CHAPTER I

INTRODUCTION

This chapter displays the explanation related to the background of the study problem identification, limitation of study, statement of problem, purposes of the study, and significances of the study.

1.1   Background of the Study

The improvement of technology and globalization that affects society makes border around the world faded (McLuhan, 1964). Nowadays, the access to another region or even country is easily obtained through improvement of technology and globalization. This easy access on media especially education create two sides of damage where people can easily exposed to positive and also negative impacts. According to Dwipayani (2018) and Mertasari (2017), children tend to adopt several negative behavior from television and social media such as drinking alcohol, using swear words, smoking, violence, consumptive lifestyle, breaking rules, and even free sex. Therefor to prevent this kind of behavior develop in children's life it is needed to teach character education from early age.

Responding to the character degradation on children, the National Education Ministry (2010) has announced the importance of character education to prevent character degradation in children especially student. According to Thompson (2002) there are some factors that affect children's development, those are; cognitive, affective, and psychomotor.

Those factors are developed in a formal institution which includes character education to prevent character degradation on children. However, formal education is not enough to implement those character education values, according to Dib (1998), there are 3 education sectors, which are formal education, informal education, and non-formal education. The first one is accomplished from school, the second is gained through environment, social, and family while the last is gained through course and training. It is also stated that informal education provides a chance for the students to learn almost everything since 70% of their time is spent with their family and environment, therefor informal education has a very important role due to the maximum time children exposed to it. However, character education values can not be directly taught to children but it needed a media to act as an example considering that children will tend to mimic what they think is good for them. Therefore parenting in a family holds a very crucial point in character development (Lickona, 2002). Parents act not only as an example but also as a filter of any exposure to children whether information or entertainment (Kurniawan, 2013).

In this globalization era, most children has unlimited access to internet which is outside of parental advisory. This is in line with survey that has been done by Kominfo in 2014 where 30 million of children and teenager in Indonesia isinternet user, 98 percent of them are aware of internet and 79.5 percent of them use internet actively where most of them have been using internet more than a year (Kominfo, 2014). This is not only bring

negative impact on children but unlimited access to the internet also gives positive impact to improve character on children. According to Pelton (2015) children tend to like audio-visual entertainment such as film. It gives them fascinating narrative entertainment without burdening them with reading process (Eidt, 2016). Therefore the genre of film that attracts children is highly needed to help developing character on children in informal education.

According to Komisi Penyiaran Indonesia (KPI) the average children's time watching TV is 4-5 hours a day or 35 hours a week that makes 1.600 hours a year of watching TV. While their formal education time is only 740 hours or half of it (Panji, 2014). On the survey also proved that cartoon is the genre that children mostly watch. This addiction to TV watching is like double edged knife where in one side it can enrich children knowledge while the other side children tend to mimic some of the bad behavior such as violence included in the cartoon. Therefor a suitable cartoon that contains moral education and character education is needed as a proper entertainment for children (Rochmawati, 2016). According to Setyarini (2017) from Indonesian Broadcasting Commission, the criteria of film for children are the content is safe, contains a moral message, educates and there is no element of violence and pornography. If those criteria are fulfilled, the film is classified as safe for children and all ages. Quite the contrary, when the film contains elements of violence or negative elements that are not suitable for children to watch, the film is directed for adult, thus it must be broadcasted in adult watch time.

According to Indonesian Broadcasting Commission criteria of proper film for children, Disney's films can be the option for children to enjoy entertainment. Disney for so many year has made many films which contain economy, politics, and culture but lately it has found that Disney film also contain character education. Donofiro (2013) stated that films produced by Disney are funny, family friendly, and well made. In addition, Payani (2018) had done a research to find out character education values on the main character of a Disney's film Zootopia. The result is that the film contains character development mainly in the soft skill field and most of the eighteen characters are shown in the characterization of main characters in Disney film. This proves that Disney films are not only made as a media of entertainment, but also as a media to learn character education through the characterization of their characters.

From all of the films produced by Disney, a film entitled *Brave* (2012) is chosen in this study. This animated film was produced in 2012. This film is chosen due to the proper content for children. This film takes setting on Scottish Highland where the main character is Merida, a princess who chooses not to obey her parents request for her to be graceful like the other princesses and get marry soon. She decided to build her own path of life, but it turns out that her choice made the Highland lord angry and caused chaos in the kingdom. On the journey to fix the problem she made, she revealed and developed some of the character education values such as bravery, spirit, empathy, and many other soft skills. This is in accordance with the study that has been done by Nuhamara (2013) entitled

"Brave" and "Tangled" by Walt Disney Pictures: An Analysis of The Characterization of New Princesses as Woman Warrior. The research implies that both main characters of the film revealed a new perspective on the term "princess" where princess can also be a warrior who is strong, brave, and courageous. However, Nuhamara has not revealed much about all of the character education values but mainly focuses on woman as warrior. Thus, the researcher is interested in finding more character education values as proposed by the Ministry of National Education in Disney film entitled Brave.

1.2   Problem Identification

Character degradation is caused by some factors, firstly the lack of time that parent spend with children caused children to not get enough moral education and guidance from their parent which they use as consideration before solving problems. Secondly, the environment such as school, family, friends and society can affect character degradation. Children would likely gain attention to prove their existence in a society, they would tend to mimic behavior that they think it is good for them, so if a bad behavior influence them and make them think that it is good for them, they would tend to apply it in their life. Thirdly, the lack of character education values in every subject in formal education also affects character degradation. Lastly, the exposure of public media which contains inappropriate content for children, then providing appropriate media which

contains character education values is required to develop character on children.

1.3 Limitation of the Study

The problem in this research is restricted on the character education on Merida characterization as the main character of the film. The study is focused on the film elements namely narrative and stylistic. Stylistic elements consist of *mise-en-scene*, cinematography, editing and sound. Those aspects will be used in finding out the characterizations of Merida in *Brave* (2012) as well as the representations of character education values proposed by Ministry of National Education (2010) in Merida's characterization.

1.4 Statement of Problem

From the research background above, it can be drawn some problems, those are;

1. What are the characterization of Merida as the main character of *Brave* (2012)?

2. What kind of character educational values are represented in the characterization of Merida as the main character of *Brave* (2012) that belongs to 18 values of character education proposed by Ministry of National Education (2010)?

1.5   Purposes of the Study

Based on the statement of problem that have been mentioned, the purpose of this study can be seen as follow;

1. To identify Merida's characterization as the main character of *Brave* (2012)

2. To identify kinds of character educational values proposed by Ministry of National Education (2010) which are represented in the characterization of Merida as the main character of *Brave* (2012)

1.6   Significances of the Study

The significance of this study is to give a number of benefits of this study. Significance of this study is divided into two groups, those are theoretical significance and practical significance.

1.6.1 Theoretical Significances

This study is expected to give significance contribution for:

a. Character education

This study is expected to contribute on character development of Indonesian children as the future generation of Indonesia. The contribution that can be made is by providing exemplification of the 18 values of character education proposed by Ministry of National Education (2010) which is resulted from the analysis of the film.

b. Film studies

This study is expected to contribute on film analysis. Previously, descriptive qualitative on analysis towards Disney's *Frozen* had been done by Miranti and Frijuniarsi in 2014. Furthermore, in 2018, Dwipayani through the narrative, *mise-en-scene,* cinematography, editing and sound also had done an analysis on Disney's *Zootopia* (2016). This study is expected to contribute on further analysis through its narrative, *mise-en-scene,* cinematography, editing and sound by using textual analysis and Peirce's semiotics.

c. Semiotics

This study is expected to contribute on semiotics field. According to Yakin & Totu, (2014) semiotics is about the relation between human thinking process and sign. The result of the analysis by using Peirce's semiotics is expected to provide an explanation of how semiotics is used to understand the process of understanding signs that appeared in a film.

1.6.2 Practical Significance

This study is expected to give significance to the lecturer, teacher, parents, children, society and other researcher.

a. For the Lecturer

This study can be used as a reference in implementing character education values through film. This study also can be used as a

reference for lecturer to determine the effective learning media to teach character education.

b. For the Teachers

This study can be used as a reference in introducing film for teaching character education. This study can give them information about character education in Disney film *Brave* (2012) so that it can be used as reference in designing effective learning media. The teacher can suggest students to watch certain Disney movie because it contains character education.

c. For the Parents

This study can be used as reference for parents to understand the character education values in the film to teach to their children. By well-informed about character education in Disney film especially in film entitled *Brave* (2012), parents can suggest their children to watch Disney movie at home and learn the character education in it.

d. For the Students

This study can be used as a reference for students to learn and know more about character education values presented in the film. The values of character education in *Brave* (2012) film can bend their character education so they can apply character education values in their daily life.

e. For the other Researchers

For the researchers, this study is expected to give benefits for them in conducting similar research. The result of this study can be

used as empirical review. Besides, this study can be used as guidance for other researchers in conducting research in analyzing film. The researchers also can use this study as comparison and find out what thing is not yet discussed and make a further study from that.

1.7   Definition of Key Terms

There are three key terms in this study namely, character, characerizations, and character education.

a. Character

A character is a persona a literary work that has identity (Gill, 1995). He further explained that the appearance, conversation, action, name and (possibly) thoughts going on in the head form the identity. A character is who it is because it is made as such.

Koenosoebro (1998) divided characters in to two, namely main or major character and minor or supporting character. Main character plays the most important role or leading role, while minor character plays a less or minor role. In addition, main character always takes part in the story, from the start until the story finishes. Therefore, main character is likely to involved with the conflicts rising all along the story (p. 37).

Based on the explanation above, character can be concluded as the inhabitant of the story who plays the role

in a story. In addition, based on their importance, a character is divided as main character and minor character.

b. Characterizations

Characterizations is defferent from character. According to Koesnosobro (1998) characterization is the way this character is created. Shortly, characterization is the method and character is the product (p.127). The characterization forms a character which may reveal through the appearance, conversation, action, name and thoughts.

c. Character Education

The terminology of character education was proposed firstly by Thomas Lickona in 1992. His book entitled "The Return of Character Education" states that character education is an effort done consciously to help people so that they can understand, observe, and do the values of main ethics (Lickona, 2002). Further he explained that character education is a conscious effort to create good deeds, that is the human quality objectively not only individually, but also societally by all aspects. Character education in this study is the character education that is proposed by Ministry of National Education in 2010. There are 18 values of character education namely religious, honest, discipline, hardworking, creative, autonomous,

democratic, curious, nationalist, bibliophilic, nature-loving,

social awareness, patriotic, tolerant and responsible.