

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

The development of technology in this 21st century has impacted almost every aspect of human's live and education is not an exception (Robin, B. R., 2008). While back then people were struggling to even access some books and had to go to the nearest library to get an education, today, as the result of rapidly increased technology of information like internet, there are varieties of both teaching and learning medias available and accessible such as electronic modules, books, images, audio, videos, scholarly articles, online educational platforms and many more (Marchionini, G., & Maurer, H., 1995).

According to Megahantara (2017), technology development brings both positive and negative impacts to every aspect of human's life especially in educational field. On a positive side, he further states that technology today can help students in accomplishing their assignments. In line with this, Bosamia (2013) states that there are many online books and educational sources students can get from the internet to fulfill their educational needs. The existence of email and social media can ease them to communicate with others despite of being miles away (Megahantara,

2017). Megahantara (2017) further adds up that technology also offers entertainment such as online games and short films.

However, like a double edged sword, the ease of access to information comes with several negative impacts (Thoman, E., & Jolls, 2008). Megahantara (2017) lists the emergence of accessible porn videos, plagiarism habit, cybercrime, and misleading information as the negative impacts of technology development. In line with this, Dwipayani (2018) and Hartini (2017) state that there are many actions or behaviors done by students nowadays that show the signs of moral degradation resulted from of their habit of watching TV along with their usage of social media. Those actions are talking dirty, ignoring the school regulations, alcohol consumption, smoking, skipping school, decreasing discipline and manners, engaged in quarrel with other students and free sex (Dwipayani, 2018). As students' moral degradation becomes today's highlighted issue, there is a need of character education in every sector of education (Hartini, 2017)

Maunah (2015) states that character education is a guide for a person to be a good person. She also adds that character education has the importance as a filter to bad influence. To anticipate the unethical behaviors and restrain students from increasing cases of moral degradation, character education can be inserted and implemented in 3 educational sectors namely formal education, informal education and non-formal education (Ministry of National Education, 2010). As the names suggest, formal education is done in formal institution such as school, informal education can be obtained mostly through the students' environment and family,

while non-formal education can be gained by joining course and training outside school (Ministry of National Education, 2010). In addition, students in informal sector of education have a high probability of learning everything more than other educational sectors due to daily exposure from family and environment. As stated by Miranti and Frijuniarsi (2014), it is good to implement character education to students since the early age in order to make them grow with good traits. In line this, parents play a great role in introducing and implementing the values of character education to them ever since their early age (Dwipayani, 2018).

With the massive technology development, various media from visual to audio visual can be used in developing children and students' character education (Rochmawati, 2016). She further states that one of the media that is ideal to be used to introduce character education is film. According to Bordwell and Thompson (2008) film offers the experiences and journey driven by stories with various characters which engage our minds and emotions. Moreover, Schramm (1964) adds that film is a great entertainment to children. He explains the reasons to why children like film. Film delivers entertainment, the feel of living a fantasy, getaway from real-life problems and the cure to boredom (Schramm, 1964). In addition, film communicates directly through concrete images and sounds, unlike novel, poem and other written media that use abstract symbols like words (Boggs and Petrie, 1991). Because of those experiences that children can get from watching film, despite of their tendency to prefer film than books which may emerge, an appropriate film can

be treated as a teaching media to help children in developing their character education (Rochmawati, 2016).

The criteria of appropriate films for children according to Tanjung, S. (2016) from Indonesian Broadcasting Commission are safe, educating, contains moral values and zero element of violence and pornography. If a film has all those criteria, then it is classified as suitable for children and other viewers from all ages. Thus, if a film contains violence, pornography or other scenes which are not suitable for children, then it should only be watched by adults and broadcasted during adult time, mostly around midnight (Tanjung, 2016).

Disney's animated films such as *Big Hero 6* (2014), *Zootopia* (2016), *Finding Dory* (2016), *Moana* (2016), *Up* (2009), *Coco* (2017), *Brave* (2012), and *Frozen* (2013) can be categorized as good example of suitable films for children based on the criterion from Indonesian Broadcasting Commission. Donofrio (2013) states that Disney's films are well made, heart-warming, funny, and family friendly. In line with this, Zurcher & Webb (2018) add that Disney animated films continue to deliver an educative and influential form of media that help children in shaping their development of beliefs about the world surrounding them, including the construct of the family. Furthermore, Deseret News Features along with OK.com lists five films from various platforms that families might consider to watch, and *Big Hero 6* (2014) is on the list as it contains positive family values, packed with excitement, heroic actions, humor, and moral values which considered as suitable for children over 10.

The film chosen for this study is Disney's animated film entitled *Big Hero 6* (2014). The reason behind it is because the film is categorized as appropriate for children as it is filled with many good values. *Big Hero 6* (2014), as stated by Australian Council on Children and the Media, is a film suitable for children over 10, needs parental guidance for children under 10. It needs parental guidance for children under 10 because it contains several fighting scenes. Moreover, the film tells about a teenage technology genius named Hiro Hamada who had a passion for illegal 'bot' fights in which robots fight each other until one is defeated. His brother, Tadashi reminded him not to join bot fights because it is illegal and that he could get himself arrested for that. He then realized his selfishness and decided to apply for the same university as Tadashi's. He was required to create an impressive technology to be able to apply for the university. On the same day when he showcased his technology, Tadashi died on a fire accident. From that moment, his life began to change and his characterizations also developed. His characterizations focus on the soft skill such as hardworking and intelligent. Besides, he also depicts good individual traits such as honest, creative, autonomous, and bibliophilic. Furthermore, the film shows how Hiro and his friends which considered as 'millennial' make use of technology. Thus, the researcher is interested in finding more values of character education in Disney's animated film *Big Hero 6* (2014) as proposed by the Ministry of National Education (2010).

1.2 Problem Identification

There are several reasons that cause students' character degradation. It can be caused by the lack of guidance from parents who tend to focus on their jobs and have a minimum time in implementing moral education to their children. Students' environments such as family, school, and society also have an influence of their moral degradation. They tend to follow and repeat action and behavior from their environment no matter if those action and behavior are considered as not appropriate. The third reason behind students' moral degradation comes from the formal sector of education, in this case school, which needs to develop values of character education for students beside of developing their mastery of the subject matters. Another reason is because of the exposure of adult content in media especially internet. Even when they browse for educational content, there is still a probability to find adult and sexual themed advertisements. Apparently, character education for children in every sectors whether it is formal or informal are urgently needed. In formal sector like school, there is a need to develop character education, while in informal sector, family holds the role in forming character education to children. In forming and developing character education, there are lots of media which are appropriate, and Disney's animated films are one of the options of appropriate learning media for children since those have been proven as educative yet entertaining films.

1.3 Limitation of the Study

The limitation of this study was on the values of character education in the characterization of Hiro Hamada as the main character in the film *Big Hero 6* (2014). The study focused on the elements of the film which are narrative and stylistic. The stylistic element of the film consists of four aspects namely *mise-en-scene*, cinematography, editing and sound. Those aspects were used to find the characterizations of Hiro Hamada in *Big Hero 6* (2014) as well as to find the values of character education proposed by Ministry of National Education (2010) which were represented in Hiro's characterizations.

1.4 Problem Statement

The statement of problem of this research is stated as follow:

1. What are the characterizations of Hiro Hamada in Disney's *Big Hero 6* (2014)?
2. What are the character education values presented in the characterization of Hiro Hamada in Disney's *Big Hero 6* (2014) that belong to 18 values of character education proposed by the Ministry of National Education (2010)?

1.5 Purposes of The Study

Based on the statement of problem mentioned above, the purpose of this study is stated as follow:

1. To identify the characterizations of Hiro Hamada in Disney's *Big Hero 6* (2014).
2. To identify the character education values presented in the characterizations of Hiro Hamada that belongs to 18 values of character education proposed by the Ministry of National Education (2010).

1.6 Significance of The Study

The significance of this study was divided into two categories, which were theoretical significance and practical significance.

1.6.1 Theoretical Significance

This study was expected to give significance contribution to:

a. Character education

This study was expected to give contribution to the character development of Indonesian children by providing the exemplification of the 18 values of character education proposed by Ministry of National Education (2010) which was resulted from the analysis of the main character of the film.

b. Film studies

This study was expected to give contribution on film analysis. Related to this, Miranti and Frijuniarsi (2014) had applied descriptive qualitative in analyzing Disney's animated film *Frozen* (2014). In 2018, Dwipayani (2018) also conducted

similar study in analyzing Disney's *Zootopia* (2016). She analyzed the film through its narrative, mise-en-scene, cinematography, and sound with the use of textual analysis.

c. Semiotics

This study was expected to give contribution to semiotics field. Semiotics in general is the study of sign, its existence in societal life, and its relation with human process of thinking (Yakin & Totu, 2014). The result of the analysis using Peirce's semiotics was expected to deliver an explanation on the use of semiotics in understanding the signs contained in the film.

1.6.2 Practical Significance

This study was expected to be beneficial and give significant contribution for lecturer, teacher, parents, students, and other researcher.

1. Lecturer

This study was expected to give beneficial input for lecturer as consideration in using film as a teaching media. According to Berk (2014) the use of video in teaching brings many potential learning outcomes. In addition, using film as a media in teaching comes with a lot possible source of information that can be beneficial for students. Furthermore, this study can be treated as a reference for lecturer in adapting film as a teaching media. In line with this, Champoux (2007) states that film has characteristics such as editing, camera angles, and sounds which make it has a

communication power as a teaching tool. In addition, film can be a familiar, comfortable medium that can keep students' interest in the theories and concepts under discussion because they can see the theories and concepts in action through film (Champoux, 2007).

2. Teacher

This study was expected to give significant input for teachers in educating students with character education. By reading this study, they would figure out that there are many character values inserted on *Big Hero 6* (2014). It can be used to introduce students to characterizations and values of character education which are depicted by Hiro Hamada as the main character of the film. Furthermore, this film also can be used as the material on teacher's lesson plan as a media in developing their character.

3. Parents

This study was expected to give significant contribution to parents as this study is related with children's character development. The development of children's character is not only done in formal institution like school but also done within their family or parents. It is because they spend most of their time to bond with their family members. In line with this, Ministry of National Education (2010) state that students spend 70% of their time with their family members. Therefore, this present study could be beneficial if parents hold a role in guiding their children to find and understand the values of character education on the film analyzed in this study.

4. Students

By reading this study, students could understand that there are many values of character education that are represented in films especially Disney's. They would also discover how to adapt and learn those character education values which were found in the film. Furthermore, they could get the information about theories of film and how to analyze a film so they will have basic knowledge about it in the future.

5. Other Researchers

This study was expected to be beneficial as a reference for other researchers on studies related to film analysis, character education, and Peirce's semiotics. The study conducted by Miranti & Frijuniarsi (2014) used qualitative descriptive method analyzing Disney's *Frozen* (2013). In 2018, Dwipayani used textual analysis in analyzing the main character Judy Hopps of *Zootopia* (2016). Meanwhile, this study is a textual analysis which used Peirce's semiotics in analyzing the main character Hiro Hamada. Thus, this study was expected to give other researchers detailed information on how to conduct similar study.

1.7 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are explained below.

1.7.1 Conceptual Definition

a. Character in narrative

According to Kennedy & Gioia (1995) character in narrative is defined as the person that inhabits a story which may be entirely fictional or based on a real life person that helps guiding the readers to understand the themes and plot of a story.

b. Character as personality

According to Merriam-Webster Dictionary, character as personality is defined as one of the attributes or features that make up and distinguish an individual which is related to the individual's attitude and behavior.

c. Character education

According to Ministry of National Education (2010) character education is defined as a system of character values that contains aspect of knowledge, consciousness, willingness, religious, and action in order for a person to be responsible to God, themselves, others, environment, society, and nation.

d. Disney's Animated Feature Films

Disney's animated feature films are the films with the run time between 70 – 210 minutes produced by Walt Disney which mainly targeted on children because of their contents and aspects that are both entertaining, educating, and family friendly (Sanmartin & Cajamarca, n.d.).

e. Peirce's Semiotics

According to Yakin & Totu (2014) Peirce proposed a triadic system of sign which consists of 3 components that related to each other namely representamen, interpretant, and object. Sign in general is known as the representamen. The object is what the representamen refers to. Meanwhile interpretant is a process of sign translation that may come in form of process, product, and effect (Yakin & Totu, 2014)

1.7.2 Operational Definition

a. Character in narrative

In this study, character in narrative is the persons represented in Disney's animated feature film titled *Big Hero 6* (2014). The film is treated as a narrative and the character that was analyzed is the main character named Hiro Hamada.

b. Character as personality

In this study, character as personality is referred as the personal qualities and traits of the main character Hiro Hamada which were analyzed by using Peirce's semiotics. The analysis resulted to Hiro that possessed 21 traits as his personality namely religious, honest, tolerant, discipline, hardworking, creative, autonomous, democratic, curious, nationalist, patriotic, appreciative, friendly/communicative, peace-loving, bibliophilic, nature-loving, social awareness, responsible, adventurous, affectionate, and intelligent.

c. Character education

Character education in this study is referred to the 18 values of character education proposed by Ministry of National Education (2010) which were represented in the characterizations of Hiro Hamada. Those values are religious, honest, tolerant, discipline, hardworking, creative, autonomous, democratic, curious, nationalist, patriotic, appreciative, friendly/communicative, peace-loving, bibliophilic, nature-loving, social awareness, and responsible.

d. Disney's Animated Feature Films

Disney's animated feature film that is used in this study is the film titled *Big Hero 6* (2014) which has 1 hour 48 minutes run time. There are several aspects of *Big Hero 6* (2014) which were analyzed in this study namely mise-en-scene, cinematography, editing, and sound.

e. Peirce's Semiotics

Peirce's semiotics is the triadic system consisting of representamen, object, and interpretant that is used in analyzing the values of character education that were represented in the characterizations of the main character Hiro Hamada. The characterization of Hiro in a scene of *Big Hero 6* (2014) became a unit of analysis. That scene would refer to the one of the characterizations of Hiro as the object. Then an analysis or an interpretant was done to seek for representamen for the object found.