CHAPTER I

INTRODUCTION

1.1 Background of The Study

Just in February 2019, there were 4 inappropriateness done by students that became a headline of national newspaper (Hanafi, 2019; Bugma, 2019; Baihaqi, 2019; Toiskandar, 2019). They are mostly about students who defy their teacher and inter-school brawl. According to Pala (2011) those cases are the signs of moral degradation along with family breakdown, children live in poverty, sexual content and violence in daily media that are exposed to young generation, sexual abuse, violating the school rules, indiscipline acts, smoking, alcohol consumption, dating which violating the norms, skipping class, joining motorcycle gang, and free sex. According to Pala (2011), as the awareness of these social crisis, the need of character education becomes the highlight of education nowadays.

According to Maawiyah(2015) the process of education is not only about delivering material in cognitive aspect, but character development is also needed in affective aspect. Character education according to Lickona and Roosevelt (1993), Hartini (2017) and Dwipayani(2018) is a necessity in education because the sign of moral degradation has become apparent and more apparent around us. Ministry of National Education already made its movement by inserting character development in education as the awareness of this social crisis. Ministry of National Education (2010a:5) stated that character education has a purpose to develop the students' potency to be able to become religious, noble, healthy, educated, competent, creative, independent, democratic, and responsible citizens. They also state that there are 3 ways of this character education to be done namely formal education,

informal education, and non-formal education. The first one is accomplished from school while the last is gained through course and training. The second is gained through environment, social, and family and the last is gained through course and training. It is stated by Miranti &Frijuniarsi(2014) that character education is better introduced to students in their early stage to enable them to grow with values. The values will be the guidance in thinking and acting ethically among the others. In other words, parents' role is very significant to familiarize their children with the values of character education.

Rochmawati (2016) stated that there are some media that can be used in learning character education values and one of them is film. Film is one of entertainment media that people like. According to Bordwell & Thompson (2010), film delivers information and ideas and bring us to an experience through visual qualities or sound texture. In some ways, the story in film is very engaging for our minds and emotion. It is also stated that film is a good medium to give meaning to theories and concept. Moreover, film offers entertainment for the audience, especially children. In addition, Boggs and Petrie (2008) stated that film surpasses drama since it provides continues and unbroken flow, with less visible transitions without compromising the story unity. Film communicates directly through concrete images and sounds, unlike the novel and the poem that using words on a page. According to Berk(2014), the use of video in teaching has many potential learning outcomes such as interesting, focused students' concentration, create students' anticipation, relaxing, fun, draw students' imagination, improve students' attitude toward learning, increase understanding, foster creativity, and many more.

It can be concluded that appropriate selection can be treated as a media to develop character education for children.

Film also easily accessed through internet by the children nowadays. According to UNICEF which was about the internet usage of Indonesian teenagers. It showed that there are 30 million Indonesian internet users that belong to children and teenagers category (Panji, 2014). It is also stated that the percentage of the children and teenagers who are aware of internet reaches 98 percent, meanwhile the others who use internet actively reaches 79,5 percent. It means that the number of children who is exposed to internet is high. In this situation, parents is really needed to look after their children when using internet and use animated film as the way to teach character education values as well as to avoid the bad impacts of using internet.

According to Setyarini (2017) an 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.

Disney's films such as *Finding Nemo (2003), Zootopia (2016), Finding Dory (2016), Moana (2016), Up (2009), Coco (2017), Frozen (2013), and Big Hero Six (2014)* can be the option for the children since those films are suitable for children based on the category of film for children according to Indonesian Broadcasting Commission. According to Donofrio(2013), films produced by Disney are funny, family friendly, and well made. Dwipayani (2018) had done a research to find out character education values in a Disney's film entitled Zootopia.

The result is that the film contains character development mainly in the soft skill field.

1.2   Problem Identification

Moral degradation issue is a serious national issue that has to be taken care of immediately and continuously. As the case of moral degradation arises especially from students, our ministry of education has made a right action to insert element of character education in school. Furthermore, many researches has shown the benefit of a good character and why it is needed on a nation. While learning process does not only occur at school but also at home and character education in formal education such as school is not enough, it is wise to utilize any media we can get. One of this media is technology. Nowadays, people get their information easily through media like newspaper, TV, internet, and film. Those media do not only provide us educative content but also some adult content that cannot be consumed by everyone, especially when we are talking about character education. Since children like to follow action they show in their environment, we need to filter what they are watching. That is why parents take a very crucial part as a role model and teacher for their children. In this research we desire to find 18 values of character education as it is proposed by Indonesian Ministry of education in a film entitled *Coco (2017)*.

1.3   Limitation of The Study

The present study is limited on discussing the values of character education the main character a movie entitled *Coco (2017)*; Miguel as its focus. Their character development will be supported by plot and setting in this movie. Some

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other character education values related things which those characters already had and well developed or have not been developed will be discussed.

1.4 Problem Statement

Based on the statement of problems that have been mentioned, the purposes of this study are as follows:

1. What are the characters of Miguel in *Coco* (2017)?

2. What are the values of character education presented in the characterizations of Miguel in *Coco* (2017) that belongs 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 problems that have been mentioned, the purposes of this study are as follows:

1. To identify the characters of Miguel in *Coco* (2017)

2. To identify character educations values proposed by Ministry of National Education (2010) in Miguel's characterization as the main character of *Coco* (2017)

1.6 Significance of The Study

The significance of the study is related to theoretical and practical contribution of this study. The significances are divided as theoretical significance and practical presence.

1.6.1 Theoretical Significance

This study is expected to give significance 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) that is resulted from the analysis of the film.

b. Film studies

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

c. Semiotics

This study is expected to contribute on semiotics field. Semiotics is about the relation between human thinking process and sign Yakin & Totu (2014). 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 appeared in a film.

1.6.2 Practical Significance

The present study is expected to be significant for:

a. Lecturer and Teacher

The present study is expected to be useful for lecturer in as a consideration on using and adapting film as a teaching media. The present study can be

used as reference in adapting the film in teaching character education because according to Berk(2014), the use of video in teaching has many potential learning outcomes. In addition, using film as media provides the students with

b. Parents

The present study can help parents to understand the character education values in the film to guide their children. This is because according to Ministry of National Education (2010) the students spend 70% of their time with their family and environment. Therefore, parents must be aware of the media, like popular film, that is accessed by their children so that they are able to guide their children to understand the values of character education in it.

c. Students

The present study is expected to be useful for the students in understanding the values of character education that are represented in the film. It is because De Leeuw & van der Laan (2018) found that children who watched Disney film with helping behavior done by the main character are more likely to be helfpul to their friends.

d. Other researchers

The present study can be used as a reference on studies related to film analysis, character education, and Peirce's semiotics. Previous studies have analyzed film by using different method. Miranti and Frijuniarsi in 2014 used qualitative descriptive method in analyzing Disney's *Frozen* (2013). Meanwhile, Dwipayani (2018) used textual analysis on an analysis in the

main character of Disney's *Zootopia* (2016). This research will use textual analysis and Peirce's semiotics on the analysis of the narrative and the stylistic aspects of the film. Therefore, this study is expected to provide detailed information on how to conduct such study.