi jika dinyatakan lolos evaluasi dan diberikan rekomendasi kepada perusahaan atau organisasi rekananan dari penyedia studi independen.

Yayasan Sekolah Ekspor memiliki cita cita mencetak seratus ribu eksportir baru masa depan Indonesia sekaligus untuk mengajak generasi muda Indonesia berwawawasan Global. Lebih dari 80% peserta merupakan mahasiswa atau alumni perguruan tinggi negeri atau swasta. Visi dari sekolah ini adalah: Menumbuhkembangkan eksportir baru khususnya para UKM, kalangan perguruan tinggi dan generasi muda; Berkontribusi pada pembangunan perekonomian nasional melalui peningkatan penerimaan devisa; Membangun kewirausahaan global di kalangan UKM dan generasi muda. Sedangkan misinya adalah: Menyediakan sarana pembelajaran holistik praktis; Menyediakan sarana berbagi pengetahuan dan pengalaman di pasar lokal dan global yang berorientasi pada pengembangan ekspor; dan Membangun jejaring usaha bisnis di dalam dan luar negeri (diaspora, pekerja migran dan pelajar Indonesia di luar negeri). (S.Ekspor, 2021)

Kendala yang Dihadapi

Berdasarkan wawancara dengan informan mahasiswa yang mengikuti Studi Independen Bersertifikat Menjadi Eksportir Baru 4.0, ternyata cukup banyak kesulitan yang dialami oleh mahasiswa selama pembelajaran jarak jauh berlangsung. Di awal program ini dimulai, informasi yang diberikan oleh mitra masih cukup rancu karena tidak dibuat grup *official* untuk seluruh mahasiswa. Untuk proses tanya jawab kepada mitra juga cukup sulit karena dalam proses pembelajaran punya waktu yang terbatas, dan *chat via Whatsapp* kadang sangat jarang dibalas oleh pihak sekolah.

Seluruh mahasiswa yang ikut dalam program ini ada 800 orang, sedangkan pegawai mitra yang bekerja untuk melayaninya adalah sejumlah 11-50 orang. Dengan demikian kinerja mitra tidak maksimal. Misalnya pada saat konsolidasi dilakukan, disampaikan bahwa mitra akan membagi mahasiswa dalam kelompok yang terdiri dalam 4 (empat) orang, namun karena jumlah mahasiswa yang begitu banyak, para pegawai mitra kesulitan untuk membaginya, sehingga tiba-tiba diinfokan untuk memilih teman kelompoknya sendiri. Hal ini membuat mahasiswa kesulitan untuk menemukan teman kelompok karena pembelajaran dilakukan secara daring. Seiring berjalannya waktu mitra membuat 'Sels' yang merupakan web untuk absensi dan pengumpulan tugas.

Kesulitan lain yang dialami adalah dalam pembagian mentor. Misalnya, seharusnya hari ini daftar mentor setiap kelompok sudah di *upload* di *Sels*, namun terjadi keterlambatan dimana di-*upload* satu minggu kemudian. Selain itu materi-materi pembelajaran di-*upload* tidak pada waktunya sehingga mahasiswa kesulitan untuk mempelajari atau membaca ulang materi yang disampaikan oleh mentor. Dalam pemberian tugas juga demikian, misalnya hari ini kepala sekolah menginformasikan kan mengerjakan tugas berupa paper, namun tugasnya belum juga di-*upload* di *Sels*.

Tahap pengembangan produk ekspor adalah mempersiapkan produk agar dapat mengikuti pameran. Kesulitan yang dialami pada tahap ini adalah pencarian dan pengembangan

produk yang akan diekspor, karena teman kelompok yang berbeda-beda daerah, sehingga tidak bisa bertemu langsung untuk melakukan survei ataupun berdiskusi bersama supplier.

Selain itu terjadi kesulitan di tahap mentoring produk untuk *company profile* dan katalog produk. Mentor untuk kelompok yang sudah dibagikan oleh Sekolah Ekspor sulit untuk dihubungi, bahkan tidak terlihat lagi ketika belajar di Sekolah Ekspor. Para mahasiswa memang kecewa diberikan mentor yang sudah tidak pernah hadir lagi dan susah dihubungi. Kemudian dengan mentor kedua ditugaskan hanya mengirim produk saja, sedangkan *company profile* dan katalog belum jelas dan belum mendapatkan tanda tangan untuk disetujui. Ketika dilakukan mentoring dengan mentor dari kelompok lain, justru disuruh mengganti nama *brand* karena ada kesamaan dengan yang ada di portal PDKI. Hal ini membuat kebingungan mahasiswa karena produk sudah dikirim, sedangkan mengganti nama *brand* tidak semudah itu. Proses mentoring menjadi masalah yang serius.

Awalnya mentor Sekolah Ekspor mengatakan produknya akan disatukan di *retail container* untuk memudahkan melakukan ekspor, namun nyatanya berbeda dengan kenyataan yang dialami. Mahasiswa disuruh membuat badan usaha atau bekerjasama dengan badan usaha lain, sehingga dapat sebagai fasilitator ataupun sebagai pelaku ekspor. Awalnya mahasiswa berpikir melakukan ekspor ini akan dibantu oleh para mentor, nyatanya tidak langsung ekspor, tetapi harus melakukan rencana pameran produk terlebih dahulu, *on boarding di market place* dalam negeri dahulu, baru jika sudah matang dan ada kemungkinan laku dipasar ekspor baru melakukan ekspor.

Kesulitan lain yang cukup berdampak bagi mahasiswa adalah tidak memiliki kecukupan modal melakukan seluruh proses ekspor yang sebagaimana harusnya. Misalnya apabila ingin ekspor harus berbentuk badan usaha, sedangkan satu kelompok hanya beranggotakan 4 (empat) orang dari daerah yang berbeda-beda dengan tingkat ekonomi yang berbeda pula. Sedangkan untuk membentuk suatu badan usaha membutuhkan banyak pertimbangan dan biaya. Yang dikhawatirkan adalah jika badan usaha dibentuk sedangkan program SIB ini berakhir, mungkin akan bubar dan badan usaha tidak akan berlanjut.

Selain itu dalam pembelian produk mungkin mahasiswa memiliki modal patungan dari uang saku yang diberikan, namun untuk pengembangannya, modal menjadi tidak cukup karena harus disediakan biaya seperti pembaharuan *packaging*, penambahan varian, label, ongkos pengiriman dan biaya lainnya. Sekolah Ekspor menyampaikan akan ada dana pengembangan produk yang diberikan dari oleh pemerintah, namun dikarenakan dana belum juga turun maka mahasiswa kebingungan untuk melanjutkan pengembangan produknya.

Kesulitan yang paling sering dialami adalah masalah jadwal kuliah di Sekolah Ekspor yang sering berubah-ubah dan tidak menentu setiap minggunya, bahkan kadang terlambat di-*upload* di *Sels*. Kadang mahasiswa kebingungan apakah ada jadwal kuliah atau tidak. Kendala lain adalah kurang kerjasama antara teman kelompok, dimana mereka tidak ada konversi SKS di kampus mereka sehingga jadwalnya bentrok dan tugas mereka menumpuk dan tidak peduli dengan tugas-tugas maupun urusan terkait produk dari Sekolah Ekspor. Studi independen ini menjadi kurang maksimal jika seluruh mahasiswa tidak serentak mendapatkan konversi.

Solusi

Dari evaluasi dan temuan di lapangan, maka solusi yang dapat diberikan untuk perbaikan pelaksanaan ke depan, adalah:

1. Studi Independen Bersertifikat Menjadi Eksportir Baru 4.0 di Sekolah Ekspor akan lebih efektif bagi mahasiswa yang sedang mengembangkan usaha ataupun memiliki badan usaha. Karena syarat utama agar bisa menjadi eksportir profesional adalah memiliki badan usaha.
2. Pegawai sekolah ekspor atau mitra sebaiknya ditambah atau kuota mahasiswa yang mengikuti studi independen dikurangi, agar kegiatan studi independen yang dilakukan berjalan dengan efektif dan efisien.
3. Anggaran dana untuk pembiayaan pengembangan produk, sekiranya sudah disediakan sebelum program dimulai, agar tidak terjadi keterlambatan/pengunduran waktu untuk kegiatan *business matching*, *booth camp*, pameran dan lain-lain.
4. Sebaiknya jadwal kuliah sekolah ekspor konsisten, sehingga tidak mengganggu jadwal aktivitas mahasiswa yang sudah diatur

Kesimpulan

Kesulitan yang dialami berdasarkan pengalaman informan yang mengikuti Studi Independen Bersertifikat Menjadi Eksportir Baru 4.0, ternyata cukup banyak selama pembelajaran jarak jauh berlangsung. Mahasiswa yang ikut dalam program ini adalah 800 orang, sedangkan pegawai mitra yang bekerja sejumlah 11-50 orang sehingga kinerja para pegawai tidak maksimal. Kesulitan awal yang dialami adalah pencarian dan mengembangkan produk yang akan di ekspor karena teman kelompok yang berbeda-beda daerah sehingga tidak bisa bertemu langsung untuk melakukan survei ataupun berdiskusi bersama supplier. Kesulitan ditahap mentoring produk untuk *company profile* dan katalog produk, karena mentor untuk kelompok yang sudah dibagikan sulit dihubungi bahkan sudah tidak terlihat lagi ketika belajar di Sekolah Ekspor. Diperkirakan akan dibantu oleh para mentor nyatanya disuruh melakukan rencana pameran produk dulu, *on boarding dimarket place* dalam negeri lebih dahulu. Jika sudah mantap dan ada kemungkinan laku dipasar ekspor baru melakukan dapat ekspor. Kesulitan lain adalah tidak memiliki cukup modal untuk melakukan seluruh proses ekspor yang sebagaimana seharusnya. Kesulitan yang sering dialami adalah masalah jadwal kuliah yang sering berubah-ubah setiap minggunya.

Pegawai mitra dari sekolah ekspor sebaiknya ditambah atau kuota mahasiswa yang mengikuti studi independen yang dikurangi, agar dapat berjalan dengan efektif dan efisien. Saran yang dapat diberikan adalah kegiatan ini tetap dilanjutkan kedepannya walaupun dalam pelaksanaannya terdapat kekurangan disana-sini, namun ilmu yang diberikan sangatlah penting terutama dalam peningkatan sumber daya manusia di Indonesia. Pembelajaran di Sekolah Ekspor ini perlu ditingkatkan, dan sebaiknya dilaksanakan secara *offline* agar lebih maksimal dalam pelaksanaannya baik secara teori maupun teknis, karena program ini memberikan dampak yang baik bagi para mahasiswa.

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THE MORAL VALUES OF THE MAIN CHARACTER IN DISNEY AND PIXAR'S LUCA FILM

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Abstract

Disney and Pixar's Luca is one of the films that is in great demand by many people, especially among small children. This film is very light so, it is suitable to entertain the audience in their busy days. This study aims to describe the moral values of the main characters in the Disney and Pixar's Luca films. This study was prepared with a qualitative approach which was carried out by collecting data from the results of watching the film. The results showed that there were four moral values from the Disney film And Pixar's Luca, including (1) online to go on an adventure (2) the importance of socializing (3) making friends with anyone (4) not judging someone from their appearance . Based on the studies that have been carried out, the Disney and Pixar's Luca film deserve to be watched because it inspires the audience to behave as if the main characters

Keywords: *Moral Values, Disney, Luca*

Introduction

In making a film, of course the director has determined the goals and objectives of the film (Braeckman, et al, 2015) The director must also have determined the main character before filming. The main character is the character who is told the most and is present in every event (Dancyger 2018). The main character becomes a very important part and greatly influences the success of the film. The behavior of the main character can be an inspiration to the audience. One of them is a moral message that will be conveyed through the actions of the main character in the film.

Walt Disney Animation Studios and Pixar Animation Studios have teamed up with the release of the latest Disney and Pixar's Luca animated film, which tells the story of the adventures of two monsters who live under the surface of the sea to the human world on their summer vacation. Adventure is an unusual experience, but interesting in nature (Giddy & Webb 2016). The director of this film is Enrico Casarosa with a producer named Andrea Warren. This film was first released on June 18, 2021 and can be enjoyed exclusively on Disney+ Hotstar. This film tells the story of a fictitious city called the city of Portorosso on the coast of the Italian Riviera which is very charming, Luca tells the unforgettable summer adventure of Luca Paguro, played by Jacob Tremblay, a 13-year-old boy, with his best friend. his new one, Alberto Scorfano, played by Jack Dylan Grazer. The characters in this film are very social. Socialization is an effort to incorporate cultural values into individuals so that individuals become part of society. The process of socialization is a lifelong education through understanding and acceptance of the individual for his role in a group (Cruess, et al, 2015). Sea monsters who are growing up are very excited to try the outside world. But all the fun of Luca and his friends is threatened by a big secret that only the two of them know that they are sea monsters from another world below the surface of the sea.

The story, which takes place in the late 1950s to 1960s, showcases the magic of the summer adventures of Luca, who has been looking forward to getting to know the human world above sea level. Alberto, another sea monster who has explored the human world, convinces

Luca to dare to step outside his comfort zone. It is said to be a comfort zone, when a person lives his life with little risk, is lazy, and doesn't worry about anything (Simanjuntak, et al, 2021). As a result, both of them managed to get out of the sea and travel to the human world. Unexpectedly it turns out that both of them also have the ability to change shape and blend in with humans as long as they remain 'dry'. If they get splashed by water, then their secret is in danger of being exposed. Apart from discovering new things, Luca and Alberto also meet a girl named Giulia Marcovaldo (Emma Berman), a friendly and charming adventurous girl who loves to read. Giulia, knowing they need a guide, finally agrees to help Luca and Alberto, especially when the two agree to help Giulia in a local race she desperately wants to win. The characters in this film are very helpful mutual help to alleviate the difficulties felt by others (Jhally & Lewis 2019). Disney and Pixar's Luca movie invites the audience to dare to take new steps and get out of their comfort zone like Luca did. In addition, Disney+ Hotstar loyal viewers are also expected to enjoy an exciting and fun summer while having an adventure with Luca and Alberto along the beautiful Italian Riviera.

Method

Research methods or techniques are one of the most important parts of research (Lune & Berg 2017). Research methods are scientific steps used to find solutions in a subject matter. According to Sugiyono, the research method is basically a scientific way to obtain data with certain purposes and uses. Meanwhile, according to Darmadi, the research method is a scientific way to obtain data with the aim of certain uses (Ramadani et al, 2017). The purpose of the research is to get a formulation of the results of a research through the process of searching, finding, developing, and testing a knowledge.

The method used in this study is a qualitative method using a narrative approach. This study will focus on describing the moral message based on the observed film (Nash 2018). qualitative is an action based on quality. Qualitative research can be understood as a research procedure that utilizes descriptive data, in the form of written or spoken words from observable people and actors. Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions of a person or group towards something (Bempah & Øyhus 2017).. Thus, the process of qualitative research begins by developing basic assumptions and rules of thought that will be used in research. The data collected in the research are then interpreted.

The subject of this research is Disney and Pixar's Luca, directed by Enrico Casarosa. The film is 95 minutes long. By using qualitative research methods, it can be seen the moral values of the main characters of Disney and Pixar's Luca (Jacinto 2021). These moral values can be concluded by observing the film.

Findings and Discussions

From the story of Luca's film, Luca is a character who dares to go on adventures, so Luca really wants to get out of his comfort zone. He is curious about human settlements or called land so he goes to settlements to find out what is in the settlement, with curiosity, Luca goes to the settlement. with his best friend Alberto. Then he meets Alberto, a sea monster who is used to living on the surface. Alberto also invites Luca to see life on the surface. Seeing this opportunity, Luca was excited. Although there is a fear if his parents find out. But his curiosity

was greater than his fear. Luca is also a person who is very good at socializing with anyone in the land settlement, Luca and Alberto went to settlements by lying to their parents to go ashore, then when they arrived on land, Luca and Alberto met a Giulia and they became friends. The three decided to take part in the competitions, namely swimming, eating and cycling. The adventures of the three began. They practice in order to win competitions and get prizes. Many interesting stories and stories while preparing for the competition. The challenges and obstacles they have to face are also colored with tense and entertaining action. Giulia is a person who doesn't really judge people based on their appearance, while Giulia, who knows that Alberto and Luca are not human, still accepts and supports both of them. He even supports Luca and keeps Luca's identity a secret from his father.

This shows that regardless of the circumstances of our friends, we should be able to continue to support and accept them wholeheartedly. This film has the message to always love and appreciate the existence of family and friends. Because their existence means a lot. Their presence in our lives makes our lives more meaningful and colorful. We can also share anything with them. While there, we should not waste the existence of family and friends. Because of them we can go through a lot of things. Because of their support we can also achieve what we want (Simanjuntak, et al, 2022). From the contents of the story or discussion, we can find the moral message in this Luca film, which is about family and friendship. that parental love is extraordinary and immeasurable. Sometimes parents forbid their children to do something, not because they don't love them. But because he was worried that something bad would happen to his son. Sometimes many children misunderstand the attitude of parents who forbid this and that. But actually parents have good intentions, namely not wanting bad things to happen to their children. However, children often mistake parental prohibitions as a form of parental displeasure for children. This is wrong though. Parents must have reasons why forbid their children to do something. Parents must have had a lot of experience because they had a lot of salt. So they forbid something to their children because they are worried about their children. They don't want anything bad to happen to their children.

Apart from family, this film also has a message of friendship. The friendship between Luca, Alberto and Giulia even though they are still children, they teach how to behave as a friend. A friend should support each other under any circumstances. They show the beauty of friendship. Even though there were conflicts, they were able to forgive each other. Yes, a relationship does not always run smoothly and without obstacles, including a friendship. There must be a conflict that goes with it. In this case Luca showed it boldly admitting wrong and apologizing to Alberto for having done something wrong. A friend should be able to admit mistakes and dare to apologize. Conflict in the relationship will make the relationship stronger and mutual understanding. The two of them eventually grew closer and understood each other more.

Impressions for the film Luca Overall this film is interesting and entertaining. The characters presented are also unusual so that it refreshes the audience. The animation quality from Disney and Pixar certainly doesn't need to be doubted. They are able to spoil the eyes of the audience with good animation quality (Simanjuntak, et al, 2022). Moreover, in this film takes the sea as the place of the characters. Animations depicting the sea, clouds, and mountains are described so beautifully. In addition, the view of the city and all its knick-knacks is also

described in a very neat and aesthetic way. Overall this film remains interesting and entertaining. In addition, this film also contains a deep message.

Conclusion

The film is a visually enchanting, nostalgic small-town journey, as well as a delightful out-of-water fish tale. Because, this story tells about a boy sea monster who wants to go ashore. In a sweet sea monster who just wants to do what other kids do. Luca finds a simple and beautiful metaphor for everyone who feels the need to hide in order to fit in. Their fun spending the summer is jeopardized by a secret known only that they are sea monsters from the undersea world. Their adventure began by exploring the human world and made it out of the sea. They have the ability to change shape and blend in with humans as long as their bodies remain dry. In his adventure, Luca also meets a girl named Giulia Marcovaldo who agrees to help Luca as a guide in the human world. That summer adventure became an unforgettable thing for Luca. He and his friends fill their adventures by trying gelato, pasta and riding scooters.

Based on the results of the study, it turned out to find four moral values in the main characters in the Disney and Pixar's Luca films, namely (1) daring to go on adventures (2) the importance of socializing (3) making friends with anyone (4) not judging someone from their appearance. Luca's character can teach us to be brave in facing life and not to be easily afraid of something we haven't tried. In addition, this film can be used as a reference for filmmakers that moral values can be conveyed in a light and fun way. Submission of moral values by being played by animated characters can be an alternative to teach children about moral values.

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CULTURE REPRESENTATION IN THE ANIME SERIES JUJUTSU KAISEN

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Abstract

The anime series Jujutsu Kaisen is an animated series originating from Japan. This anime series is liked by the world community from all walks of life, both children, teenagers to adults. The anime series Jujutsu Kaisen is based on the manga of the same name by Gege Akutami. This anime series features an interesting and suspenseful story about supernatural events and the fight against curses that gives a new impression to its fans. In addition to presenting an interesting storyline, the anime series Jujutsu Kaisen also raises many legends, mythological stories, to the history of the Japanese empire into the storyline, such as the setting where the school is built in a traditional Japanese architectural style. The study in this paper aims to examine and analyze cultural representations in the Jujutsu Kaisen anime series. This research was conducted using qualitative methods and examined the representation of Japanese culture in the anime series Jujutsu Kaisen.

Keywords: *Anime, Culture Representation, Gege Akutami, Literary study*

Introduction

Culture is a depiction of society from thinking, believing and working on the background of his life (Dilthey & Rickman 2020). This means that culture is a habit that is passed down from previous generations to the next generation that is inherent and cannot be separated from society itself. Along with the times, culture in each place also develops. This is because foreign cultures greatly affect the existing culture. Japan is a country with a system his government shaped kingdom constitutionally led by an emperor. Japan part from the Asian region which is located separated with Asian countries others, the territory consists of four Island big and thousands Island small. Every country must will experience globalization, including Japan. Japan develops various tools and technology new more advanced from before (Mizuno & Bodek 2020). Technologies it is very helpful develop potency culture and resources power the human (White (2016). one product culture Japan is an anime and manga whose popularity big as well as could reach very wide audience from various among. In 2014, the ministry overseas Japan announced “*Pop Culture Diplomacy*” as one of the political agenda their overseas (Iwabuchi, 2015). Series and anime films start introduced in the 1990s through the Japanese TV Show (Simanjuntak et al., 2022).

From the description above, the author is interested in researching Japanese culture, especially in the anime series. The anime that will be researched is Jujutsu Kaisen. The author chose jujutsu kaisen because the anime is currently being hotly discussed. Animated Series “Jujutsu Kaisen” is produced by studio Mappa and directed by Sunghoo Park. This animated series is based on a manga or commonly known as a comic written by Gege Akutami which was first published on July 4, 2018. Anime Jujutsu Kaisen comes with an action genre, supernatural. Jujutsu Kaisen airing on October 3, 2020 to March 27, 2021 has a score of 8.71 (myanimelist.net). The Jujutsu Kaisen anime series has a total of 24 Episodes lasting 23 minutes per episode. As is well known, the Jujutsu Kaisen Anime Series is a story from a Japanese manga. The language, setting, culture contained in this animated series is very thick with

Japanese nuances. Based on the synopsis above, the author takes the title “Cultural representation of the Jujutsu Kaisen anime series”.

Method

The research method carried out in this study belongs to the type of qualitative. In this qualitative research method, the researcher examines descriptive research and tends to use analysis (Levitt, et all, 2017). The findings regarding the data contained in the Jujutsu Kaisen anime series are then discussed in detail and detail by the researchers using an analytical approach. By conducting this analytical study, researchers can focus on displaying images in depth about the cultural representations contained in the Jujutsu Kaisen anime series.

Findings and Discussions

Harajuku Station



Figure 11



Figure 12



Figure 13



Figure 14

At the beginning of episode three, we are shown Yuuji Itadori and Megumi Fushiguro waiting on the side of the road. In fact, the setting of the place is in the real world, namely Harajuku Station. Harajuku Station is one of the oldest stations in Japan which was built with special wood in 1924 (Shinn,2016). Harajuku Station has become an icon for tourists because of its strategic location. The 2-storey building has been functioning as a train station for 100 years, even being hit by a bomb during WorldWar II but still solid.

Takeshita Street



Figure 15

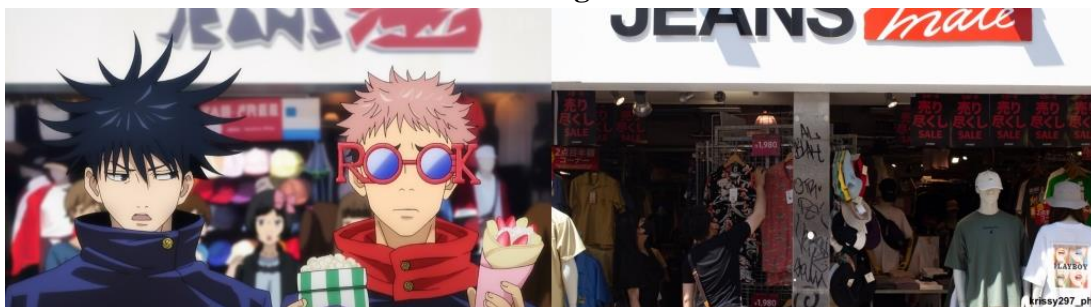


Figure 16

“Harajuku Fashion” is one of many cultures born in Harajuku (Greene, 2019). In the 1960s, many fashion designers lived there and set up shop for their designs. In the 1990s, fashion designers who came from outside built shops in the alleys, which were usually relatively cheap to rent. These streets are Takeshita Street, Ura-Harajuku, Harajuku Cat Street, Meiji Street.

In addition, harajuku is known as a mix of ancient and modern cultures. In Harajuku there are still remaining shrines and temples (Bučar,2019). Meiji Shrine is one of the most visited at the end of the year. According to the author, incorporating places that have ancient Japanese culture into anime is a very appropriate step to introduce them. Japanese culture is modern, but its cultural history is not spared. With this information, the places will be remembered by fans of the Jujutsu Kaisen anime and become the main attraction of the anime.

Temple as school

Temples were established to carry out religious traditions (Ortner, 2020). In this anime series, it is told that jujutsu magicians attend a temple known to outsiders as a religious school. The architecture on the kuit is also very thick with Japanese culture (Botz-Bornstein, 2016). In Japan, there is a temple that is closely related to the story in the Jujutsu Kaisen anime series, namely the Senkoji Temple in Takayama, Gifu Prefecture. There is a site related to a cursed spirit character in Jujutsu Kaisen named Ryomen Sukuna. Senkoji Temple deified Ryomen Sukuna who is one of the Jujutsu Kaisen characters. In the Nihon Shoki, an ancient Japanese chronicle completed in the eighth century, Ryomen Sukuna is depicted as a demon with two faces and eight limbs who rebelled against the imperial court during the Yamato period. Statue of Ryomen Sukuna at Senkoji Temple in Gifu, Japan. But in the Hida region, Ryomen Sukuna are considered heroes and helpers. Legend has it that 1,600 years ago, he was the leader of a powerful clan who discovered the mountain on which the Senkoji temple was later built and ruled the entire region.

Shows Shinto funerals accurately.

Jujutsu Kaisen is one of the “rare” anime series that is able to improvise its original manga very well. One of the successes of studio MAPPA in this regard is in depicting the Shinto tradition, namely the funeral tradition in Japan (Li, 2016). After the death of his grandfather, Yuji was seen using chopsticks to pick bones from the cremated ashes.

Conclusion

Based on the results of research and discussion conducted by the author in analyzing data in the form of data from scenes in the Jujutsu Kaisen anime series, the following conclusions can be drawn. Cultural Representation in Anime Jujutsu Kasien does not only refer to ancient culture in Japan, modern cultural therapy that has been developed by the Japanese government. One of the Japanese cultures from the Sinto teachings shown by this film is the way of burial of corpses. Not only the background that represents Japanese culture in this anime series. Some characters and names are also taken from Japanese legend mythology.

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EDUCATIONAL VALUE OF FILM “FINDING NEMO” WRITTEN BY ANDREW STANTON

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Abstract

In our current era, moral values have been considered unimportant to society. This can lead to the emergence of immoral acts committed by educated people, especially among children, due to the access to wrong information. A lot of information is obtained freely from the media such as the internet, television, and movies. However, not all of these shows have a bad effect. One of them is the movie “Finding Nemo”. In the film, several moral values can be learned and act as an example for children. For example, this film educates children to be independent, communicative, creative, compassionate, cares about the surrounding conditions and responsibility. The purpose of this report is to examine and analyse the moral values audience can learn from “Finding Nemo”, and how the learned values can be applied in real life. This study will be supported by qualitative data gathered through secondary research, such as online articles.

Keywords: *Film, Finding Nemo, Literary, Moral Value*

Introduction

In today’s times, the value of moral considered no important and some people believe that obedience to moral values considered out of date (Van Damme, (2017). However, the value of moral already long ago and became customs in society general. Moral values are Mark or attitude carried out somebody to environment around (Hynes, et el, 2016). In other words, moral values are ability that can formed after somebody study. Where is someone could produce something actions which general could be accepted by society (Oshana, 2016). Existence development of the times, then knowledge technology is also forward that makes man Becomes smarter in knowledge. (Gil-Garcia, et el, 2015). Because it’s easy got information from various social media. However, in the development of this era Knowledge technology there is impact bad that resulted eroded moral values. But no only that, science technology also has impact good. Lots of behaviour today’ s deviant children or immoral acts committed by people educated. For example, brawl between child school, social free, use drugs, party drink hard, behaviour deviation sexual, and still many again (Simanjuntak, et al, 2022). Behaviour the because they not enough understand with moral values taught in the environment family, school and community.

Parental role in choose the right media for children is the most important and important thing. because with so if information conveyed true and correct child will develop with good. Efforts that can done by parents started with things that children like that are as watch television or movies. But parents must accompany children moment they watch movies. This thing important done because if we let child alone watching movies, will causing they misunderstood about information moral values, if we accompany him, we can each other swap thought with child.

Movies can give impact positive nor negative (Simanjuntak, et al, 2022). Impact positive as capable teach viewer about many in terms of education or morals, while impact negative criminal and other immoral acts. So, from that parent should could choose healthy and appropriate viewing for his children. The right movie that is the appropriate movie with his age. (Perrine, 2019). One of the animated films that are influential and rich in moral values is *Finding Nemo*. *Finding Nemo* is a computer - animated film from America union. Which was released on May 30, 2003. This movie directed by Andrew Stanton. *Finding Nemo* was the highest- grossing film of its time and earned award.

In the movie *Finding Nemo* there are useful moral values for child age basic and can made example in life every day. (HS, N. R. A. K., et el, 2020). Character in personal somebody really important, because continuous progress develop where we can access information from whichever makes eroded character human. In character education you can also through media such as films. With children watching movies can make it easy they for understand it. Because kids easy very for Imitate what is it see, hear and feel.

Method

Research conducted by the author is literal. Where is the source the data originated from the library? Writer also collects data from various Library sources such as from the internet. (De Mauro, A., et el, 2016). In study this is the data obtained in the form of existing actions and events in the movie *Finding Nemo*. Used object is a *Finding Nemo* film produced by *pixar animation*.

Findings and Discussions

The moral values

Mark's definition

Value is quality something the right that makes a case that could like, want, useful, appreciated, and can make people live it Becomes useful. Value also groups embodied attitudes and feelings through behaviour.

Moral understanding

Morals are push thing man to do good deeds as obligation or norm. Morale pushes man for doing good deeds as obligation or norm. Moral can be interpreted as means for measuring correct or human action or not. In measure the moral seen from norms that develop and last in society. As customs and habits.

The definition of moral values

Moral values are all related values with draft good and bad. Moral values are also often appeared in society. Moral values have more guidance urgent and more enough seriously. Moral values are shared Becomes two namely universal and non-universal. Universal moral values such as treating others with well, as well honour choice live. On the other hand, non-universal moral values do not bring universal moral demands. This value as obligations that applies to certain religions.

a. Moral values in the film *Finding Nemo*

1. Parent's love to her son

Not there are parents in this world this is not Dear to his son. (Slaughter, 2015). They willing to sacrifice for safety their son although danger should overwrite parents. Parent without selfless do anything to protect and protect his son. As in the movie "marlin protects the eggs from attack shark and not care what her husband said Marlin is so brave face shark compared to shark that eat the eggs. Marlin must face reality that herself should lost life to keep the eggs. And no denied that sharks eat too the eggs and theses only one egg namely "nemo". And coral promised will always keep nemo.

2. Try with truly

Try with truly is one condition for success. We can study about the struggle that must passed for the sake of the goal. Nemo's struggle for release self from the pipeline air without help other fish. Even though nemo has lack that is own broken fin. With earnest effort, finally Nemo can go out from the pipe. From here the book of Jesus concludes lower lack not resistance for we stop step. But keep going try reach goal.

3. Obey towards parents

Parents as example his son also have role for shape character child. In return children, parents must be respected and obeyed because they have educated, we realized small until mature. They educate without getting tired and complaining. So, it should be we as child no can hurt heart parents and must take care of parents with as much as possible maybe. As they have nurse we started from small until big.

4. Help

We are in the world need other people and vice versa. We should to seek treatment good to fellow humans, animals and the environment. We are taught to be hand in hand, mutually mono help in kind without care about religion, race, ethnicity and gender.

5. Each other believe

In friendship we must each other believe, because trust will bring goodness (Chen, et el, 2015). If not, each other believe eat bring ugliness. As in the movie that marlin doesn't trust Dory. Dory has that feeling sea on that dangerous. But marlin still want ketas. Because of not trust that they caught attack jellyfish.

6. Do not Embarrassed for ask excuse me

Sorry not something embarrassing. But when we ask excuse me, we will feel relieved. Like in the movie marlin asks excuse me to Dori because caught attack jellyfish. Marlin is feeling guilty and asking excuse me to Dori because no believe with words Dory. Ask excuse me no will drop price self us, but make we wise because with that, feeling guilty we reduced.

b. Possible value applied life daily

1. Work hard

Not there is success without existence work hard. Work hard symbolizes seriousness we for realize ideals. Because life lived with work hard will produce success, like in the movie marlin and Dori want to leave place. Evidently, they Keep going really back to the place again. Then they enthusiastic look for road and finally they successful.

2. Independent

Independence results from the old process. Independent nature this could grow through the factors of life that force it for Becomes independent. In the finding nemo film, there are Mark independent. Like in the movie where Nemo insists self for life independent. The trapped Nemo in the pipeline. He tries helped with his friend and finally nemo got it free from the pipe.

independence this is so good applied in life daily because attitude and behaviour depend on others.

3. Communicative

Everyone sure relate with another. As interest work, interests trade, religion and so on. As in which movie Mr. Ray intertwined connection with Marlin parents with the teacher. With we use good communication then will build connection good friendship.

4. Care to environment around

We don't will miss from the help of others. (Guglielmi, 2021). With that we should too can care to environment around we like in the movie where nemo was caught into the net . And gill directly follow into the net and invite nemo to swim down aquarium. And finally they together succeed release self from net.

5. Not quite enough answer

us as man should own not quite enough answer. If not have a sense of responsibility answer we will difficult for got trust from people.

Conclusion

From the analysis above, there are moral values in the film Finding Nemo and the application of daily life. It can be concluded that parental love will always be there for their children, work hard to achieve goals, be obedient to parents, have a soul to help each other, trust family and friends and don't be shy to apologize. In addition to moral values, there are also values that we can apply to everyday life, namely hard work, independence, communicativeness, care for the environment, and responsibility.

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CANDIDATES' AND AWARDEES' PERCEPTIONS ON THE USE OF GRAMMARLY IN GIVING FEEDBACK ON THE ENGLISH MOTIVATION LETTER TO APPLY FOR A SCHOLARSHIP

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Abstract

Education is essential for humans' life. Some people want to study abroad to get a deeper and broader experience. So many people are looking for scholarships to lighten their tuition and living expenses. One of the crucial factors in the selection process of scholarships is a motivation letter as one of the requirements that must be made at the beginning of registration. Grammarly is one of the most used applications/software for English writing in this era. It may help the applicants to write their English motivation letter. This research aimed to investigate candidates' and awardees' perceptions on the use of Grammarly in providing feedback on the English motivation letter to apply for a scholarship. This research was conducted using explanatory design of mixed method. The random sampling method was used for surveying the participants, and there were 65 candidates and awardees of scholarships as the respondents of this survey. This survey found that the majority agreed Grammarly could give feedback to help the candidates and awardees to check their tone of writing, grammar, dictions for their motivation letters.

Keywords: *Awardees, Candidates, Grammarly, Motivation Letter, Scholarships*

Introduction

Education is a crucial part of humans' life. Education gives people opportunities to sharpen the critical thinking and problem-solving skills (Zamroni, Lasan & Hidayah, 2020). Those skills cannot be reached in a concise time because it requires a long time and process. Puspajuita (2018) stated that in Indonesia, many sectors highly value education, one of which is employment. People with higher education are expected to have excellence in both scientific and experience fields to face the working world. It is undeniable that an established job is something that everyone dreams of. Some people are willing to pursue their dreams by going to higher education to get higher job positions and promotions (Puspajuita, 2018). In fact, many people in Indonesia have started to go abroad to continue their education. As cited in Market Report Indonesia (2022), according to the UNESCO Institute for Statistics, Indonesian students studying abroad have increased by 21% since 2014. There are 53,604 Indonesian students are studying abroad until February 2022. UNESCO Institute Statistics also mentioned that Australia, Malaysia, the USA, Japan, and the UK are the top five countries where Indonesian people study (Market Report Indonesia, 2022). Not only in terms of the position of work, but they go to study overseas to increase their knowledge and experience in the knowledge field they are in.

Studying abroad is tempting. Petzold and Moog (2018) said that people can deepen their knowledge, gain experience, and add to international relations. However, Petzold and Moog (2018) also added that studying abroad requires a lot of living costs and tuition. Therefore, many people are trying to apply for scholarships. Scholarships offer funding for studying abroad (Roberts, 2010). There are many scholarship providers. The costs borne by the scholarship provider are also not the same (Virtue, Ellerbrock, & Main, 2020). However, Maharaja (2018) mentioned that scholarships help ease the burden for those who want to study abroad. To

become an awardee of a scholarship, a person will go through many selection processes (Ruminar, Gayatri & Prasetyaningrum, 2020). The motivation letter is one thing candidates must prepare adequately in the selection process (Galloway, 2018). Usually, people have to write an English motivation letter to apply for a scholarship to study abroad. Galloway (2018) told that a motivation letter requires candidates to demonstrate their personality and explain why they are qualified.

Writing is a productive and also challenging skill to master because it requires a high level of cognitive and language abilities (Faller, 2018; Fitria, 2021; Maharani, 2018). Indonesians as English Foreign Language (EFL) learners may make errors in several aspects of writing, such as spelling, punctuation, and grammar when writing and finishing an English sentence or essay (Fitria, 2020). In this century, there are several tools to help justify English writings online. One of the most frequently used is Grammarly (Nova, 2018). Grammarly provides many features for writing, including grammar, diction, word effectiveness, and tone checking (Syafi'i, 2020). It has both free and paid checking features. For free Grammarly, it will only provide suggestions on grammar errors, dictions, and word effectiveness (Ghufron & Rosyida, 2018). Grammarly has automated feedback features that can be seen directly by its users (Karyuatry, (2018). However, these features can help candidates and awardees of scholarships to write their motivation letters.

There are so many studies that researched the use of Grammarly in improving students' writing skills; as written by Koltovskaia (2020) about student engagement with automated written corrective feedback provided by Grammarly and Barrot (2020) about integrating technology into ESL/EFL writing through Grammarly. However, the researcher focused on the use of Grammarly in giving feedback on the English motivation letter to apply for a scholarship which is still very rarely studied by other researchers. This research aimed to investigate candidates' and awardees' perceptions on the use of Grammarly in providing feedback on the English motivation letter to apply for a scholarship.

Method

A. Research Design

Cohen, Manion, and Morrison (2018) mentioned that mixed-method research focuses on collecting, analyzing, and mixing quantitative and qualitative data in a single study or series of studies (p.32). Using the research combination provides a chance to have a better understanding of research problems compared to the approach on its own or alone (Cohen, et al., 2018). This research also gives a more prosperous, broader, and more profound knowledge about a problem (Creswell & Clark, 2018).

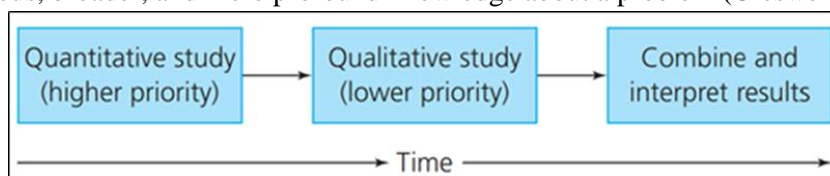


Figure 1. Explanatory Design

The researcher employed an explanatory design as a type of mixed-method research in this study. After getting all data, the researcher combined all the answers from the quantitative and qualitative data to interpret the results.

B. Data Sources

In conducting the study, the researcher used mixed method to get the data. The researcher used a questionnaire to get the quantitative data and also some short essay questions to collect the qualitative

data. The participants of this study were all candidates and awardees of scholarships who gathered in a WhatsApp group, named 'Sharing *Beasiswa Luar Negeri*'. There were 65 respondents out of 186 people who filled out the questionnaire. Those were candidates and awardees of LPDP, Rusia Government Scholarship, Erasmus, Chevening, Fulbright scholarship, and many others.

C. Data Collecting Technique

The researcher made a questionnaire that consists of two parts; 19 questions of multiple choices (5-points Likert scale) for quantitative data and 7 questions of short essays for qualitative data. Researchers distributed online questionnaires using Google form since February 1st-8th, 2022 through WhatsApp group and personal messages.

D. Data Analysis

For the quantitative data, the researcher counted the average score of each engagement. Then analyse the result of the quantitative data. For the qualitative data, the researcher tried to resume all the answers.

E. Instruments

The main theory for conducting the data was taken from Koltoyskaia (2020) who wrote three engagements in writing using Grammarly. The three engagements are behavioural, cognitive, and affective engagements (Koltoyskaia, 2020). Behavioural engagement focuses on feelings about ease of access and getting feedback to improve the writings. Cognitive engagement concerns how students can compose writing and learn from the feedback given. Affective engagement is concerned with students' immediate emotional reactions and attitudinal reactions to automated feedback. For the quantitative data, there were seven questions for behavioural engagement, six questions for cognitive engagement, and six question for affective engagement. For the qualitative data, there were three questions for behavioural engagement, two questions for cognitive engagement, and two questions for affective engagement.

Findings and Discussions

1. Quantitative Data

Table 1. The Average of Engagements

| ENGAGEMENTS | AVERAGE SCORE |
|------------------------|---------------|
| Behavioural Engagement | 3.75 |
| Cognitive Engagement | 4 |
| Affective Engagement | 4.5 |

There were 65 people who filled out the questionnaire that consisted of 33,8% (n=22) candidates and 66.2% (n=43) awardees of scholarships. The researcher used 5-points Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) which means the minimum score of the average of each engagement is one (1) and the maximum score is five (5).

Based on the data above, it shows that behavioural engagement gets the lowest score. There are some reasons why behavioural engagement of Grammarly is low because the features are limited for the free checking feature – if the users want to get maximum result, they have to pay it, and for some people it is a little bit pricey – and it requires internet for accessing the software. The next one, cognitive engagement gets 4 as the mean. Because of the feature of automated feedback in writing, it makes them aware of the error writings they made and could revise it as soon as possible. The highest mean is affective engagement. It gives candidates and awardees chances to learn grammar autodidact. They can learn about English grammar and add new vocabulary when automated feedback gives them suggestions about the diction.

Even though behavioural engagement is the lowest score of engagement in using Grammarly as a tool to help writing the English motivation letters, however, the average score is more than the neutral score (3). Nevertheless, the average value is close to a value of 4, which means that it shows a positive attitude towards the ease of using Grammarly. Then, the last thing is that all the score above shows that Grammarly can help candidates and awardees write their English motivation letters to apply for a scholarship.

2. Qualitative Data

Based on the short answers all the respondents given, they agreed that all features of Grammarly is helpful for the candidates and awardees in writing English motivation letter. For the behavioural engagement, they said that the free checking feature can help them. However, if there is a wrong grammar in the writing, they cannot check that, sometimes. It is proved by a person who stated that, "If there any mistake in the motivation letter, sometimes the suggestions only let us know which part is the incorrect. However, we cannot know how to fix it." There is also a person who stated, "Actually, the free Grammarly is enough for me to revise my work. However, I cannot know the coherence and cohesion of my work." There is a person who also argued that, "Grammarly is good for checking our motivation letter because it is cheaper rather than checking to human or professional person who is good at writing."

For the cognitive engagement, they agreed that the automated feedback is good enough for revising the error parts of their work. If there is feedback from the Grammarly, they can be aware of their mistakes. One of their answers stated that, "I can learn English grammar by paying attention to the feedback from Grammarly."

They also feel really happy to check their work on Grammarly. One of person said, "I have ever applied a scholarship and wrote my motivation letter. However, I did not check it to Grammarly. I was not accepted. Then, I tried again and I checked it to Grammarly, and I was accepted. Moreover, I could learn new things from the feedback that Grammarly gives us." It is the affective engagement that they can get from Grammarly.

Conclusion

Grammarly is good for helping candidates and awardees to write the English motivation letter to apply for a scholarship. It provides so many benefits to help candidates and awardees to check, revise, and fix their work. However, there are some limitations for the free checking feature and also Grammarly cannot check the coherence and cohesion of the work.

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MANY PEOPLE'S INTEREST IN SOUTH KOREAN DRAMA ITAEWON CLASS

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Abstract

The drama originating from South Korea, the drama entitled "Itaewon Class" is in great demand by several groups, especially Korean drama lovers who like the drama genre with a lot of motivation and knowledge about business. Not only that, this drama is also in demand among people who were not interested in watching dramas. Korean. This drama that gets a lot of attention has a story that is full of motivation because the scenes in the story teach the meaning of struggle. Itaewon Class also teaches about the ups and downs of starting a business and the importance of a friendship. This study aims to analysis, discuss and provide information about the values that can be taken from the drama Itaewon Class and looking for reasons why this drama is interesting or much in demand to watch. Finding the meaning and analysis of the drama Itaewon Class. This research was conducted using the reference method and for people's interest in the drama Itaewon Class.

Keywords: *Drama, Itaewon Class, Many people's Interest, Teaching Value*

Introduction

Dramas in recent years have been loved by many people. One of them is the drama from South Korea, Itaewon Class. The Korean drama Itaewon Class is a South Korean television series that aired in 2020 and aired on JTBC cable television (Baldacchino, & Park, 2020). This drama is based on the webtoon of the same name, Itaewon Class. The scriptwriter of the drama series Itaewon Class itself is Gwang Jin and directed by Kim Sung Yoon. Based on the Daum webtoon of the same name, Itaewon Class is a work depicting the rebellion of young people who unite with stubbornness and courage in an unreasonable world. In the small streets of Itaewon, which seem to have suppressed the world, their founding myth is revealed in the pursuit of freedom with their own values. This drama series Itaewon Class also tells the story of a young man named Park Sae Ro Yi who lost his father to an accident and is determined to take revenge on Jangga Group, a giant restaurant franchise. With an interesting background story, the Itaewon Class drama series attracted a lot of viewers' attention by achieving the highest rating of 16.5% which made it one of the best Korean drama series on JTBC (Nielsen Korea). The Itaewon Class drama series has also attracted the attention of international audiences because the Itaewon Class drama series is also broadcast through Netflix (Ju, 2020).

The drama, which has many inspiring messages, tries to motivate the audience. The drama adapted from this webtoon was released on December 27, 2016 and began airing on January 31, 2020. The enthusiasm of the webtoon readers made this story turn into a drama. The drama, played by Park Seo-joon, Kim Da-mi, Yoo Jae-Myung and Kwon Nara, Ahn Bo Hyun. Each player has a unique character and has certain characteristics that are different from other dramas. suitable for young people because the storyline can inspire them to be able to fight for their dreams even though there are many challenges that will be passed in the future. The many messages implied in the drama Itaewon Class can make an impression on the hearts of the audience (Pike, 2020). A drama that can drain emotions, sad, disappointed, happy that everything is presented in this drama. Not only popular in Korea, this drama is also popular in

almost all of Asia. Overall, this drama tells a lot about the reality of life that usually happens around us. The live action of this drama is able to exceed the expectations of readers webtoon which was previously the beginning of the story of this drama. As evidence of the success of this drama, Itaewon class was able to win the sixth highest ranking in the history of Korean cable television.

Methods

The method used in making the topic of Many People's Interests in the South Korean Drama Itaewon Class is through literature study. Not only literature study, the method used is Observation. Observation is direct observation by watching the drama Itaewon Class. Through a critical approach and with analysis on several reading references as well as by analyzing, seeing firsthand the drama Itaewon Class (Jung, et all 2020). The object of research that was carried out as a source of data was through watching the entire drama. The data collection techniques used were reading, taking detailed notes, analyzing and listening. The stages What is done is a) determining the drama that will be the topic of discussion b) watching drama series repeatedly to determine the essence of the drama Itaewon Class c) Classifying data d) Looking for references to support writing e) Analyzing the data. Techniques used in research this There are two techniques, namely data collection and data analysis.

Result and Discussions

Itaewon Class starring Park Seo Joon as Park Sae Ro Yi, Kim Da Mi as Jo Ye Seo, Yoo Jae Myung as Jang Dae Hee and Kwon Na Ra as Oh Soo Ah is a drama that has the highest rating in South Korea. Public interest Because of this drama, there are many lessons that can be taken from this drama. It has a good storyline and is in accordance with the realities of life that are happening around us. Itaewon Class is a drama that talks about the struggles of a young man named Park Sae Ro Yi. Starting from failure after failure he went through creating enthusiasm to be able to progress more. This drama has many teaching values about life. which is where in the first episode he was asked to apologize and kneel down but because it wasn't his fault, he didn't do it.

This drama teaches that in order to achieve success, you must have a target going forward (Ellis, 2017). This is illustrated when Park Sae Ro Yi is trying to be superior to his opponent. The Itaewon Class story focuses on telling about ways or solutions to rise from adversity in the past and focus on managing the future. tells about struggles and hard work, this drama also tells that there is hope behind the many trials he receives. For example, in Park Sae Ro Yi's struggle to establish DanBam which got a lot of problems and trials, but in responding to this he always looked for ways to overcome a problem. the problems he went through.

This drama Itaewon Class also tells about the importance of friendship which can be seen from the people who work at DanBam's restaurant. Not only consider them as friends but make them as family. With different personalities they can complement each other hard and have fun together. Progress to can enjoy the results in the future (Lambert, 2015). Itaewon Class can also be one of the dramas that teaches a lot about finances and finances. Also in this drama tells about trusting in the results of other people's hard work, seen from DanBam employees who participated in the competition, Park Sae Ro Yi gave There are many moral values in Drama Itaewon Class. Among them are always positive thinking in facing a problem. The

character of Park Sae Ro Yi who gets into trouble that always comes to him starting from being expelled from school, losing his father when he wanted to start life, being imprisoned but he is always active hard work even though there are many challenges that are passed, always think positively despite being faced with many problems. The next moral value is to use the opportunities that exist as well as possible. This can be seen when Ma Hyun Yi during a cooking contest he was unsure of himself with many people who looked down on him it made him struggle to take advantage of the opportunities that existed to prove that he could, which was what brought him to win the contest. The Itaewon Class also contained several lessons about doing business and starting a business. Starting a business from scratch that had many challenges until it reached the peak of glory and was able to enjoy the results of the work that has been done.

One of the meanings of this South Korean drama series is Investment from now on (Alliance,2019). After his father died due to a motorcycle accident that was hit by the son of the owner of the Jangga Group. Jangga Group's shares began to decline drastically. Then Park Sae Ro Yi invested shares in Jangga Group using all the compensation money for his father's death. In addition to investing in Jangga Group, Park Sae Ro Yi also has a strong determination to make his small shop called Danbam the number one company in Korea to compete with Jangga Group. Even though it was difficult to open the Danbam shop, starting from the lack of customers. But that didn't discourage Park Sae Ro Yi.

Not long after, Park Sae Ro Yi met Jo Yi Seo, a girl who was smart and talented and had a fairly high IQ of 162. He is also someone who is well known on social media as a blogger and social media influencer. Because Jo Yi Seo likes Park Sae Ro Yi, he offers himself as Danbam's manager. Jo Yi Seo is also one of the people who made Kedal Danbam successful with his creative ideas and intelligence he also helped Park Sae Ro Yi to help change the layout of the shop to make it look attractive and many customers will come to Danbam. Not to forget, Jo Yi Seo helped him promote Danbam on his social media.

With an interesting story, the Itaewon Class drama series has also attracted the attention of many national and international audiences. This drama series has attracted a lot of attention and has also received many achievements. Itaewon Class won the Drama of The Year award at the APAN star Award 2020 (Worthy, et al 2020). At the Seoul International Drama Award 2020, Itaewon Class received the Mini-Series Silver Bird Prize. In addition to the interesting storyline and the meaning that Itaewon Class Ost has from the drama, it is also a supporting factor for the drama Itaewon Class attracts the attention of the audience. The ost entitled "Start Over" sung by Gaho and the ost entitled "Sweet Night" sung by V BTS both osts also attracted a lot of attention from the audience because the meaning of the song matched the story from Itaewon Class. The two osts also received awards. . Gaho "Start Over" received the Best OST award at the 2020 Mnet Asian Music Awards and V "Sweet Night" received the Best OST award at the 7th APAN Star Awards. Not to forget, according to Nielsen Korea, Itaewon Class achieved the highest rating of 16.5% which makes it one of the best Korean drama series on JTBC.

Drama Itaewon Class can be used as a drama for reference in starting a business. There are several business lessons from this drama including:

1. Set targets and always work hard

Starting a business there must be a persistent determination to be able to open a business (Chang, J. F. 2016). Of course in the future there will be some failures in living it. In this drama, it is explained that to start a business for the first time there must be careful planning and there must be motivation to achieve a target. Trying to generate ideas creative idea to be able to compete in a business. Just like what Park Sae Ro Yi did in this drama. just an ex-convict but he can work hard to raise money and invest and allocate it to be able to open a business.

2. Increase Investment

In building a business we can't just rely on ourselves. Teamwork is needed to be able to maximize a business (Hanaysha, 2016). As told in this drama, where from the start, Park Sae Ro Yi had a partner or team who was very solid and able to share and are able to maximize their respective work.

3. Keep learning to be the best

In a business, you must have inspiration or role models to be able to learn from the experiences of others (Nowiński, & Haddoud, 2019). You can learn all aspects related to the business field. As in this drama, Park Sae Ro Yi explains who makes his enemy as a place to study. This is done by reading autobiographies. and look for things needed in opening a business.

4. Expanding business network

The need to expand the business network can be done by expanding the network of friends (Hohenthal, et al, 2015). because basically business is about ups and downs, so we have to find ways to survive. As told in the drama Itaewon Class Park Sae Ro YI expanded its business network to become a franchise company (*Franchise*) it can be achieved with the help of the people around him.

Conclusion

Itaewon Class is a drama that has the highest rating in South Korea. People's interest in this drama is due to the many lessons that can be taken from this drama. It has a good storyline and is in accordance with the realities of life that occur around us. Itaewon Class is a drama that tells about the struggle of a young man named Park Sae Royi. The character Park Sae Royi who gets into trouble that always comes to him starts from being expelled from school, losing his father when he wants to start life, being imprisoned but he is always working hard even though many challenges that are passed always think positively even though they are faced with many problems.

With an interesting story, the Itaewon Class drama series has also attracted the attention of many national and international audiences. This drama series has attracted a lot of attention and has also received many achievements. In addition to the interesting storyline and the meaning that Itaewon Class Ost has from the drama, it is also a supporting factor for the drama Itaewon Class attracts the attention of the audience. Two of the Itaewon Class osts themselves also received awards.

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BE PSYCHOPATH TO WIN MILLIONS OF DOLLARS IN BLOOD SERIES “SQUID GAME” CREATED BY HWANG DONG-HYUK : ANALYSIS OF MORAL VALUE

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Abstract

The Survival Drama series “Squid Game” is one of the most viral Netflix series throughout 2021. This drama series tells about the reality of life where each character has the same life problems, namely poverty. Therefore, they try to do everything they can get money even if they have to risk their lives. Those who have despaired of poverty, are offered by someone to enter an unusual competition with millions of dollars in prizes. Their efforts in the race became the main highlight in this drama series “Squid Game”. The survival story that is packed with a different storyline from other dramas makes squid games have high audiences and ratings. Although the values contained in the series “Squid Game” are closely related to real life, this series can make the audience feel uncomfortable because all episodes of this drama are filled with bloodshed. The study in this paper aims to examine and analyze the moral values of the drama series. This research was conducted using qualitative methods and shows the existence of values that are closely related to life.

Keywords: *blood, game series survival, human character, moral value, money*

Introduction

Advances in science and technology today, have given birth to many fundamental changes in human life, both in the mindset and behavior of humans (Sigala, 2018). One of the technological advances is that there are many films and series that have sprung up. Film is a combination of drama with chorus and music, as well as drama from behavioral and emotional guidance, which can be enjoyed by the audience at the same time with the eyes and ears. In rhythm with that, often in a film there is a moral that the author wants to convey to the audience, both implied and explicit. In this case, there are two types of morals, namely (1) good morals: (2) bad morals. Morals in literary works usually reflect the author’s view of life, and his views on the values of truth that he wants to convey to the audience (Koopman& Hakemulder, 2015). In general, morality refers to the generally accepted understanding of the teachings about good and bad regarding actions, attitudes, obligations, and so on; morality, character, morality. Morals will provide a strong impetus for everyday life, morals will also automatically encourage us to live high morals (Decety & Cowell, 2015).

In general, stories in films or dramas reveal human problems described by the characters in the story (Nuran, 2015). The depiction of life in the story is expressed by showing the depiction of values that need to be absorbed and imitated by the audience. Therefore, a story in a film or drama in addition to expressing aesthetics also seeks to express values that are beneficial to human life (Lomas,2016). Without moral values, a film or drama will just be like a meaningless broadcast. With the moral values, a film or drama will be more fun and give appreciation to the audience.

Moral values always refer to good or bad human actions. Therefore, moral values are very important because they relate to giving good or bad values (Idang, 2015). Moral values between one person and another sometimes differ because moral values are subjective values depending on the value giver (Leung& Morris, 2015). A person’s view of moral values is

usually influenced by his view of life. Moral values are expected to give a good message to the audience so that they can be practiced in their lives. Social value is an award given by the community to something that is considered good, noble, and appropriate for the development and goodness of living together, as well as assumptions and beliefs that apply in a society (Brieger, et al, 2021). This value is a way of life for members of the community and is considered good and right and must be obeyed.

In the film industry, agencies or broadcasting companies compete with each other to create masterpieces (Grainge & Johnson, 2015). Various stories and various genres are innovated into spectacular films or dramas which are expected to win various awards in several film categories and elevate the identity of the company that produces the film or drama. Netflix, one of the largest broadcasting companies in the world, always tries to make the best broadcast programs to satisfy its customers (Shattuc, 2020). Squid Game is one of the best and most viral works created by Netflix. Squid Game has also won various international awards. Squid Game raises social problems that are in accordance with the realities of people's lives, but presents alternative solutions that are different from most other series. An interesting storyline supported by the strong character of each player makes this series has a lot of viewers and fans. This thriller genre series has successfully left an imprint on the audience's memory because there are many scenes in this series that impress them. Therefore, we are interested in analyzing the moral values that can be drawn from this series, and analyzing the implied and explicit messages that the story writer wants to convey to the audience.

Methods

The method used in this study is descriptive qualitative, namely observing or presenting data based on objective facts according to the data in the Squid Game Series without using numbers (Zakharia, et al, 2021). The data in this study are all moral and social values in the Squid Game series (Mukarromah, et al, 2022). The data collection technique in this study is the watch and note technique. The data in this study were analyzed using a structural approach. The steps taken in analyzing the data are (1) re-watching the Squid Game series sourced from the Netflix platform; (2) collect data related to moral and social values in the Squid Game series; (3) selecting and classifying data in the form of moral values and social values in the Squid Game series; and (4) connecting the data with each other so that the concept of moral values and social values found in the Squid Game Series is found. The primary data source for this research is the Squid Game series by Hwan Dong Hyuk published by Netflix in 2021. Meanwhile secondary data obtained from journals and research results that are relevant to this research problem.

Findings and discussions

Moral values

Moral values are values that become standards of good or bad, which govern a person's behavior and choices, can come from the government, society, religion, or oneself. The moral values that will be presented in this study are the values of goodness contained in the Squid Game series so that these values can be role models for the audience. The following is an explanation of the moral values contained in the Squid Game series.

1. Teamwork

Teamwork is a collaborative effort of a group to achieve a common goal or complete a task in the most effective and efficient way in a group (Volkov, 2015). This concept is seen within the framework of a larger team, which is a group of interdependent individuals who work together towards a common goal. Through strong teamwork, you can achieve great achievements that you may never have thought of before.

One of the tug-of-war games in the "Squid Game" is not only about using strength, but the games that are played together also rely on strategy and good teamwork in order to win. This is evidenced by the Gi Hun team who won the tug of war game. Gi Hun's team which tends to be weaker in terms of physical players proves that physical size does not determine winning or losing in a competition.

Based on the story snippet above, it can be concluded that one of the moral values that can be taken in the Squid Game series is the value of teamwork. The teamwork carried out by the Gi Hun team in the tug of war game proves that solidarity needs to be strengthened to achieve the desired goal. In real life, good teamwork skills really determine the quality of a person. If someone has superior intelligence, but he can't work in a team well then that person will be ostracized and considered selfish by others. To be able to improve the ability of good teamwork, it is necessary to reduce the selfishness of each team member, as well as accept and appreciate the differences that exist to find the best alternative that can be done.

2. Financial management

Management is a system created by an organization or individual to regulate and organize a matter in supervision and control, where the system is made for a specific purpose (Reason, 2016). Finance is a term for things related to the management, creation, and study of money and investments (Drover, et al, 2017). So, if combined, financial management means a form of administrative activity carried out in the form of several stages, which include: planning; storage; use; recording; and supervision ; which then ends with accountability (reporting) on the inflow and outflow of funds or money in an agency (organization or individual) at a certain time.

The Squid Game series tells the story of 456 people who have financial problems and are willing to do anything to get money to meet their needs and pay off their debts. Why did it happen? It is human that human desires are unlimited, but as living beings with reason, humans should be able to determine their priority scale in order to use money rationally without following endless desires. Poor financial management is seen in every character in this Squid Game series. Even if someone earns mediocre or even very minimal income, they can still live if they are able to manage their finances well and don't follow their desires continuously so they are not considered consumptive people.

3. Trust

Trust means acknowledging one's honesty and ability to truly live up to expectations (Seligman, 2021). Thus, trust is the belief in someone to occupy a certain position because it is recognized that he has the ability and honesty to carry out the position so that he can truly meet expectations. In the Squid Game series, the audience is indirectly taught to be careful in trusting someone, especially if the person is someone they just met. If you immediately trust someone you just met, you can put yourself in danger. However, that doesn't mean that humans shouldn't trust each other, but rather that we have to be more careful and alert when we want to trust someone, especially when it comes to matters of life and property (Kagan, 2018).

4. Empathy

Empathy is a mental state that makes a person feel himself in the same situation as another person (Wondra& Ellsworth, 2015). Empathic behavior can be manifested by being sensitive to other people's feelings, imagining if he were me, practicing sacrificing one's own, and making other people happy.

The figure of Seong Gi Hun who is the main character in the Squid Game series has a high sense of empathy for fellow living beings. This was shown when he chose not to kill his little friend, Cho Sang Woo, while competing in the squid game, even though it could be Gi Hun who would be killed by his friend. In addition, Gi Hun's empathy can be seen in the scene where he gives his jacket to his co-star, Oh Il Nam, when he wets his bed out of fear .

There are still many scenes that show Gi Hun's empathetic side in this series. It can be a reminder for the audience that as social beings, it is proper to behave humanely because humans cannot survive without the help of other humans. Therefore, always doing good to fellow living beings is an obligation for mankind.

5. Strategy

Strategy is a drawn up plan regarding how to carry out an activity or business to lead to the achievement of certain goals and objectives (Armstrong, 2019). Strategy is vital to win the tough competition. A strategy will direct and be a guide that has integrated commitments and actions, and is designed to build an advantage over the competition to meet and achieve common goals. Every individual and organization must have their own strategy in an effort to achieve their goals (Simanjuntak, et al, 2022). Without a strategy, it is impossible to achieve the goals you want to achieve unless you are lucky. In the Squid Game Series, each game must be completed using the right strategy so as not to get killed.

Some of the scenes that show the clever strategy carried out by the players, namely when the game "Gulali," Gi Hun and the game's participants seemed very difficult to cut the unneeded cotton candy, moreover the time to complete the game was very limited. Then, Gi Hun cleverly used saliva to wet the surface of the cotton candy so that it was easy to cut into the shape of the cotton candy. This method was imitated by other participants so that in this round many participants managed to finish the game without being killed. In addition, in the tug of war game, it was also seen that Gi Hun's team had a good strategy to win the game, even though from a physical point of view it looked very unbalanced with the opposing team.

From the snippet above, it proves that hard work alone is not enough if it is not balanced with smart work.

6. Greed

Greed is a desire that is too great to get or have more than one need, especially regarding wealth, status, and power (Ottman, 2017). Greedy people are people who have personal motives, the effect is that they like to oppress, harass , and oppress relatives or colleagues for reasons of ownership. Greedy nature can make someone do everything that is forbidden to get the desired property, such as corruption , bribery, and others (Schultz& Harutyunyan, 2015).

Human greed is very visible in the Squid Game series. The obsession with gambling, cigarettes, and liquor makes the characters in the Squid Game series try to do various ways to get money to carry out their obsessions.

The main character of this series, Seong Gi Hun stole his mother's money to gamble and bet thousands of won. Then, the main character's little friend, Cho Sang Woo, is a graduate of a well-known university in Korea who in the imagination of most people will be a big success, turns out to be just a gambler and a debtor .

Based on the snippet, if you indulge in greed, it will have a very bad impact on life because it will only lead to human destruction. In real life, there are many cases of corrupt officials and imprisonment due to their greed for state assets that should be used for the benefit of the people, but are instead 'brushed' by them. When viewed from the perspective of economics, human wants are never limited, but the means to satisfy their desires are very limited (Simanjuntak, et al, 2021). Therefore, there is a scarcity that makes humans have to choose the best alternative from the many available options that can be useful for their survival. Of course, humans cannot have all available alternative choices because basically if humans choose option A, other choices must be sacrificed.

7. Friendship

Friendship is an interpersonal relationship inbetween two interdependent individuals, in where the two individuals are mutually productive (Askins,2015). Friendship arises because of the willingness of each related party. Friendship helps overcome stress , and helps recover various health problems quickly. Spending time with friends in a positive way can also make you look better because it creates feelings of happiness for the parties involved. The side of friendship in the Squid Game series can be seen in the scene where Seong Gi Hun remembers Cho Sang Woo who is his childhood friend, and he is also very loyal to Oh Il Nam as his comrade in Squid Game. During the tug of war game round, all the remaining participants were asked to form a team of ten people, but no one recruited Oh Il Nam because they thought he was just a troublesome old fart. However, Seong Gi Hun reached out his hand to Oh Il Nam and invited him to team up with him. In addition, there is a scene showing the brief friendship between Kang Sae Byeok and Ji Yeong during the marbles game. In that scene, they are not busy fighting over each other's marbles, but are busy chatting about each other's life stories. Until in the end, Ji Yeong let himself 'lose the game' and sacrificed his life to save the life of Kang Sae Byeok, who he thought deserved to live longer than himself who had no purpose in life.

The presence of a friend is needed in one's life, at least there is one friend. As social beings who of course always have problems in life, humans need to have a 'support for life' at least to exchange stories both joy and sorrow with other people who have been trusted (Shibutani& Glassner, 2017). Humans are a place to make mistakes and always complain, of course, they must be reminded if they make mistakes, and their voices are listened to by other humans. With the presence of a friend in life, humans will feel that their existence provides benefits for those around them, and feels that there are people who are always by their side whether they are happy or sad.

Social Value

1. Capitalism

Even though it is packaged in the form of a children's game, Squid Game participants have the potential to be killed at any time. Various kinds of murder scenes are summarized in the series of games in nine episodes of Squid Game. Almost all of the participants in it felt tremendous fear which was indicated by crying, sobbing, and shaking bodies. With their fear and great desire for the final prize, each participant tries their best to win. In fact, they are willing to sacrifice their own friends for the contents of the ' *piggy bank* ' which is hung above their mattress.

This illustrates the role of capitalism in everyday life, both for those who are poor and those who are rich. Even those who are financially short can become competitive when faced with an urgent situation. In addition, this series shows that wherever we are, our mind and cognitive abilities are needed. If you don't have any abilities that can be promised in this deadly game, then no one wants to be on a team or work with us. Similar to the reality, someone who does not have sufficient personal capital, any company is also not interested in recruiting him (Dalla & James, 2017).

The capitalist system is an economic system characterized by the recognition of private property rights and the use of the means of production to generate profits with superior and free market competition (Bowles, et al, 2017). In capitalism, the private sector has a role to participate in investment and the government is only a supervisor in the running of the economic system (Li, et al, 2018). We can see this in the Squid Game series, where each participant competes to get a prize in the form of money with their own ideas and strengths. Meanwhile, the game is released according to the capacity of each player and the game master only oversees the game.

2. Social Class Conflict

In the game described by the Squid Game series, the existence of social stratification is explained in Gi Hun's relationship with his wife and only child. Gi Hun's wife is told to marry another man who is more established and chooses to take custody of his child. Gi Hun insists on regaining custody of his son by planning to earn a lot of money (in order to win in court because of his financial condition). However, the way that Gi Hun took was wrong and brought him deeper into debt. As a result, Gi Hun cannot live with his son and has to succumb to his wife's new husband.

As long as there is something that is valued in society and every society has something that is valued, then something that is valued will become a seed that can grow a multi-layered system in that society (Imam & Wulandari, 2021). Something that is valued may be in the form of money or objects of economic value, it may be land, power, knowledge or perhaps the descendants of an honorable person. In the Squid Game series, for example, there is a fantastic amount of money that is the goal of all participants.

Anyone who has something of value in very large quantities, where not everyone can do so even only a few people can, will be considered by society to be of high position or placed in the upper strata of society. Meanwhile, those who have little or no value at all, in the view of society, have a low position (Porter & Kramer, 2019). Or placed at the bottom of society. The difference in human position in society directly refers to the difference in the distribution of rights and obligations, the responsibilities of social values, and the difference in influence among members of the community.

Humans in general aspire to have different positions and roles in society, but these ideals will always collide with a different reality (Drucker, 2017). Every society must place individuals in certain places in the social structure and encourage them to carry out their obligations as a result of that placement. Thus, society faces two problems, namely the problem of placing individuals and encouraging them to carry out their obligations.

If for example all these obligations are always in accordance with the wishes of the individuals, according to the abilities of these individuals and so on, then the problem will not be too difficult to carry out. But in reality this is not so, because certain positions and roles often

require certain abilities and training, and the importance of these positions and roles is not always the same. It is unavoidable that society must provide some kind of retribution system as an incentive so that the individual wants to carry out his obligations in social life (Sykes, 2021). Its form in each society also varies because it depends on the shape and needs of each community. It is clear that the positions and roles that are considered high by every society are positions and roles that are considered the most important and require maximum ability and training (Collins, 2019).

3. Gender Equality

Women are often underestimated by men (Kissane, & Winslow, 2016). Weak and helpless, that's what men often think when asked to describe a woman. In fact, women are strong human beings from various aspects (Tong, 2018). Women can live on their own feet with the abilities they have. However, in this Squid Game series, women are highly discriminated against and considered weak so that they will only become a burden.

If you pay attention, the figure of Kang Sae Byeok is a tough woman where she is also an older sister to a younger brother. Kang Sae Byeok and her younger brother are separated from their mother who is in China, while they are in South Korea. In order to pick up her mother and send her younger brother to school, Kang Sae Byeok is willing to do anything to get a lot of money even though she has to work as a conman and pickpocket. The harsh life experienced by Kang Sae Byeok and her brother made her has to take various ways to survive independently. In addition, Han Min Yeo's figure is actually quite smart. This can be seen in the scene when the game "Gulali" she uses a match to melt the cotton candy so that it can be cut easily. Even though her actions were actually cheating, what she did had saved her life.

Conclusion

Based on the discussion that has been done, several things can be concluded. First, the "Squid Game" series has several moral values including teamwork, financial management, trust, empathy, strategy, greed, and friendship. Second, on social values, it can be seen that there are values contained in the "Squid Game" series including the value of capitalism, the value of social class conflict, and the value of gender equality. Although the "Squid Game" series is a thriller genre with many murder scenes, the audience is expected to be able to take the moral values both implied and expressed in this series (Mukarromah, et al, 2022). In addition, the "Squid Game" series is specifically for people who have met the age limit to watch because this series displays many scenes of violence, abusive speech, sexuality, and suicide.

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THE PSYCHOLOGICAL IMPACT THAT YE-SUNG EXPERIENCED ON THE CHARACTER OF THE MOVIE “MIRACLE IN CELL NO.7” BY HWAN-KYUNG LEE

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Abstract

Miracle in Cell No.7 is about a man who must be imprisoned without any wrongdoing where he is in mental trouble which was released on July 19, 2013. This man is the father of a daughter with Lee Ye-sung and in the end, has to be handed over to a foster care institution because of the life of a kara. Overall, Lee Ye-sung who only has a father continues to want to meet his father even in prison and Lee Ye-sung insists that his father is not the perpetrator of the alleged by the judge and the parents of the victim. The psychological impact that Lee Ye-sung's character received was sadness and longing for his father during his imprisonment. Ye-Sung feels very guilty and devastated by the problems his father has caused. When Ye-sung grows up, Lee Ye-sung re-investigates the matter about his father's problems. Lee Ye-sung proves that his father Lee Yong-gong is innocent and erases his father's bad name, even though his father is dead. From the author's thoughts, it can be concluded that Lee Ye-sung had a profound psychological impact due to his father's departure to prison and death as an inmate.

Keywords: *Cell, Lee Ye-Sung, Life, Psychology.*

Introduction

The film is one of the mass media which presents the film, which can be used as a medium in conveying messages through story plots conveyed by the screenwriter to the audience/audience (Rustandi, Muchtar, 2019). The film is a tool to convey various messages to the general public through the media of stories, and can also be interpreted as a medium of artistic expression for artists and filmmakers to express their ideas and story ideas (Lugmayr, et al, 2017). The film “Miracle in Cell No.7” became the best Korean film of all time. The film is taken from the true story of a discriminatory person against a background of mental disorders (disability) in 1972. During 46 days of screening, this film has had 12.8 million viewers with a duration of 127 minutes.

“Miracle in Cell No.7” is a film made from a true story, played by Ryu Seung-Ryong who plays a father named Lee Yong Goo who has mental retardation (Gu, 2020). He has a little daughter named Ye-Sung, played by Kal So-Won and Park Shin Hye plays an adult Ye-Sung. The film “Miracle in Cell No.7” is directed by Lee Hwan Kyung. This film tells about a person who has a mental disorder and is accused of sexually abusing a child and is caught in a serious case with allegations of sexual violence, kidnapping, and murder so that the father and son have to separate because the father is in prison cell no. 7 on the charges. In addition, behind the figure of a cheerful Ye-Sung and always smiling kindly to anyone, Ye-Sung is always patient and helps his father who has a speech limitation. When the father is involved in a serious case because of a misunderstanding that leads to court and prison for his case causing Ye-Sung to separate from his father, Ye Sung is sent to a foster care institution. Which makes Ye-Sung mentally drop and chaotic because he doesn't want to eat and always thinks about his father. During his separation from his father, Ye Sung was always crying, sad, and unmotivated at school. While in cell number 7, fellow inmate Lee Yong Gong learned that Lee Yong Gong had

a little daughter. And because Lee Yong Gong had done a good deed by helping his cellmate, finally his cellmate friend returned Lee Yong Gong's kindness by granting Lee Yong Gong's request, which was to meet his son Ye-Sung. The arrival of Ye-Sung into the cell is very moving and tense.

Method

Research methods are steps taken by researchers to collect data or information to be processed and analyzed scientifically (Queirós, et al, 2017). The purpose of the research is to get a formulation of the results of research through the process of searching, finding, developing, and testing a knowledge (Kallio, et al, 2016). So, the method used in this research is a qualitative approach. Basically, this method is used to get data with a specific purpose. The qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization (Simanjuntak, 2021). After all the data is obtained, then it will be presented using a narrative analysis approach with a qualitative method. Narrative research is a distinctive form of qualitative research, usually focusing on the study of a single person or individual and how that individual gives meaning to his or her experiences through the stories told, and data collection can be done by collecting stories. In addition, narrative is also defined as a study of the lives of individuals as told through the stories of their experiences, including discussions about the meaning of experiences for individuals (McAlpine, 2016).

Findings and Discussions

Based on the results of the analysis, there are moral values that affect a person's mentality in the film *Miracle in Cells No. 7* directed by Lee Hwan Kyung.

1. Parents love

| Description | Moral values |
|--|--|
| Lee Yong Gong is a father who is deprived or mentally disabled. But Lee Yong Gong has the instinct to love and protect his son even if he has to sacrifice himself. That children have sincere love for their parents, regardless of and no matter what their parents are. | The love of a father for a child is limitless. |

Analysis and Discussion: In this film, Lee Yong Gong supports his daughter alone without his wife. This is what makes Lee Yong Gong really love his son Ye-Sung without thinking about anything. When princess Ye-Sung really wanted a sailor moon bag, Lee Yong Gong sincerely bought the bag to the point of sacrificing himself. In addition, Ye-sung felt the affection given by his father so much that it made Ye-Sung even more fond of his father Lee Yong Gong. This means that the love of the father and mother is very influential on the child (Ceka, Murati, 2016).

2. Kindness always ends beautifully

| Description | Moral values |
|-------------|--------------|
|-------------|--------------|

| | | |
|--|-----------------------------------|-------------|
| Lee Yong Gong who likes to help people with his kindness. At a time when people didn't believe in Lee Yong Gong's truth, but kindness kept coming to help Lee Yong Gong. | Kindness always beautifully | will end |
|--|-----------------------------------|-------------|

Analysis and Discussion: This film also teaches that doing good to others does not look at their background. There is no unrequited kindness because there must be a time when that kindness will turn to help us by itself. Sooner or later people will see the real us. We really need this kind of nature because when we have the principle to do evil, it will make our thoughts continue to run so that it can affect our own mentality. Because crime itself is a mental disorder outside of our awareness (Lewis, Salem, 2017).

3. A child only needs the presence of loved ones

| Description | Moral values |
|---|---|
| Ye-Sung was born into a very simple and warm family. Ye-Sung rarely asks his father for anything, lastly, he really wanted a sailor moon bag. But Ye-Sung never forced his father to buy it. Ye-Sung needs his loved one more, namely his father. | A child doesn't need luxury, he just needs the presence of loved ones |

Analysis and Discussion: When watching this film, it can be seen that the way to make a child happy does not need to be luxurious or a lot of money. Children need the presence of loved ones, namely father or mother around them. For children, this will create special memories with their loved ones. So that children do not feel lonely in their lives because there is always the role of parents in their lives. This greatly affects the development of the child in his mental growth period (Simanjuntak, 2020).

4. A child's return to his parents

| Description | Moral values |
|---|---------------------------------|
| Ye-Sung as an adult clears the name of his father who was sentenced to death due to a misunderstanding. Even though this matter has been going on for a very long time, Ye-Sung still clears his father's name so that people don't see his father like that. | A child's return to his parents |

Analysis and Discussion: In this film, the love of a father for a child is so great. The father was willing to sacrifice to be sentenced to death. The success of a father in educating and giving love to children will affect the nature of the child itself (Ceka, Murati, 2016). Children's behavior is a picture of the behavior of parents towards their children. From this it can be understood that the love and life that has been given to the child will be rewarded with the maximum even though the parents are dead.

5. Belittled and despised by people because of having a mental deficiency

| Description | Moral values |
|---|-----------------------------|
| Lee Yong Gong who has limitations and shortcomings is often belittled and despised by people. | Someone who has limitations |

Analysis and Discussion: It is often unintentional that many people out there underestimate and demean people who have mental limitations and deficiencies like Lee Yong Gong. Lee Yong Gong is also a human being like everyone else, who has feelings and a conscience that is worthy of respect. The impact of belittling and condescending can also be

felt around people who have mental deficiencies so that they will feel sadness (Hickman, 2020). Another impact due to underestimation will also cause a sense of stress to depression and even lead to death in the sufferer (Currier, et al, 2015). This we need to realize that the impact of belittling someone greatly affects the mental to be bad.

Conclusion

This film is a heart-warming comedy and family melodrama about a mentally retarded man who is unlawfully imprisoned for a murder misunderstanding. Yang builds friendships with the violent criminals in his cell, and they help Lee Yong Gong see his daughter again by breaking the rules. Based on the results of the discussion above, the character of a child can be formed from the results of the role of his parents because the role of parents is very important for a child's life. Sincere love from a father is also a major role because only the love of a mother feels unbalanced. Children's mentality can develop and grow if they are in a comfortable environment, so this must be considered by parents that the child must be able to provide comfort and not emphasize what the child is doing. In addition, the learning and attitudes that parents have given to children will form a good attitude from children towards others by themselves so that the way parents educate children in a good way will also provide a good environment for children so that children's mentality does not become damaged.

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MORAL VALUE OF MOVIE “ZOOTOPIA” DIRECTED BY BYRON HOWARD AND RICH MOORE

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Abstract

Movie is a medium that have an important influence in giving information and as a tool to deliver messages to the audience or people. The movie is a media that can educate people by taking the values contained in the movie through visual depictions. This research is an analysis of moral values in “Zootopia” movie. This Disney animation has its charm because this movie tells the story of a city inhabited by various types of animals. Containing from predatory animals and prey animals. The study in this paper aims to analyze the moral value of the movie. Some moral values in this movie are confidence, tolerance, helping each other, respect, wisdom, and many more. This movie also teaches not to at other people from the outside. This study uses qualitative methods and shows the existence of values, especially moral values contained in the movie. The source of the data is from the “Zootopia” movie and the file of the subtitle.

Keywords: *animation, Disney, moral value*

Introduction

The film is a tool to convey various messages to the general public through the medium of stories, and can also be interpreted as a medium of artistic expression for artists and filmmakers to express their ideas and story ideas. From this understanding, it can be concluded that film is one type of literary work in the form of moving images or communication media that can be seen and shown and has a function to convey a message to the general public. Various films spread throughout the world have various characters and contents that contain various values (Mostafavi & Zaeim, 2020). One of them is moral values. Even so, not all films have a value that can be taken advantage of by the general public. The film also has various functions, not only as a medium to obtain entertainment but also as a medium for information, persuasion, and education.

At first, the film only featured visuals with real human actors, but as the times and modernization progressed, it gave birth to many unique storylines. Just like humans, stories with animal characters can also display interesting visuals and plots and contain many morals that are relevant to our lives, let alone immortalized in the audiovisual form in the form of animated films. Animated films are one of the potential means of instilling moral values into the audience. 3D animated films are not only shown for children but teenagers and even adults who can watch them. We can take positive things from the good characters played by animals in the animated film (Simanjuntak, et al, 2021).

This makes the film’s story seem more real and the plot is more well-distributed. Even though stories with animal characters are actually fictitious, behind it all it also contains a broad meaning about how they interact with each other and some of them also character and characterizations can also be said to be realistic with real life. Just like humans, animal

characters in animated films have good characters and some are bad (Beiman, 2015). Like an animal with good character, it is described as being honest, polite, always optimistic, smart, happy to be friendly, and doing many other commendable deeds. Meanwhile, animals with evil characters are described as cunning, arrogant, stingy, cheating, wanting to win themselves, and other despicable acts.

Zootopia is an animated film produced by Walt Disney Animation Studios in and directed by Byron Howard and Rich Moore. Zootopia was first released in the United States on February 13, 2016. This film with the genres of children, comedy, adventure, and animation tells the story of a rabbit named Judy Hopps who dreams of becoming a police officer in a metropolitan city called Zootopia. Zootopia is a place where animals that act as predators and animals that act as prey can live side by side. They live side by side without any conflict between animals. In the Zootopia film, there are many values that we can take for that in this discussion we are interested in analyzing the values contained in the Zootopia film, especially the moral values.

Method

This study uses a qualitative method. Qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is triangulation (combined), the data analysis is inductive and the results of qualitative research emphasize meaning rather than generalization (Khaldi, 2017). In this study, we look for the moral values contained in the Zootopia film by obtaining data from the Zootopia film and the language translation in the film. The data we got from the film Zootopia and the language translation in the film were then analyzed. We also read several references in finding data for this research.

Findings and Discussions

Moral values

In terms of language, the word moral comes from Latin, namely the word *mos* and the plural form *mores* which means custom or procedure. Basically, films that are played by animals in the form of animation are more interesting to watch because they have more unique sides so they don't get bored quickly, 3D animated films are films that use animals as characters who behave like humans, not with real animals but 3D animated films. made using technology. In the plot of the animated film, it shows the depiction of morals/moral elements and human characters and criticism of life in the story (Ihsan, 2019). Animated films are used as a means to convey messages and moral values to readers, with the aim that the audience has a commendable attitude in life. In addition, the audience also becomes inspired to become human beings who have morals and are virtuous (Rieger & Klimmt, 2019) Even though it is used as a means to convey a moral message, it does not mean that the animated film's plot loses its appeal. By being well-packaged, animated films become straightforward to understand, animated films are favored by children as well as parents (Supardjo, et al, 2020).

1. Self-confident

Confidence is a human trait that everyone should have, but not everyone has self-confidence. Self-confidence is an attitude or belief in one's own abilities so that you feel free and comfortable in carrying out an action according to your own desires without feeling worried

or anxious and being able to take responsibility and take risks for whatever decisions have been made to take these actions (Axelrod, 2017)

Based on the footage in the film *Zootopia*, there is a moral value about self-confidence. A told character named Judy Hopps who is described as a rabbit. Since childhood, Judy aspired to be a police officer who could go to a metropolitan city called Zootopia. But those around her doubted Judy could become a cop. As we know that rabbits are small mammals. While in the film, it is told that the police officers in Zootopia have never had rabbit officers before because most police officers consist of large and powerful animals. Even though the people around him are his friend named Gideon Gray, Gideon once sneered at Judy because her dream was to become a police officer, even her family doubted that Judy could and had underestimated her, but Judy was still confident to become a Zootopia police officer. With strong determination and self-confidence, Judy attends training at the Zootopia police academy. In the academy Judy is the only animal that has the smallest body size compared to other police recruits. Even though she was belittled by people in the police academy, Judy didn't care and finally Judy graduated from the police academy.

2. Tolerance

Tolerance literally means tolerance. Tolerance is an attitude of appreciating and respecting differences among living things. In everyday life, we must tolerate the differences of other people, because every living creature created has differences and diversity of nations, ethnicities, religions, cultures, skin colors, thoughts, and others. With these differences, it can become a strength when viewed from a positive point of view and can lead to conflict and division when viewed from a negative perspective (Hjerm, et al, 2020).

Based on footage from the film *Zootopia*. Judy Hopps really wants to go to a metropolitan city called Zootopia because all animals live together and without any conflict between other animals. In Zootopia starting from small animals and large animals, animals of prey and prey coexist in peace and harmony. Even the differences in living habitats do not prevent them from living side by side.

3. Help others

Helping each other is something that is needed and done in everyday life. Helping is an attitude or act of providing assistance to living beings who need help. Help can be given in big or small ways and it is very beneficial for living beings who need help (LeBel, et al, 2015).

Based on the footage in the film *Zootopia*, there are many scenes of helping fellow animals. For example, when a beaver named Mrs Otterton came to the police station to report and ask for help in finding her missing husband, Emmitt Otterton, who had been missing for ten days. Police officer Bogo gave only hopeless hope until Judy finally approached Mrs. Otterton and promised to help find and find her husband. There is also a movie trailer where Judy Hopps asks a fox named Nick Wilde for help. At first Nick Wilde was reluctant to help but over time Nick finally melted and wanted to help Judy.

4. Value

Appreciation is an attitude when we do not underestimate or underestimate a situation or someone (Vallet, 2016). Respect for others has a close relationship with tolerance in responding to existing differences, for example in the form of differences in ethnicity, nation, culture, religion, and others. By respecting each other, we can better understand the meaning of diversity and the differences between living things (Varki, 2017)

Based on the footage in the Zootopia film, it is told when Judy Hopps who is just a small rabbit and only a mammal managed to find all the missing animals and find out who was the mastermind behind the events that happened, Judy Hopps finally got an award from the Zootopia police where in the end all the police who used to belittle Judy Hopps to respect Judy who was originally assigned as a parking attendant, but now the police have made Judy Hopps a real cop according to her abilities.

5. Wisdom

Wisdom comes from the word wise and contains the meaning of wisdom. Wisdom means the ability to use reason (Darmadi, 2018). A wise person can make decisions by considering reason, wisdom, and thoughts and is careful in dealing with every problem and difficulty. Not everyone is wise, but with time one's mind will open and expand. It can make a person wise in taking actions or decisions (Wise & Schwarz, 2017). When we have choices, then we have to choose the best choice among other choices so that in the future we don't feel a loss for what choices we choose and can be held accountable for the choices we make.

Like the footage when the police chief named Bogo was on the verge of panicking about the complicated problems, he had to face, namely when the people of Zootopia were divided because Judy Hopps made the mistake of saying that predatory animals could suddenly turn back into primitive and wild animals because of their DNA. This makes non-predatory animals feel threatened and afraid, even to the point of holding demonstrations asking for predatory animals to be expelled from the city. Judy wants to correct what she did, with the help of Nick Wilde, Judy goes to Bogo so that she can be given a chance to correct her mistakes. Bogo wisely gave an opportunity and time, although not much, but this opportunity for Judy Hopps was a golden opportunity to prove the facts that actually happened among the people.

6. Not seeing someone from the outside

As the saying goes that we should not see a person only from the outside because it is not necessarily what is seen on the outside the same as what is seen on the inside (Dalla & James, 2017). Based on the footage in the film Zootopia, it is told when Judy Hopps finds a building which turns out to be a place where the animals that turned wild and wild and then mysteriously disappeared were located. Judy Hopps and Nick Wilde then investigate the place and find out who was behind it all. When they entered the building, they saw the Mayor of Zootopia, Leodore Lionheart, who was a lion in the building. Then Judy, who felt she had found the culprit, called the police and reported the incident. Mayor Leodore Lionheart who is suspected of being the mastermind behind the wild and primitive animal events that occurred in Zootopia was arrested and imprisoned. Everyone says that predatory animals are evil and can't be trusted, it causes division in Zootopia. Judy, who feels that she has found the culprit, returns to the city where her parents are. There he sells vegetables on the side of the road where her parent's shop. Then when she was selling vegetables, Judy had an old friend who bullied her named Gideon Gray arrived. There Gideon Gray explains about the night howl flower that can cause animals to go wild. Not only animals from predatory types, but animals from prey types can also turn wild and primitive. As a result of that explanation Judy rushed back to town. Judy enlists Nick's help to investigate. It turned out that after a long time of re-investigation, it was revealed that it was not Mayor Leodore Lionheart who was the mastermind of the incident but Leodore's secretary who was a sheep named Bellwether. Finally, Leodore was released and Bellwether was arrested.

Conclusion

In the film *Zootopia*, it is described that Judy Hopps is a rabbit who has a strong will, is confident, always optimistic, and independent. Since childhood, Judy has dreamed of becoming a police officer, she did this to be able to provide assistance to those in need and make the world a better place. Nick Wilde is described as a fox who is cunning and deceitful, just a scam that Nick does so that he can still make money. The animals don't trust Nick because to them the fox is an evil and cunning animal. But all that changed due to coercion from Judy Hopps who asked Nick to help with the investigation, making Nick change his view of the world. Nick believes that there are still people who believe in him and need him.

Many moral messages can be taken from this *Zootopia* film. The message to be a more confident person even though the surrounding environment is not supportive but we must believe in our abilities and prove it to others that we can do that too. Tolerance is an attitude that is needed in everyday life because every day we will meet people or other living beings who have differences with us. Differences from ethnicity, nation, race, language, culture, skin color, and others. Diversity makes us more colorful and diversity can be a source of strength.

Helping each other has become an obligation and a necessity in life. With the help of helping life feels easier and lighter. Respect for others has also become an obligation and necessity in life with other people. Because we not only live alone in the world but we live side by side with other people which requires us to help and respect others so that life feels more comfortable and peaceful.

Wisdom is an attitude that not everyone has. Wisdom allows us to make the most appropriate decisions in dealing with things in life so that in the future we will not regret the decisions we make. In life, it is not uncommon for us to only see someone from the outside, especially when we meet that person for the first time. For example, when you first meet the person from the outside, the person looks cynical and doesn't care, but it turns out that after getting to know him well, it turns out that the person is not what we think. For that we must not see someone only from the outside, but also must be able to know him well.

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“HARRY POTTER” MAGIC SEEN FROM THE POINT OF VIEW OF SCIENCE”

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Abstract

This “*Harry Potter*” film was released in 2011. Even though this film is like a documentary, it doesn't mean that many people don't like it, even from young people, teenagers, to older people. This film is a literary work that is incredibly influential in the world from the author, J. K. Rowling. Imagine in the 2000s the technology was not as advanced as now. There was no *Instagram*, *TikTok*, *WhatsApp*, where there were only limited platforms in that year. The internet is also not global yet, promotional media are also limited, but *Harry Potter* is successful in becoming a film that all people from various countries await. This *Harry Potter* branding made it the highest-grossing film of all time. Not only talking about Magic, but this film is also related to science in Magic; some of the magical phenomena that exist in the “*Harry Potter*” story can be explained by Einstein's general theory of relativity, Earnshaw's theory, Erwin Schrodinger's quantum theory, John Nash's game theory, theory of Darwinian evolution, etc. Om Roger said that the occult world “*Harry Potter*” can help explain the science and not destroy it and shine a dazzling light on various exciting issues studied by researchers today.

Keywords: *Harry Potter*, *Magic*, *Science*, *Voldemort*

Introduction

Since formerly Magic got a dire disgrace (Mestrovic, 2016). Magic is considered as deed wicked who use the ‘services’ of the devil. Therefore, in history, the world's nations, including Europe and the United States (US), have ever written notes regarding the massacre of those who possess and practice magic. In Indonesia, some years then occur massacre with the issue of witch doctors in Banyuwangi and surrounding areas. On the other hand, those interested oppose Magic as an institutional religion. In Islam, Magic is considered as one manifestation shape polytheism. However, in general, problem magic is not only a problem crime, not an invisible eye. Only those who don't c should reachable reason human. Technology creation of the ‘witch’ era now makes aircraft fly, and the computer can understand greetings and send voice from one cleavage to the other half, which can just be classified as Magic (Gilpin, 2015).

Biochemical test equipment pregnancy, motion electrons on-chip silicone inside the computer home, even instruction use tool video recorder can be considered Magic. Temporary that, on the other hand, modern science has proven it a little many already brave show ability researching Magic in perspective his alone. Naturally, this is still in the area of scientific autonomy. This thing like Roger Highfields did try to study exoticism magic in *Harry Potter*. He says many incidents by Joanne Kathleen Rowling, author of *Harry Potter*, which can be explained thread the tangle with science (Hall, 2020).

Problem and Purpose Study

Several existing problems were found because the contents of *Harry Potter* books are related to science. But we just discuss several issues from questions following:

1. What is meant by magic and technology?
2. How is a description by general connection Among Magic and science?

3. What just contents related to Harry Potter books with science?

Method

Using an analysis system has been done with method study references books, articles, internet browsing, and related literature reviews. Data collection uses the bibliography to support object something study with doing ratio the theories that have been in addition to that on-site practice, data source. The purpose of this study is for knowing the definition of Magic and science, described by the general connection between science and Magic, to understand what just contents related to Harry Potter books with science.

Discussion

Magic from aspect term is one deed hurt or affect the body or heart or the mind of the bewitched without through touch same once, done outside than law natural for reach purpose specific, for example, hurt someone, treat disease and predict the future. Use term magic in Malay in habit refer to knowledge black. Whereas Magic from aspect language as narrated by Laits is deed get closer yourself to the devil with ask help to him (Cohn, 2020). Al-Azhary also said: "Originally," Magic turned away something than the truth to Case another. So, as if the witch looks evil in shape the fact, he bewitches something than shape original or exchanges it." In my view, Magic is something ability to control and do something to a thing or others with the method they alone, which is usually used spells or stick Magic (Taussig, 2016).

What is science? In meaning generically, science is always linked with the effort of man to look for knowledge about a phenomenon. How to search know this no free of the interpretation process man to sensation that. The essence of something system knowledge is activity representation in which the observer (scientist) interprets symptoms later in nature modelled to in the language of science (which in modern science using a mathematical model) (Dan, 2017). Science is knowledge (knowledge) obtained with method systematic about structure and behaviour from all phenomena in the universe and its contents, good phenomenon natural nor social. Everything got through a process of observation, measurement, research, and development theories to describe results from activity. Science is a public good and must be open (open source). Anyone free to access and use without should pay a license usage a science (Hylén, 2021).

The place magic stops and science begins (Jagadish, 2015). We know that Magic has gotten a bad stigma in living humans. Did you know that science started from Magic? In fact, no, there is Proof by theory to case this. Only just we could look at life earlier and an exciting conclusion. For example, just a hundred years ago, the moment of existence method is forecasting weather with Magic. This thing can change as proven science accuracy in science. Technology, the creation of today's 'wizard,' make aircraft fly, the computer can understand greeting, and send voice from one cleavage to the other half, which can be classified as Magic (Roberts, 2016).

And at the time light found the first time, maybe when many ordinary people think invention that is Magic. Because of trust, they to high Magic. Magic, like science, also gives many outlooks regarding how to work brain man both of them you're welcome to own apparent idea _ strange bin magic. For imaginary general, the discoveries of modern science are often the same, not clear with the incantation of a shaman or magic spell (Musadad, 2016). The irony ignorance about things now becomes part of life we now good that method work Jetplane or

photocopy machine, yes so open road going to trust to Magic that can make things that seem impossible Becomes maybe. Like it's been said by expert Stuart Vyse Psychology "Technology already control life we but science has not to control sense mind us."

1. Invisibility Cloak

Cloak translucent look or cloak magical (English: cloaks of invisibility) is something term known in fiction, and adults this in science. Term this refers to a cloak or a cover that can make somebody or object surrounded by the thing this Becomes invisible from the eye. In fiction Case, this is linked with something nature magical but coupled with central vision in this science. The cloak is Magic in science. Well, now the case can become reality. Researchers at the University of Tokyo have succeeded create optical-camouflage technology. With technology, the resulting result will similar to Harry's robe, where's the wearer can "disappear" from view people. This optical camouflage technology uses a material called retroreflective. This retroreflective is shrouded with thousand beads. When one beads the caught Ray sun, the reflected rays return to the direction of coming rays. This retroreflective material is something familiar. The light then crosses, marker road or reflector on a bicycle, all take profit from retroreflection to lets people see moment night day. Besides this retroreflective material, invisible cloak technology must be supported by video computers, cameras, and a particular projector called the iris diaphragm (Simanjuntak et al., 2021).

Combined with all theories, the allowed dream cloak disappears like Harry Potter can materialize (Valley, 2019). Light from behind robe "streamed" to front cloak and fall on the eyes observer, make cloak see-through look Cloak remove thing because light from source light falling on objects reflected no to eye observer but to other direction: T: look; ST: no look. Although so study new done by a group of American scientists say that cloak or sheath sort of that will be very similar with Cloak Harry Potter invisibility, but without producing shadow, because cells in the sheath allow light for deflected all around them. The design needs tiny needles that fit on a cone brush hair at all angles and lengths to compel light to continue surrounding the sheath.

This will make everything in the cone seen disappear because the light is no longer reflected (Mathôt, 2018). "This thing looks very fictional, but I truly realized that Case this match with laws physics," said a lead researcher, Vladimir Shalaev, a field manipulation electricity and computers professor at Purdue. "Ideally, if we could make it Become real, thing this will working same with Cloak Harry Potter invisibility," he said. "The cloak this not will Become heavy because only there is a little metal in it."

2. Flying Broom

Type transports the wizarding world's favourite, broomstick, is one of the confidential universes the Magic already so hidden general. Because of us all once hear that witch use this broom for travel. Now scientists and engineers instead try to fly with a flying broom. Broom the most advanced racing, Firebolt possibly owns most advanced technology for ignoring pull gravity, an impactful technology commercial and scientific enormous. After all, this is the dream same human old his with civilization human: tread in the air empty and fly like a bird, let go from bond gravity. The question he is, why we no can we fly? The answer, in short, is

we have no bird. Answer her long, and nobody man can produce alloy style push with power the right lift.

We don't can fly without tools, but a broomstick is not sound impossible as means of transportation as suggested. NASA even already stated the view about method fly broomstick, that is something overview about technology fly broom has been compiled by Mark Millis, who holds position spectacular as Manager the Breakthrough Propulsion Physics Project at NASA, Ohio.

3. Time Turner

Experts in physics that has been learning theory Einstein doubt possibility journey penetrate time but not ignore it. Before we explain farther away, there good, we confirm that our team as a Muslim, no trust existence inverter time this. Because we believe, and of course, all of you sure, that time already pass not possible back. We are here only trying to display his from the side of science that we know (Simanjuntak, 2021). Hermione in Harry Potter books using inverter time this so you can overcome timetable class it is solid. So, for example, it's 10 am; he has two classes that must be followed, for example, his Defense to Knowledge Black and the History of Magic. At 10 o'clock, he only follows class Study the History of Magic. After a finished study, he flipped time to 10 o'clock again for the second class, Defense to Knowledge Black. When Hermione was in Harry Potter book three, do journey time back off, he possibly arrives in nature different parallels. We don't create a new reality. We just go to one of the existing realities and do something there. And events that new occur moment we until, no moment we do action paradox. With Thus interpretation mechanics quantum 'many worlds' allow an explorer time for changing the past without causing future problems like paradox famous grandpa that

Conclusion

1. Linkages between science and Magic have many produced innovations new in our world of science.
2. Many things are lovely but natural in the Harry Potter book I've been reading Katik the world's scientists and applied science. They spend a lot of money to restore existing things in Harry Potter books to be accurate.
3. Science and thinking genius of scientists make us feel many profits and experience progress technology.
4. Science and technology that different, although they each relate.

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A STUDY OF STUDENTS' DIFFICULTIES ON SEMANTIC-PRAGMATIC SUBJECT

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Abstract

This study aims to discover students' difficulties in studying Semantic-pragmatic courses, their perceptions, and their efforts to overcome learning difficulties. This research is a qualitative descriptive study describing various student learning difficulties, student perceptions, and student efforts to overcome learning difficulties. Subjects in this study were the fifth and seventh-semester students of the English Education Study Program, STKIP PGRI Pacitan. Researchers took information and data through questionnaires and interviews with students. The instruments in this study were questionnaires and interview guidelines. The results show that students' learning difficulties are under challenging terms, weak analytical skills, and an inappropriate learning system. Students consider this Semantic-pragmatic course essential. Hence, they develop strategies to overcome learning difficulties by looking for relevant learning references. Thus, teachers need to change learning methods and students also need to change the way they learn so that teaching and learning activities achieve their goals and students can hone their thinking skills.

Keywords: *Learning Difficulties, Pragmatic, Semantic*

Introduction

Linguistics is a scientific discipline that explicitly examines all aspects related to language (Alek, 2018). Extensive linguistic knowledge will be very helpful in completing and carrying out tasks that related to language. Liliana Muliastuti (2017) explains that linguistics has several branches, namely: based on its objectives there are theoretical linguistics and applied linguistics, based on the flow there are traditional linguistics, structural linguistics, transformational linguistics, generative semantic linguistics, and tagmemic linguistics, and an additional branch is phonological phonetics, morphology, syntax, semantics and pragmatic. Semantic pragmatics as a branch of linguistics is an essential discipline to understand Semantic-pragmatic field will not only make someone understand the use of a formal language, but also the correct meaning of words according to context and signs.

Pragmatics studies the relationship between expressions or words with the context of those expressions. This is in line with Yule (2020) that pragmatics is the study of the meaning by which the speaker (or writer) communicates and is then interpreted by the listener (or reader). Pragmatics is the study of the speaker's meaning (Ruhendi, 2019). Meanwhile, Swarniti (2021) states that semantics study written and spoken sense (signs). Semantics studies the meaning of expressions related to signs.

An understanding of Semantic-pragmatic is essential for language education students. Semantics and pragmatics are requirements for further language knowledge, especially in English concerning discourse studies and sociolinguistics (Alek, 2018). Pragmatic semantics is critical to understand because it is one of the requirements to understand the meaning of language or expressions correctly.

Because understanding semantic-pragmatic is essential, language education students must understand it well. A sense of pragmatic semantics is needed when they become a

language teacher. In support of this, Raifu (2020) states that teaching communicative language is necessary to apply pragmatic principles so that the teaching activities will be practical, and pragmatics is an essential discipline for language teachers when teaching learners. Understanding pragmatic-semantic is also necessary for pure language knowledge. This aligns with Alsayed (2019), which states semantics is the key to unlocking the language's understanding.

But in reality, students still have difficulties understanding Semantic-pragmatic courses. Based on researchers' observations in the 2020/2021 and 2021/2022 academic years in the English education study program at STKIP PGRI Pacitan, almost 80 % of students still have learning difficulties and confusion in understanding Semantic-pragmatic courses.

Students who cannot study or understand well, marked by obstacles to achieving learning goals, are called learning difficulties (Mursalin in Dydik Kurniawan, 2018). Learning difficulties are problems in which the brain can perceive, analyze, process, or save information (Lyness in Afnibar, 2020). However, in some cases, a person has difficulty learning certain materials. A learning disorder is always related to internal and external factors (Afnibar, 2020).

Several factors cause student learning difficulties. Based on Jirana (2015), the factors that drive student learning difficulties are grouped into internal factors (factors from themselves) and external factors (factors that come from outside of students). According to Puspitasari (2019), internal factors, namely: 1) physical, 2) psychological, and 3) fatigue, and external factors, namely: 1) family, 2) campus, 3) community.

Based on the description above, the study will be conducted relating to the problems of student difficulties in learning pragmatic semantics and in what part of the material they experience the most problems. There have been many similar studies, but none have focused on researching how students perceive the Semantic-pragmatic course and specific sections that experience many difficulties. So, in this study, the researcher focuses on how students perceive the Semantic-pragmatic course and what part of the material they share a lot of challenges.

Analyzing the students' difficulties and what parts of the material students have a lot of challenges will provide new insights in preparing the right solution. It is expected that the relevant parties can apply the compiled solutions based on the analysis of students' difficulties. For lecturers, it can be used as a reference to make a better teaching-learning system. For students, it can be used as a reference for learning methods, while for researchers, it can be used in subsequent research.

Method

This research is classified as qualitative descriptive research to analyze students learning difficulties on Semantic-pragmatic Subject. The research was conducted at STKIP PGRI Pacitan. The subjects in this study were the six-semester students who took Semantic-pragmatic subject in last semester and fifth-semester students who took Semantic-pragmatic subject in 2021/2022 Academic Year of the English Education Study Program of STKIP PGRI Pacitan.

The data collection techniques in this study are Interviews and Questionnaire. The questionnaires were given to fifth and sixth-semester students to find out what the students' difficulties in Semantic-pragmatic subject and what part of the material they had problems more. The target data obtained are 20 respondents. While the interview was conducted orally to confirm the students' difficulties and in what part of the material the student experienced

problems more The data analysis technique used is qualitative data analysis Qualitative data analysis in this study, namely: Data reduction, data display, and conclusion drawing or verification.

Finding and Discussion

Based on the data obtained by the researchers, students experienced difficulties in learning Semantic-pragmatic courses. The data presented with the following categories :

Students' attitudes

Students' Perception

The results of the question about students' perceptions of the Semantic-pragmatic course obtained data that 14 respondents said the Semantic-pragmatic course was challenging Semantic-pragmatic courses are pretty challenging to understand because the students have to be focused when studying them, as noted by respondent number 7 that "*Mata kuliah yang sulit untuk dipahami jika tidak fokus.*" Students' perception that the Semantic-pragmatic course is challenging because it requires high analytical power. Respondent number 1 said that Semantic-pragmatic is a subject that requires high analytical power in each material. The learning process of this Semantic-pragmatic course will increase students' critical thinking skills; However, several related parties still influence the effectiveness of the learning process. As said by Respondent number 20 "*Sulit tapi menyenangkan karena di mata kuliah ini membuat kita berfikir kritis, tetapi menyenangkan atau tidaknya sebuah mata kuliah dipengaruhi oleh dosen pengampunya dalam menjelaskan.*"

The four respondents said that the Semantic-pragmatic course was interesting. For respondent number 15, this course is quite tricky. However, the Semantic-pragmatic course is very challenging because you have to optimize all your critical thinking power when studying it. In addition, respondent number 19 has a similar perception. The respondent said that the Semantic-pragmatic course was quite tricky.

The remaining two respondents have different perceptions of the Semantic-pragmatic course. Respondent number 9 considered that the Semantic-pragmatic course was quite good. Meanwhile, respondent number 7 believes that the Semantic-pragmatic course is only needed to increase linguistic knowledge.

The Importance of Semantic-pragmatic Subject

The 12 respondents have the same perception of the importance of the Semantic-pragmatic Subject. The perception is that the Semantic-pragmatic course is essential As stated by respondent number 15 that this course is vital to learn because it is related to understanding meaning, so we will understand how to use words with the correct definition in communicating This Semantic-pragmatic course is very important because it is a branch of Linguistics. This is as said by respondent number 6 "*Sangat penting karena Semantic-pragmatic adalah cabang dari ilmu Linguistik.*" Linguistics, which is a linguistic science, is essential to understand, especially for students of English education. This is also as expressed by respondent number 18 "*Karena saya mahasiswa pendidikan bahasa Inggris mata kuliah tersebut tentunya sangat penting.*" Another reason why the Semantic-pragmatic course is necessary is because Semantic-pragmatic studies the history of an expression to appreciate and interpret a language. This is as stated by respondent number 3 "*Menurut saya sangat penting karena dengan*

mempelajari asal muasal serta penggunaannya kita dapat menghargai dan memaknai bahasa itu sendiri.”

The Semantic-pragmatic course is essential. A total of 5 respondents gave this answer. The remaining two respondents said that the Semantic-pragmatic course would increase their English skills and consider it a reasonably necessary discipline.

The four respondents hope that the Semantic-pragmatic course will be explained using words that are easy to understand. The Semantic-pragmatic course requires a detailed explanation of familiar words, namely the language often used in everyday life. Complex vocabulary will make the students focus on the primary material because they have to find the meaning of the problematic term. The students hoped that the instructor of this course would immediately convey the importance of a complex vocabulary so that students' focus when studying is not divided. Explanations using easy words must be balanced with an answer as simple as possible. This is as expressed by respondent number 13 *“Dikemas dan disajikan dalam model yang simpel dan mudah dipahami.”*

Seven respondents hope that Semantic-pragmatic courses' teaching and learning process adopts new, more innovative methods. Students prefer systems delivered simply and interactively to stimulate students to think and ask questions. The latest teaching and learning methods also need to be applied because the old ways found it challenging to understand the material. With the new form, which is more interactive and fun, students will like pragmatic, semantic courses. The emergence of a loving sense will undoubtedly make students interested in learning and implementing it in everyday life.

The remaining nine respondents had different hopes that Semantic-pragmatic courses are expected to be carried out offline continuously to directly meet face-to-face with the supporting lecturer and quickly ask questions if they begin to encounter difficulties. The Semantic-pragmatic course is also expected to be able to improve students' analytical power so that it is helpful to be applied in everyday life. This is because Semantic-pragmatic is expected to add insight to students and change the point of view to a broader perspective, as said by respondent number 5 *“Semoga dapat menambah wawasan dan mengubah sudut pandang menjadi lebih luas”*

Students' problem

Difficult term

A total of 7 respondents had difficulties with the terms used during the learning process. Respondent number 2 had trouble because of his limited scientific vocabulary, so when the Semantic-pragmatic course was delivered, the respondent did not understand the meaning of each sentence. Respondent number 10 already understands some of the purposes of complex terms in the Semantic-pragmatic course but does not understand the importance in detail. Respondent number 20 had difficulty understanding the meaning implied in the sentence. The implied meaning in Semantic-pragmatic is quite tricky to guess because it has to go through a scientific and critical thinking process. This difficulty was also experienced by respondent number 16 who said that *“Sulit untuk memahami makna tersirat dari suatu kalimat*. While respondent number 19 has difficulty understanding the meaning of words, morphemes, and sentences that relate their purposes to other sentences meaning.

Weak analytical skills

Students' difficulties in the Semantic-pragmatic course are due to the weak analytical skills of students. A total of 9 respondents had the same difficulty. The Semantic-pragmatic course requires a lot of in-depth analysis of each material. At the time of the analysis process, of course, requires critical thinking. As said by respondent number 1 "*Cukup sulit untuk menganalisis beberapa materi yang ada dalam mata kuliah ini*". Some expressions that need to be analyzed make students feel confused. The phrase maybe has two meanings or more. As stated by respondent number 8 that "*Tidak bisa menganalisa, terkadang kalimat yang sangat panas hari ini berarti menyuruh untuk menyalakan kipas angin*".

Learning System

Students have difficulties in learning Semantic-pragmatic courses during the online learning system. A total of 4 respondents had the same problem. This is because when the teaching-learning process is done online, student access to ask questions and discuss is limited. In addition, respondents also experienced signal difficulties when accessing online learning. Mainly because the signal in their home is terrible, so it requires more effort to go to another place with a good sign.

Material that has more difficulties

A total of 10 respondents experienced difficulties in pragmatic material. This material requires analytical skills. Pragmatics is related to the expression of language and the interpretation of speakers so that its meaning is always related to context. The remaining ten respondents experienced difficulties in various parts of the material. Five students have a problem with Semantic purpose material. Semantic meaning is complex because the purpose is tied to a sign that requires the respondent to be careful and wise in interpreting it, While the rest of the respondents had difficulties with the Flouting Maxim, Micropragmatic, and Concept Meaning materials

Students' Strategies

Students made several strategies and efforts to overcome learning difficulties and their effects. A total of 10 respondents were looking for other learning references. The sources used are the Youtube platform and Google search. What platforms are the most frequently used reference sources by respondents? As respondent number 17 said that "*Saya melihat video edukasi yang simpel mengenai materi tersebut di Youtube*". The Youtube platform is an effective medium for other references if you have learning difficulties. Video content allows students to see visuals and hear the sounds, which is different from reading because it can only be seen.

A total of 6 respondents are looking for learning partners to overcome learning difficulties. One student with another certainly has a different understanding of the material. By having a study partner, students who do not understand can ask their study partners who understand more. This study partner is quite helpful for students with learning difficulties. This is as said by respondent number 8 that "*bertanya kepada teman yang sudah paham, jadi bisa ikut paham*"

The remaining four respondents improve literacy to overcome learning difficulties. The way to improve literacy is by reading related articles, books on Indonesian language courses on Semantic Pragmatics, and reading about the application of Semantic Pragmatics in daily life on the Internet. This is as said by respondent number 5 that "*Saya berusaha meningkatkan literasi dengan banyak membaca tentang Semantic Pragmatic*". By reading a lot about related material,

students will be familiar with the terms used. If students are used to complex assignments. When they read, of course, they will find out the meaning first. Difficult terms with known definitions will be used when learning Semantic-pragmatic courses. Students didn't need to go back and look for these problematic terms; That Students will focus on the material presented and get a good understanding.

Conclusion

Based on the results and discussion, it can be concluded that students consider the Semantic-pragmatic course as an essential scientific discipline. The learning difficulties experienced by students are complicated terms, weak analytical skills, and an inappropriate learning system. The material with a lot of problems is Pragmatics because it requires strong analytical skills. Students look for other reference sources to overcome the difficulties of learning this course. The results of this study will then be used as material for developing learning strategies. Students can further hone their thinking skills, and teachers can apply appropriate methods for teaching.

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THE LOW PARTICIPATION OF STKIP PGRI PACITAN STUDENTS IN WRITING SCIENTIFIC JOURNAL ARTICLES

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Abstract

This study aims to determine the factors causing the low interest of STKIP PGRI Pacitan students in writing scientific journal articles and determine the causal factors with the highest percentage in them. This is qualitative descriptive research. The data was obtained by using a questionnaire through the Google Form platform for 50 students of STKIP PGRI Pacitan. The respondents were the students of semester 3, semester 5, and semester seven who had taken the Research Methodology courses. The researchers also interviewed respondents using a random sample technique. This study was conducted in January 2022. After being collected, the researchers presented the research data, discussed the results, and drew conclusions. The study results stated that 94% of STKIP PGRI Pacitan students have never published scientific journal articles. The low student participation is caused by several factors, including: (1) student attitude in publishing the article; (2) student understanding; (3) external motivation; (4) factor supports students in writing and publishing the scientific article. The factors causing the low participation of students in writing scientific journal articles with the highest percentage are supporting factors, including a shared interest in reading (76%) and the influence of student productivity (78%).

Keywords: *Low participation, Scientific journal articles, Students of STKIP PGRI Pacitan*

Introduction

Writing and publishing scientific journal articles is a part of student academic life. Abdullah (2004) and Wibowo (2014) say that scientific articles are scientific writings and can be in the form of review articles or research articles based on research results that are rewritten by the author and published in reputable scientific journals (Nurul Rofiqo et al., 2018). Nandiyanto et al. (2015) state that scientific writing becomes a scholarly communication to link research with other research in support of further research and determine the intellectual rights of researchers (Gunawan et al., 2019).

Sudjana (2009) states that the nature of scientific work is a human product based on scientific knowledge, attitudes, and ways of thinking (Mutiara et al., 2020). In line with one of the essential points in carrying out the pillars of the Tri Dharma Perguruan Tinggi both by the academic community, both lecturers and students, namely carrying out research on new things and scientific development. Students' contribution in expressing ideas and critical attitudes towards an issue through research activities, discussions, writing, and scientific publications is essential to maintaining student academic culture's sustainability.

Afrahmiryano (2018) says that based on data from the Directorate-General for Strengthening Research and Development of the Ministry of Research, Technology and Higher Education, the number of Indonesian scientific publications indexed by the Scopus as of April 6, 2018, has surpassed Singapore and Thailand. The number of international scientific journals in Indonesia is 5.125, Singapore is 4.948, Thailand is 5.125, and Malaysia is superior to 5.999 (Gunawan et al., 2019). However even, though scientific work has become part of student academic activities. Alwasilah (2012) states that the ability of students in Indonesia to write is

included in the low category (Mutiara et al., 2020). Furthermore, Darain (2014) says that the common interest in student scientific writing is influenced by the intense interest in reading students, the lack of socialization and guidance from the campus to students, the limited discussion forums in the field of fostering student writing, the absence of government recognition of the work, quality student writing, as well as the student's interest or reluctance in writing (Taryoto, 2015).

In STKIP PGRI Pacitan, based on a survey conducted by researchers through questionnaires, 94% of STKIP PGRI Pacitan students have never published scientific articles in scientific journals. In fact, as someone with an essential role in the academic world, students are expected to be the spearhead of the struggle who can innovate and be creative in the future (Rudi et al., 2017). Students can share their critical ideas to benefit a broad audience by writing scientific journal articles. As many as 80% of students have difficulty coming up with ideas because they always feel that the ideas they have got are not good or not of good quality, making them confused before finding the best title. This, of course, will hinder the writing process because, in the beginning, it takes too much time to determine a good idea (Aprilia et al., 2020).

Furthermore, this study was directed to examine further the factors causing the low participation of STKIP PGRI Pacitan students in writing scientific journal articles and find out the highest percentage of these factors. Based on the results obtained, the researchers hoped that could be a reference for the campus academic through lecturers in solving problems for students, either through providing motivation or providing training in writing scientific journal articles to publications.

Method

This research is qualitative descriptive. The data were taken by implementing an online questionnaire through Google Form to 50 students of STKIP PGRI Pacitan as a sample of the population. The respondents were students in semester 3, semester 5, and semester 7. The students were selected as samples because they had received the Research Methodology lecture. The data were gathered from January 16, 2022, until January 30, 2022. In addition to questionnaires, data were also taken from interviews with respondents using a random sample technique by phone calls. After being collected, the data were analyzed by the following procedures: counting and reading the respondents' responses on Google Form, calling some of the respondents, classifying the answer, bringing the results into a chart, discussing and concluding the research.

Findings and Discussions

Students' Attitude in Publishing Scientific Journal Articles

The students' attitude is classified into 3 points, namely:

Students' knowledge of the urgency of scientific publications

Students' knowledge and awareness of the importance of scientific publications influence writing scientific journal articles. From the results of the study, the student's understanding of the matter of scientific publications is explained in the following figure:

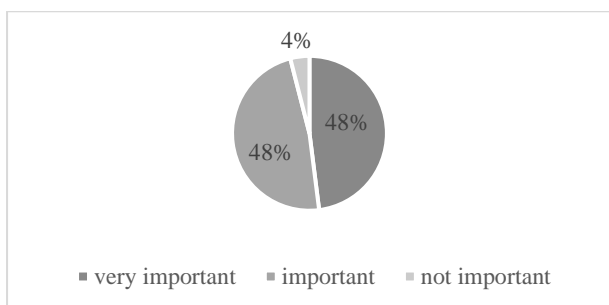


Figure 1. Students' knowledge of the urgency of scientific publications

In figure 1, it is clear that most students argue that publishing scientific journal articles is very important. A total of 24 respondents, or 48% of students, believe that scientific journal articles are essential. The rest, 24 respondents or 48% of students, believe that scientific journal articles are crucial. Meanwhile, as many as two respondents, or 4%, admitted that scientific journal articles are unnecessary.

From the questionnaire results, it was found that most of the respondents knew the importance of publishing scientific journals. Respondent 29 revealed that the urgency of publishing scientific journals is primarily to catch up with the Indonesian state in publishing scientific journals, which are relatively few compared to other countries. In addition, as a student, it is undoubtedly essential to provide benefits to the environment through research contributions. It is a form of fulfilling the Tri Dharma Perguruan Tinggi, namely research and development.

This is in line with respondent 41. Respondent 41 stated that the publication of scientific journals is a significant thing to do as a student's effort to contribute to the development of science. What's more, students live in an era where research is very advanced and developed. Developing the knowledge is needed to convey information that can be used as a primary reference in the development of science. From the two respondents, it is evident that the urgency of publishing scientific journals is to actualize the role of students to the community in providing benefits through scientific writing. Respondent 3 stated that the publication of scientific journal articles was not significant. The respondent said that it was not crucial for students to publish scientific journal articles because respondents did not know the objectives and procedures for academic preparation of scientific reports until the publication stage.

Students' knowledge of article structure and scientific publication procedures

Students' knowledge of the academic structure of scientific articles is essential to facilitate the systematic preparation of reports from the results of research or service that has been carried out. The student's knowledge of scientific publication procedures is vital to learn to make it easier for publications to reach the hands of readers. The following are the results of a survey conducted by researchers:

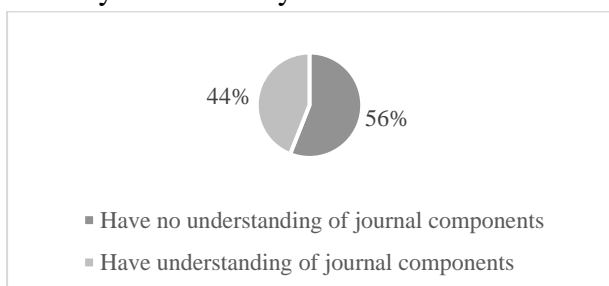


Figure 2. Students' knowledge of article structure and scientific publication procedures

Figure 2 explains that as many as 28 respondents, or 56% of students, admitted that they did not understand the writing structure and procedures for publishing scientific journal articles. The rest, as many as 22 respondents, or 44% of students, admitted that they understand enough about the structure of writing and procedures for publishing scientific journal articles. Respondent 26 answered that writing scientific journal articles includes the title, author's name, abstract, introduction, method, findings and discussion, conclusion, and references, furthermore, in journal publications based on how to submit following the field of journal science. Respondent 44 also said that the academic component of article writing includes title, author's name, original identity and email, abstract, introduction, research method, findings and discussion, conclusion, and references. Meanwhile, the publication of scientific journals follows the journal intended by the author.

External students' motivation

The external students' motivation is classified into 2 points, namely:

The cause of lecturers and colleagues in writing and scientific publications

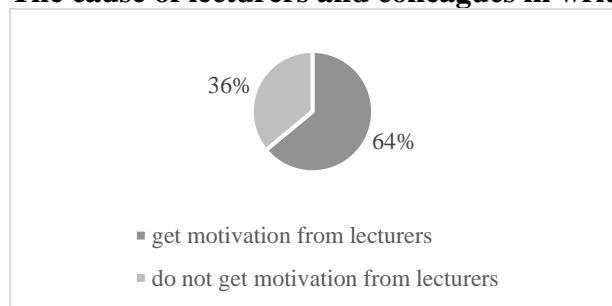


Figure 3. The motivation of lecturers and colleagues in writing and scientific publications

Based on figure 3, a total of 32 respondents, or 64% of students, received motivation from lecturers to write and publish scientific articles in scientific journals. However, 18 or 36% of students did not get this motivation. Motivation is one of the essential aspects of writing. Motivation is all of the inner power reinforcing any person to do something. Without a firm basis, students will be challenging to do writing activities (Aryanika, Septa, 2016). Respondent 2 said that he often gets motivation from lecturers to participate in the call for paper events from various organizing agencies. Respondent 2 had the opportunity from a lecturer at STKIP PGRI Pacitan to collaborate on research and publish in scientific journals.

Furthermore, respondent 10 answered that the lecturer of the research method course always motivated the benefits gained from writing experience to publishing scientific journal articles. In organizational communication forums, calls for paper information pamphlets are often distributed to encourage students, and respondents even said that the lecturer did not hesitate to provide paper registration fees. In addition, motivation does not only come from lecturers but also discussion partners on campus.

Student involvement in lecturer's scientific research

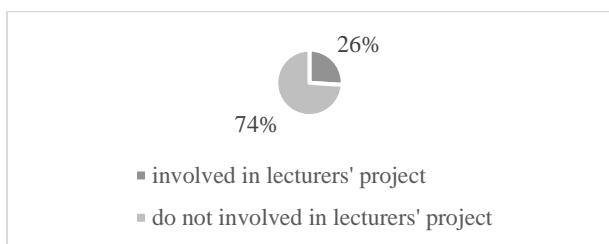


Figure 4. Student involvement in lecturer's scientific research

Figure 4 shows the student involvement in the lecturer's scientific research. The majority of the students have never been involved in scientific research with a lecturer. Thirty-seven respondents, or 74% of students, have never been involved in scientific research with a lecturer at STKIP PGRI Pacitan. Meanwhile, as many as 13 respondents or 26% of students have been engaged in research with lecturers. Several respondents responded that they had never been involved in research with lecturers at the STKIP PGRI Pacitan. Respondent 8 said that several factors were causing the lack of student involvement in lecturer research, including student interest in the offer of research with lecturers, the lack of communication time between lecturers and students, and the lack of familiarity between students and lecturers, especially in the era of the COVID-19 pandemic which affected the process of study. Meanwhile, respondent 18 said that the lack of collaboration between lecturers and students means that lecturers don't want to be complicated even though research collaboration between lecturers and students is essential.

Collaborative activities will provide experience to students and become a necessity in the concept of "Merdeka Belajar-Kampus Merdeka." Another incident from respondent 44 said that the respondent had participated in research with lecturers and had been a presenter in national seminars. The student said that she got an invitation from one of the STKIP PGRI Pacitan. According to respondent 44, the experience of being a presenter was very memorable considering that the event was his first experience at the national level.

Factor supports students in writing and publishing scientific article

The element that helps students in writing and publishing scientific papers is classified into 3 points, namely:

Students' activities in reading and discussing

In developing, improving reading skills and discussing activities have an essential role. From the results of the study, the students' activities in reading and discussing are explained in the following figure:

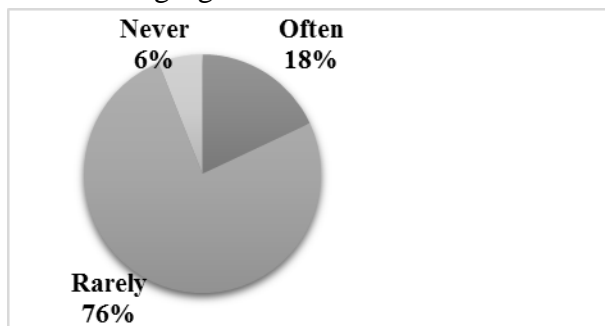


Figure 5. Students' activities in reading and discussing

Figure 5 shows that nine respondents, or 18% of students, often read and discuss activities in their daily lives. The rest, 38 respondents or 76% of students, rarely read books and were concerned, and the remaining three respondents or 6% of students did not do these activities. There are several reasons for the lack of student interest in reading and discussion activities. Respondent 13 said that reading and discussion activities are still rare because respondents are less interested in reading and discussing issues related to issues, don't join the organization, don't have friends discuss, and are closed individuals. They were adding information, expanding knowledge, helping gain interest in reading, and helpful in increasing development, knowledge, and broad-minded reasoning so that interest in reading has good writing skills (Mahmur et al., 2020). Meanwhile, through discussion in a forum, students will gain broad insights and hone their analytical and creative thinking skills.

Students' productivity

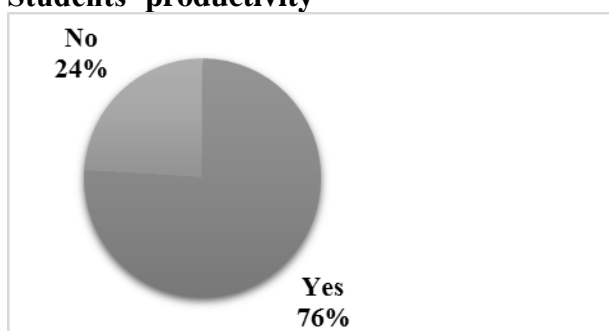


Figure 6. Students' productivity

Based on Figure 6, as many as 38 respondents or 76% of students stated that activities outside of lecture hours such as working, organizing, or other activities affect student productivity in writing scientific articles. Meanwhile, as many as 12 respondents or 24% of students stated that it had no effect. Respondent 43 said that writing scientific articles had not become a priority in attending lectures because respondents prioritized their time to work as freelancers. Productivity in writing scientific articles also comes from being lazy to start. Respondent 44 believes that less than optimal time management between organization and academics and laziness due to fatigue in activities affect the productivity of scientific article writing. Academic activities and other activities should be continuous. This is because good emotional and time management has an important influence on students' activities, including writing and publishing scientific articles.

Student support facilities and infrastructure

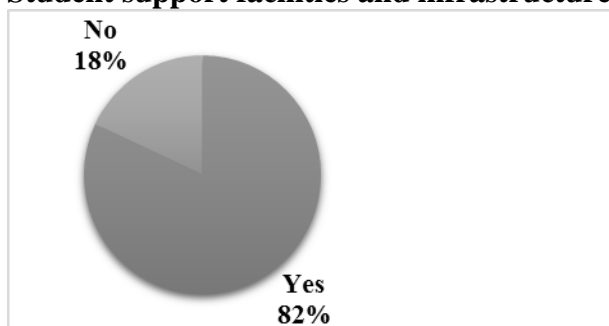


Figure 7. Student support facilities and infrastructure

In figure 7, it is clear that most students argue that they have the support facilities and infrastructure to support students in writing to publishing scientific journal articles. A total of

41 respondents, or 82% of students, have support facilities. Meanwhile, as many as nine respondents, or 18% of students, have no support facilities. Based on the results of research conducted by critical researchers, students have facilities and infrastructure such as laptops, book references, internet network availability, e-journal references, and funding for registration of scientific publications. Adequate facilities and infrastructure will certainly support students in optimizing the making of scientific journal articles. Furthermore, the respondents who do not have supporting facilities include the cost of scientific publications and the availability of laptops. Students who have facilities and infrastructure should be used to increase self-awareness in writing scientific articles.

Student Strategies to Overcome Low Participation in Writing Scientific Journal Writing Scientific Journal Articles

| |
|---|
| Membaca sebanyak banyaknya artikel ilmiah, berdiskusi dengan sesama mahasiswa atau dosen, dan berlatih menulis artikel ilmiah dengan benar. |
| Mencoba menulis artikel ilmiah |
| Banyak membaca referensi, mengikuti pelatihan-pelatihan atau webinar terkait dengan penulisan artikel ilmiah dan publikasi jurnal ilmiah |
| Memperbanyak membaca dan diskusi, berlatih dengan riset sederhana, menantang diri sendiri untuk mengikuti penelitian. |
| Membiasakan jurnal penelitian bagi mahasiswa, karena mahasiswa baru dikenalkan yang namanya penelitian yang sebenarnya di semester 5, saya rasa untuk semester 1-4 masih tabu yang namanya dengan penelitian. |
| Mengikuti seminar |
| Edukasi pentingnya pemahaman kita sebagai mahasiswa tentang pentingnya pembelajaran menulis artikel ilmiah |

Picture 1. The respondents' Responses on Google Form

Students as research respondents have various efforts to overcome low participation in writing to publishing scientific articles in scientific journals. Respondent 13 said to minimize student participation in writing scientific papers, namely by activating a literacy culture so that their writing ability is more developed. This is because a literacy culture that comes from self-motivation will make it easier for students to find and express their ideas in written form. Given that literacy makes students more sensitive to their surroundings. Furthermore, respondent 16 said that the strategy could be done by increasing references, asking lecturers for guidance, and motivating themselves. Meanwhile, respondents 24 argued that discussion rooms and scientific studies could do the process. Students are more sensitive to actual discussions and their critical power over reality.

Other respondents also gave different opinions that the strategies that have been carried out in overcoming the interest of STKIP PGRI Pacitan students in writing scientific articles are by 1) participating in scientific article writing seminars or training; 2) making time to practice writing scientific articles; 3) sensitive to surrounding issues; 4) practice research; 5) give the challenge to write an article.

Conclusion

Writing and publishing scientific journal articles is a part of student academic life. The results of the research through online questionnaires and supported by interviews. Based on a survey conducted by researchers, 94% of STKIP PGRI Pacitan students have never published scientific articles in scientific journals. The low student participation is caused by several factors, including: (1) student attitude in publishing the article; (2) student understanding; (3) external motivation; (4) factor supports students in writing and publishing the scientific article. The factors causing the low participation of students in writing scientific journal articles with the highest percentage are supporting factors, including common interest in reading (76%) and the influence of student productivity (78%).

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PSYCHOLOGICAL VALUE OF SONG LYRIC “ALL ALONE” WRITTEN BY DAY6

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Abstract

All Alone is one of the hits that was released in 2017. The song ‘All Alone’ is very popular among teenagers because it has lyrics that touch the feelings of teenagers with acoustic strains that make this song drift faster in feelings. The song performed by a band from South Korea called Day6 is one of the track lists from the Moonrise album. The purpose of the study of this paper is to examine and analyze the value contained in the song All Alone, especially the psychological value of loneliness that many teenagers feel today, where loneliness is one of the biggest mental problems felt by everyone. The method used in this study uses qualitative methods based on journals and data sourced from the internet to show psychological values, especially loneliness felt by many people.

Keywords: *literary study, song lyrics, Day6, Psychological value*

Introduction

Music is a tone or composed sound thus appearance so that contain rhythm, song, and harmony Sagall, S. (2021). Music is not only just the composition of the tone played and be heard. Music can make listener feel the certain emotion. Everyone of course once experiences various emotions, like happy, sad, scared, and angry Hwang, H., & Matsumoto, D. (2019). From the meaning, emotion is feeling and typical thoughts, a state biological and psychological and series trend for act. Emotion can be felt by everyone because it is triggered by the stimulus. Generating stimulus emotion is categorized into two, the internal stimulus and external stimulus Suri, G. et all (2018). Internal stimuli are originating condition from in self individual, for example the body condition. While external stimulus is originating condition from outside of the body. One of the external stimuli that becomes generator emotion is music. Music is as a universal stimulus experienced by all human Fuentes-Sánchez et all (2021). Music Becomes part life every human day always listen to it. Daily, we listen music good through television, radio, and from phone ringtone handheld.

Study of music and emotion started by Hevner on year 1936. Hevner asked the subjects to write an adjective present in his mind when music played. From research, Hevner argues that music brings a meaningful emotion. Music can make listener sad, happy, scared, restless, calm, even amused Yuspitasari, R., & Dalimunthe, R. Z. (2020). A number of researchers convinced that music could causing emotion on listener. Based on review about music and emotion above, researcher want researching about physiological value regarding All Alone music. This study covers connection Among feeling loneliness that becomes problem psychology with content lyrics song Day6 ‘s “All Alone”.

Method

Method used is qualitative method. Qualitative method is emphasizing on observation phenomenon and more researching to substance meaning from phenomenon that (Aspers, P., & Corte, U 2019). Analysis and sharpness of qualitative study is affected on the power of the

word dan sentences used. It can be concluded that focusing qualitative study is on the process and meaning the result. Qualitative study more focused on element people, objects, and institutions, as well as connection or interaction between elements that, in effort understand something events, behaviors, or phenomena (Simanjuntak, 2020). The data were taken from the internet sources. By writing paper, the researchers gave new insight to lateeners and readers about the psychological value.

Findings and Discussions

In psychology, sad songs or known as song confusion, could be a medium for someone's disclosure of feelings. The song could release the listener's he feelings in more ways good compared to do Case negative (Pras A et all, 2017). That thing caused a lot more recording and diversity of music, because it has become someone's part of life. Relative emotion resurrected easily by music is emotion happy and sad (Kayser, D 2021). The second emotion that is easier resurrected by music is because of its own characteristics, easier emotional communicated than another emotion. You're welcome, Case his with Day6 's All Alone song, released on this year 2017. The song's duration is not enough of 4 minutes accompanied with acoustic describes, good lonely feeling with a lot of experienced by everyone, especially to many teenagers.

Lyrics All Alone Day6 English Version

I am not lonely
I say to the night sky without any strength
I am okay today
I say to myself over and over again

After the day ends and i come back home
I wish there was someone
Who would tell me good job
And hold me
And even now

I am alone
Under the moonlight
I am alone
Only the cold night air
Is by my side

Actually I am lonely
I hate the night sky that has no answer

When I live tomorrow morning
I wish there was someone
Who would tell me, have a good day
And even now

I am alone
Under the moonlight
I am alone
Only the cloud night air
Is by my side

That person I am looking for
I am sure that person is looking at the same night

I am alone
Under the moonlight
I am alone
Only the cloud night air
Is by my side

Song started "I am no lonely", then by whole on the first stanza lyrics song this describes that he rejects reality feeling loneliness he experienced. Then, in the second stanza written wanted reality experienced, that after he goes home will there is someone who welcomes. However, the real thing that occurs emphasized in part chorus song this is what happened when going home, that no one welcomes and give words calm at the end day (Simanjuntak, 2020). In chorus part, this is repeated 3 times. Author emphasize feeling loneliness he experienced. After chorus song, author return writes "*naeil achime dragon ttaemyeon, oneuldo hymnerago haejul, nugungaga isseojwosseumyeon, jogettan saeggageul haneun jigeumdo*" which means I hope there is someone who hugs me with say if I work hard, I go away at 7 p.m. He returns emphasize the hope that he wants, as if keep going try to reject the emphasized reality on reff part.

Everyone for sure once there is on phase that he feels lonely, until finally feel no valuable. Feeling lonely is one of enough mental problem, and experienced by many people especially teenager (Bernardin, C. et all, 2021). Lately, many songs themed lonely as representation problem teenager wrong the only one All Alone song. Song this get response positive from many listeners, thing this proved with data that has been collected example as a lot comment positive that has been received because according to listener song this in accordance with feeling emotion feeling lonely but Case that reasonable feel because everyone sure once is in phase that, just how respond to it and control feeling moderate loneliness experienced with good not to down and feel alone in the world this.

Conclusion

With listen song upset, someone also can pushed for doing reflection self through positive values taken from the song you are listening to (Thompson, W. F, et all 2019). Scientist from a university in Germany also do study about impact song confusion to 770 people. The result says that listening to confusion song is potential for setting the mood and negative emotion, so that awaken feeling positive like peace (Menninghaus, W. et all 2019). So, from that, listening to sad song is rated can help give solution problem or Upgrading someone's maturity. This song writer hope that this song capable Becomes entertainer to lonely people that actually he is not alone.

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CHARACTER EDUCATION IN BUILDING CHILDREN GOOD BEHAVIOUR THROUGH ONLINE BILINGUAL PROGRAM TEACHING LEARNING FOR PRESCHOOL STUDENTS

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Abstract

Education entails more than just mastering Arithmetic, English, and Science. Emotions, personality, and character are all addressed in a more broad definition of education. Character education helps children become conscious of the right thing to do, committed to doing the right thing and competent in doing the right thing. Children can provide the good character education because it emphasizes the necessity of helping children learn and practice behaviour that reflect universal ethical principles. This research was aim to measure the implementation of character building to develop children good behaviour, to find kinds of children good behaviour after learning character building and to know the effectiveness of online bilingual program teaching learning in children education. It used descriptive quantitative method with data collection techniques through questionnaire using likert scale. The data were analyzed descriptively with the result of the data in likert scale. The result of the research that identified 19 parents who accompany their children in online bilingual school, showed that (1) 94,7% parents are agree that the implementation of character building in learning activity help children build good behaviour, (2) there are 6 good behaviour according to (Rohn, 2016): a) Loyalty (91,7%), b) Honesty (89,6%), c) Integrity (89,4%), d) Accountability (87,3%), e) Self-sacrifice (85,3%), f) Self-Control (84,2%), (3) and 91,6% parents are agree that learning media through online bilingual language was helpful for parents to teach their children.

Keywords: *character building, preschool students, good behaviour*

Introduction

Today's parents are looking for schools that will help their children grow into healthy, balanced, civic-minded adults. Education entails more than just mastering Arithmetic, English, and Science. Emotions, personality, and character are all addressed in a more broad definition of education. Early childhood education is an effort aimed at facilitating the growth and develop-ment of children through adherence, guidance, and education (Mufidah&Jamain, 2020) This is why character development is so crucial. It takes an all-encompassing approach to learning and growth.

Character is psychological characteristics of someone's identity that differentiates one from another (Abidin, 2012). Character was part of human life that can not be seen but it can be manifested by human person through everyday behaviour. Characters that speak in psychological aspect are more familiar with the term personality. The environment, such as the home setting, the school, and the community in which the children live, can develop children personality in addition to the attributes that are passed by the parents.

In early childhood education, character building was very important to be applied. The most basic definition of character education is an approach to education that incorporates values, ethics, emotional maturity, and a sense of civics. Character education is teaching children about "good traits" that help them get along well in society. Character building can help the children to have good behaviour and well character. However, modern education was developed many direction to focus on students academics, physical development and character behaviour. In the modern world, however educators and parents increasingly recognize the need approach to education, one that emphasises character as well as intellectual development.

Good character education means cultivating virtues through the formation of good habits (Bannett, 1999). Children habits and behaviour could be developed with such learning

program with little practice than children have a good and positive behaviour. In today's society, the intentional of teaching good character is particularly important since the social ability needed to earlier generations. Good behaviour is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice and it can developed through character education (Pala, 2011). The good behaviour can be formed through the habituation that learn by the children. With the character education children can learn how to control and manage their self, respect others, talk politely and have proper mannerism.

In today's learning development, the online learning system was not rare to be found. The pandemic attack that change almost of the whole educational system make the arrangement of online learning system growing really fast. Online learning refers to learning and other supportive resources that are available through computer (Carliner, 2004). Due to their short attention spans, teaching young children can be challenging; they lose interest quickly. A range of online educational materials, in addition to traditional ways of learning such as book reading, provide a pleasant and interactive environment to keep youngsters engaged. Many online resources have become trusted and convenient tools to help improve the way children learn over the last four to five years.

The practice of utilizing online education, or e-learning, continues to grow in popularity (Udaya Sri, et al, 2014). One of the innovation is to make online bilingual program teaching learning for preschool students. By allowing access to instructional content from any location, at any time, online learning offers greater flexibility than traditional learning techniques. Parents can also join an online peer discussion group where they can ask questions about education or give advise to other parents.

This research identified one of the online learning school located in Malang, Indonesia named "Smart and Shine" that applied bilingual program teaching for their daily learning. One of the lessons that learned is character education for 2-6 years old of preschool students. The character education learned the students a simple thing to do in daily interaction, example students learn how and when they should to ask sorry and say thank you, respect each other, talk politely, etc. Identified from 19 parents who fill the questionnaire, the researcher decided to discussed three main problem in the implementation of character education in early age students such as the implementation of character education to develop children good behaviour, the kind of children good behaviour after learning character building and the effectiveness of online bilingual program teaching learning in children education. This research was aim to measure the implementation of character building to develop children good behaviour, to find kinds of children good behaviour after learning character building and to know the effectiveness of online bilingual program teaching learning in children education.

Method

The method used in this study is a research method with descriptive quantitative approach. According to Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of the study. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. Population is larger group which the generalization is made (Ary, 2010). In other words, population is group that the researcher wishes to study. This study was conducted in Smart and Shine located in Jl Jaya Utomo 522 Mejosari Malang and Omah Kampus Sengkaling blok A7-18 Cluster Harvard Dau Malang.

In this study, the researcher decided to use questionnaire among 19 parents from K1 and K2 class that learnt bilingual language through online learning as the primary data. According to Ary (2010), questioner is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. The questionnaire was

designed into the likert scale, a likert scale is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes. A likert-type scale involves a series of statements that respondents may choose from in order to rate their responses to evaluative questions (Vogt, 1999). There are 5 points of likert scale that are : strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The likert scale taken as the questionnaire data and analyze descriptively.

Findings and Discussions

The problem discussed in this research are the implementation of character education to develop children good behaviour, the kind of children good behaviour after learning character building and the effectiveness of online bilingual program teaching learning in children education.

1. The implementation of character education to develop children good behaviour

Table 1. The result of implementation of character education to develop children good behaviour

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | - | - |
| 4 | 5 | 21% |
| 5 | 14 | 73,7% |
| Total | | 94,7% |

The result of this research showed that there are 94,7% parents with details 14 parents are strongly agree and 5 parents are agree with the implementation of character education to build children positive behaviour. It means that the implementation of character education in learning really improved the children good behaviour.

The technology improved that online learning also has many good impact through the development of learning media. Children learn how to build a good character with fun learning through the video, teacher explanation and practice that can bring a good supplement for children. In this subject, children learning program full held by online teaching through the zoom application media. As cited from (Ratnasari, 2018) said that the basic of character building, should be applied since young age because for this moment children can develop their potential max imally, psychologists are call it golden age. But for some families, process of character education feel difficult to implement, particularly for parents who are stuck on a solid routine. Therefore, character education should also be given when children in the school environment.

2. The kind of children good behaviour after learning character education.

After learning character education, children has many improvement in their good character. Good character education programs emphasize consequences for choices and support the need for alternatives for teenagers to learn assets that promote good character (Ratnasari, 2018). In this study, researcher took the six aspects of good character according to (Rohn, 2016) such as loyalty, integrity, honesty, self-sacrifice, accountability, self-control.

- a) Loyalty

Table 2. The result of loyalty aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
|--------------|--------|------------|

| | | |
|-------|----|-------|
| 1 | - | - |
| 2 | - | - |
| 3 | 1 | 3,2% |
| 4 | 6 | 25,3% |
| 5 | 12 | 63,2% |
| Total | | 91,7% |

After following the implementation of character education in learning 91,5% parents with details 12 parents strongly agree, 6 parents are agree and 1 parents are neither agree and nor disagree that children have loyalty character when children having faithful manner in group and friendship. Loyalty means respect, toward others and ourself. Children showed respect, and have the power to build trustworthy relationships. Loyalty starts inculcating from childhood and develops throughout life (Gangwar, 2021). When parents or teachers treat their children with respect and kindness, they establish a sense of security and love in them, which leads to loyalty. Parents and instructors should be conscious of their children and talk positively to them so that they can learn more from their acts of loyalty. Students should be praised and rewarded for demonstrating commitment to their peers and teachers.

Loyalty is one of the most important qualities and moral character found in humans as well as animals (Gangwar, 2021). It is quite difficult to find loyal individual nowadays, but children must be taught loyalty beginning in childhood and throughout their school years so that they can learn to form good and trustworthy connections with others. It will also assist them in their personal and mental growth. They will be content and able to enjoy a happy personal and professional life.

b) Honesty

Table 4. The result of honesty aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | 3 | 9,5% |
| 4 | 4 | 16,9% |
| 5 | 12 | 63,2% |
| Total | | 89,6% |

There are amount 89,6% parents with details 12 parents strongly agree, 4 parents are agree and 3 parents are neither agree and nor disagree that children have honest character when children speak truth and no cheating. Honesty is an important aspect of one's psychological personality (Haryadi & Subandi, 2021). Honesty is the quality or fact of being truthful, sincere and fair. Honesty also requires several other character traits such as a good judgemental, responsibility, loyalty and courage. It is the intentional, proactive effort by schools, districts and states to instil in their students important core ethical values such as caring and honesty (Pala, 2011). Teaching honesty aspect for children by telling the importance of practicing honesty on daily practice. It is a

huge part of teacher job to build our children into outstanding and trustworthy citizens.

c) Integrity

Table 3. The result of integrity aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | - | - |
| 4 | 10 | 42,1% |
| 5 | 9 | 47,3% |
| Total | | 89,4% |

The implementation of character education in learning made 89,4% parents with details 9 parents strongly agree and 10 parents are agree that children have an integrity character when children having a consistent between what they said and the behaviour they did based on the taught positive value. Integrity is a good catchword that is similar to character but provides us with a different way of looking at the ideas of character (Rohn, 2016). Integrity also defined as being strong enough to do what you know is right. Integrity is also knowing the difference between right and wrong and choosing to do the right thing, even when it is difficult. Doing the right thing even when it's difficult or when no one is looking is what integrity entails.

d) Accountability

Table 6. The result of accountability aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | - | - |
| 4 | 12 | 50,5% |
| 5 | 7 | 36,8% |
| Total | | 87,3% |

The implementation of character education in learning made 84.8% parents with details 7 parents strongly agree and 12 parents are agree that children have accountability character when children has responsible on their mandate or command with an effort to solve it. People of good character don't mind accountability (Rohn, 2016). Even the youngest children benefit from knowing that they are in charge of their actions. Personal accountability entails instilling in children the notion that their actions have consequences. Protecting our children from these repercussions can have a long-term impact on their ability to be personally responsible throughout their childhood and beyond. To put it another way, we harm our children by failing to hold them accountable for their actions.

Teaching children personal accountability entails instilling in them the understanding that mistakes will occur, but that they are responsible for making amends when they do. It entails educating them to make amends regardless of whether or not anyone is looking. It entails educating children that while they

cannot always control how things turn out, they can improve things or at the very least avoid repeating the same mistakes.

e) Self-sacrifice

Table 5. The result of self-sacrifice aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | 3 | 9,5% |
| 4 | 8 | 33,7% |
| 5 | 8 | 42,1% |
| Total | | 85,3% |

After following the implementation of character education in learning 85,2% parents with details 8 parents strongly agree, 8 parents are agree and 3 parents are neither agree and nor disagree that children have self-sacrifice character when children have given in and responsibility to help each other. A person of good character shows that they can give up personal gain for the good of the whole (Rohn, 2016). Sacrifices are typically called for when values conflict of two valuable things cannot both be had and one must be given up for the sake of the other. Sacrifice was not a virtue that most people are born with. It's a skill that must be developed. It is, nonetheless, a critical trait for a family's health and well-being. An alternative to the sacrifice of the other is the creative self-sacrifice entailed in the working-through of childhood suffering (Carveth, 1992).

f) Self-control

Table 7. The result of self-control aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | 3 | 9,5% |
| 4 | 9 | 37,9% |
| 5 | 7 | 36,8% |
| Total | | 84,2% |

After following the implementation of character education in learning 84.8% parents with details 7 parents strongly, 9 parents are agree and 3 parents are neither agree and nor disagree that children have self control character when children can manage their emotion well. Young children with poor self-regulation skills tend to make less academic progress (McClelland et al 2014). Kids can develop self-control and make proper judgments and respond to stressful events in ways that lead to positive outcomes by learning self-control. Self control is required to stop our self from acting on our gut impulses, like not hitting when someone takes our ball away (Clabough, 2019). Teaching self-control is one of the most important things that parents can do for their kids because these skills are some of the most important for success later in life.

3. The effectiveness of online bilingual program teaching learning in children education

Kids today have actually grown up with a mouse in their hands (Udaya Sri, et al, 2014). They do not use a computer or tablet screen for passive consumption; rather, they utilize it to

interact with the content and pictures displayed on the screen. Today, the Internet plays a far larger role in the lives of youngsters. Tablets, smart phones, and online communities in social networks are examples of new technology and equipment that respond to new ways of gaining knowledge. The development of technology and internet made the online learning for kids well-developed. In this case the preschool students use zoom application for online learning around 50-60 minutes every meeting and learn many lessons such as English, Indonesian Language, Science, Math, Character Building, Physical Exercise and Life Skill.

Table 8. The result of accountability aspect toward children character after learning character education

| Number Scale | Number | Percentage |
|--------------|--------|------------|
| 1 | - | - |
| 2 | - | - |
| 3 | 1 | 3,1% |
| 4 | 6 | 25,3% |
| 5 | 12 | 63,2% |
| Total | | 91,6% |

The online program through zoom application for preschool students made 91,6% parents with details 12 parents strongly, 6 parents are agree and 1 parents are neither agree and nor disagree that learning media through online bilingual language was helpful for parents to teach their children. It's important to begin a child's education early in life to help build a strong foundation for future years of learning (Udaya Sri, et al, 2014). In early age the stimulus with fun learning and interesting media made children aware the importance of learning from young age. The data proved that the online media learning strongly helpful for parents to educate their kids.

Conclusion

A person's character is the firm foundation upon which their entire existence is built. Our ability to build and enhance our character will decide our success, and each of us has the ability and potential to do so. Despite the fact that character encompasses a wide range of attributes, all of them are intertwined. Character building is important for all students. Students should be taught character building not only to supply knowledge, but also to create actual situations in which the norms, culture, and personal growth can be applied. Character development should not be taught as a distinct subject, but rather should be interwoven into all subjects. To develop knowledge and understanding of character education programs, school staff and families must communicate and collaborate.

In this study the data found that 94,7% parents agreed that the implementation of character education help children to build good behaviour. Than there are six aspects of good character according to (Rohn, 2016), the data found that loyalty (91,7%), honesty (89,6%), integrity (89,4%), accountability (87,3%), self-sacrifice (85,3%), and self-control (84,2%). The percentage showed that loyalty character has big influence to the children to build their good character. Last, 91,6% parents are agree that learning media through online bilingual language was helpful for parents to teach their children. From this study can be conclude that the implementation of character education of bilingual learning through online teaching learning help the improvement of children good character.

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