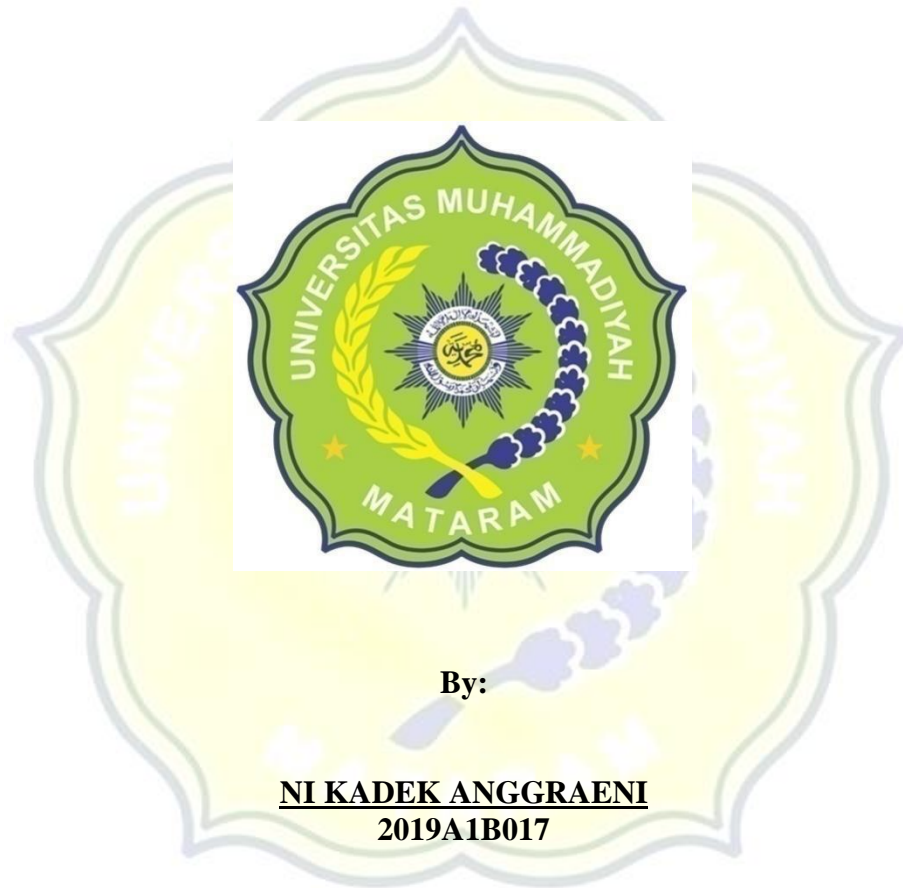


**A THESIS**

**CHARACTER EDUCATION VALUES IN ARDY OCTAVIAND'S STIP AND  
PENSIL**

**Presentes as A Partial of the Requirement for The Bachelor's Degree (S1) in  
English Language Teaching Faculty of Teacher Training and Education  
Muhammadiyah University of Mataram**



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YEAR 2023**

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**CHARACTER EDUCATION VALUES IN ARDY OCTAVIAND'S STIP  
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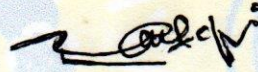
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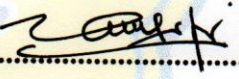

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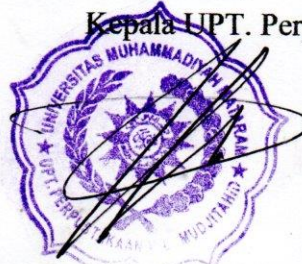
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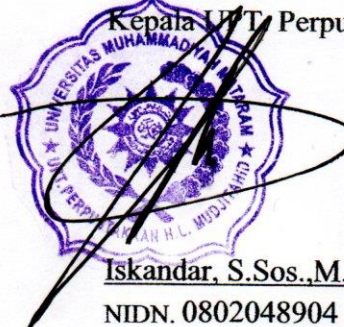
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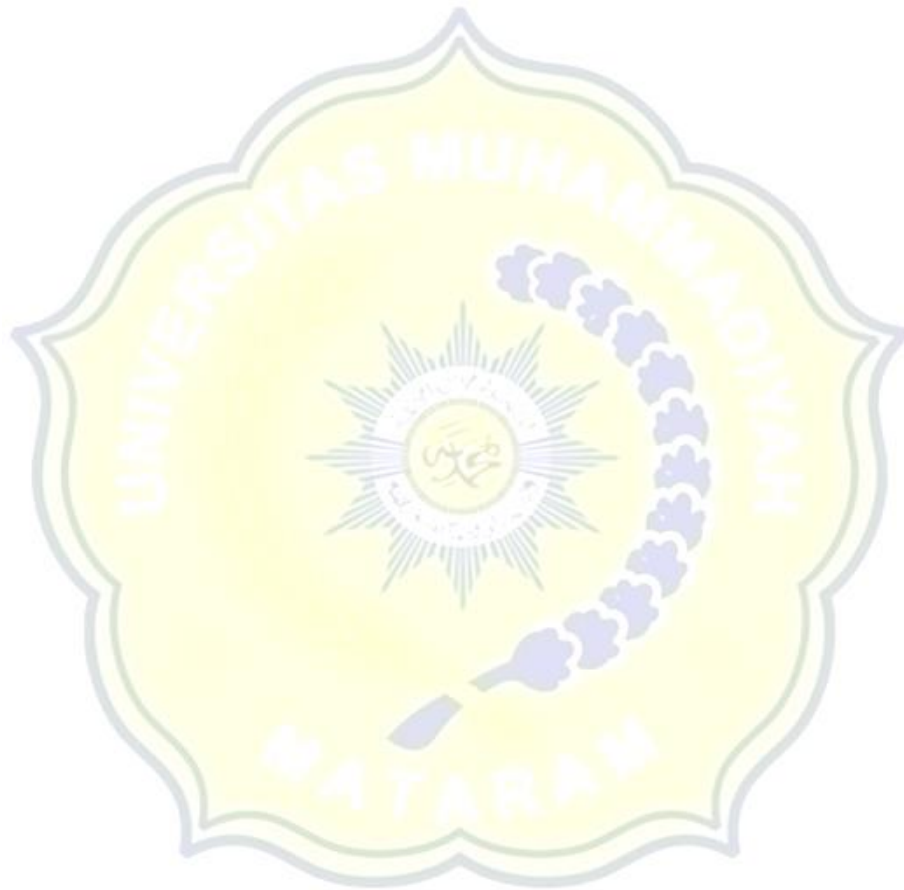


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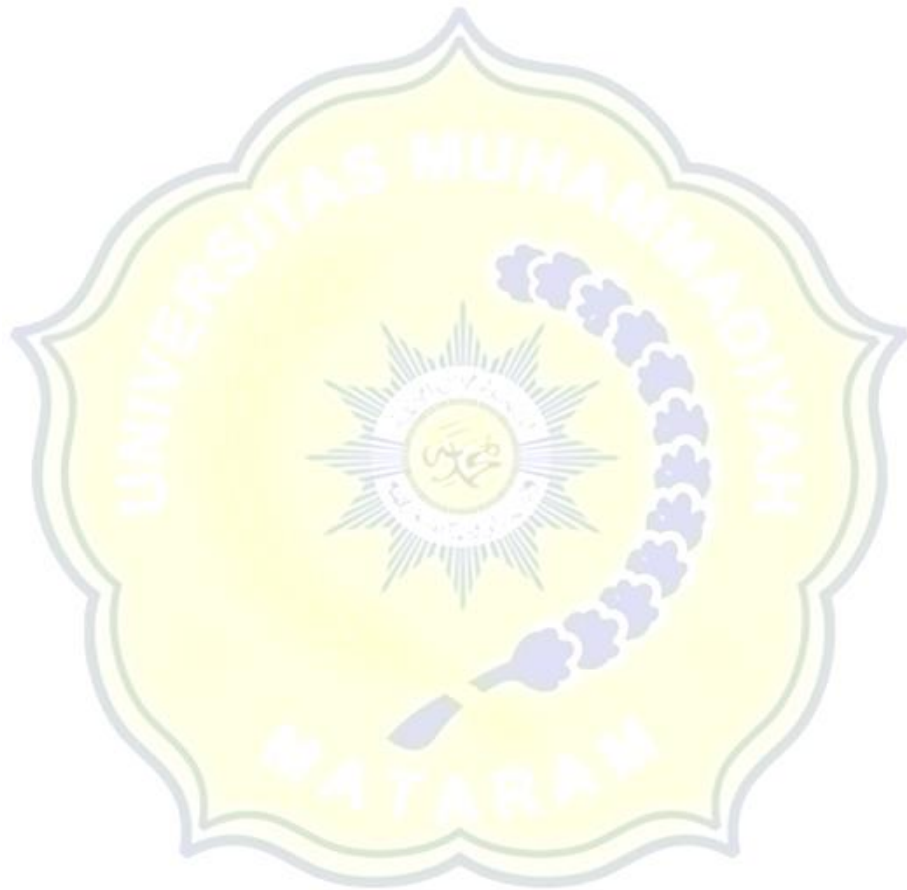
**“If you're happy doing what you're doing, then nobody can tell you you're not successful”**

**-Harry Styles**



## DEDICATION

*For Mom, Dad, Brother, and all my best friends.*





## ACKNOWLEDGEMENT

Praise and gratitude I pray for the presence of the almighty God so that the writer can complete the thesis with the title "CHARACTER EDUCATION VALUES IN ARDY OCTAVIAND'S STIP AND PENSIL". This work was created as one of the requirements for obtaining a bachelor's degree in the English Education Study Program at the Muhammadiyah University of Mataram.

The writer realises that this thesis could not have been completed without the help and support of various parties. For that, on this occasion, the author would like to thank these parties.

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The writer realises that this thesis is still far from being perfect. Therefore, suggestions and constructive criticism are very welcome. Finally, writers Hopefully, this thesis will be beneficial to the advancement of the educational world.

Mataram, 4 Desember 2022

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Anggraeni, Kadek, Ni. 2022. **Ardy Octaviand's Stip and Pensil Film Analysis in Character Education Values**. Thesis. Mataram. Muhammadiyah University of Mataram.

Advisor 1: Hidayati, M.Hum

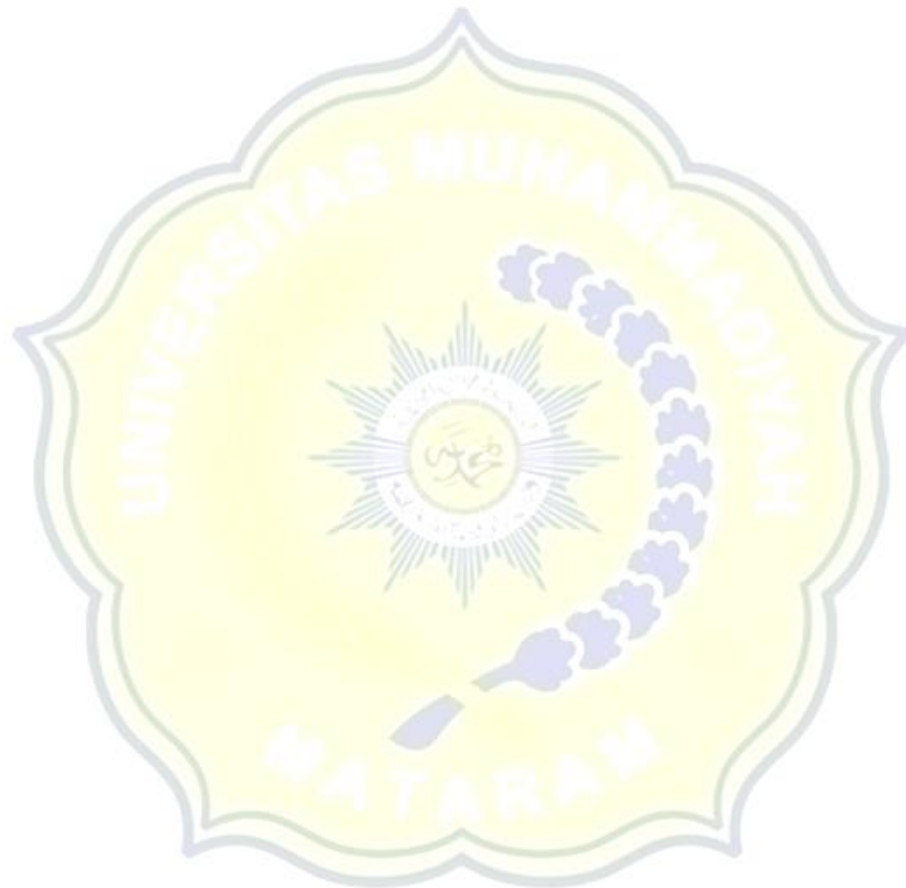
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## **ABSTRACT**

This research is motivated by the rampant cases of symptoms of moral and character degradation involving adolescents and especially students. One of the reasons is the spectacle that is not worth seeing, because what they see and hear can become their role model. Film is a learning medium, one of which is effective in instilling character values. Character education values are an aspect of knowledge cognitive, feeling, and action that involves education of moral character. Character education develops cultural values and national character in students, so that the values and character of each student will reflect his own character, and as a society, citizens who are religious, nationalist, productive, and creative must continue to apply these values in their life. Film is often also referred to as a film which is defined as a picture of life. Collectively, films are often referred to as cinema. This study aims to find out what the values of character education are in the film Stip and Pensil by Ardy Octaviand. The method that will be used in this research is a literature study approach. The data collecting in this study is by using documentaries, namely written or recorded document. This research analysis technique was content analysis. Stip and Pensil film as primary data and using written materials such as books, articles, or other documents as comparison or secondary data. The value of character education obtained from the film Stip and Pensil, namely: (1) peace-loving, (2) creative, (3) hard work, (4) responsibility, (5) independent, (6) social, (7) tolerance, (8) honest, (9) appreciate achievement, and (10) the character of curiosity. In addition, character

education values is not only existed, but also the tolerance and hard-working were became the viewpoint in this film.

***Keywords: Character Education Values; Film; Learning Media; Children***





Anggraeni, Kadek, Ni. 2022. **Ardy Octaviand's Stip and Pensil Film Analysis in Character Education Values**. Skripsi. Universitas Muhammadiyah Mataram.

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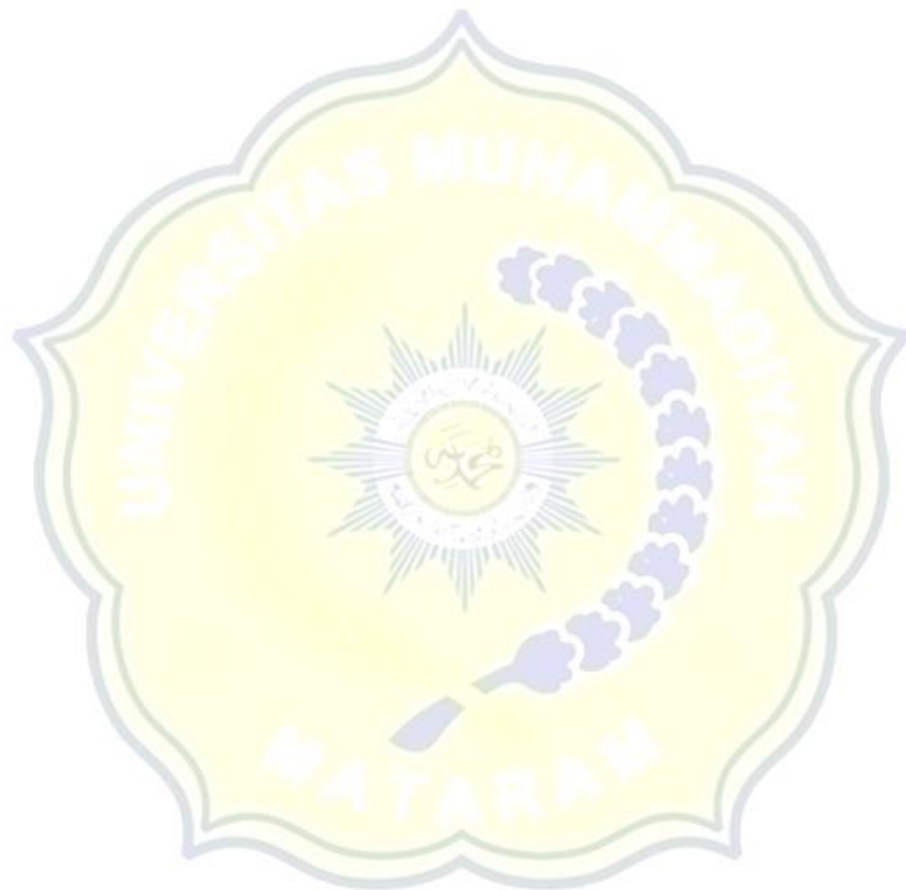
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## **ABSTRAK**

Penelitian ini dilatarbelakangi oleh maraknya kasus gejala degradasi moral dan karakter yang melibatkan remaja khususnya pelajar. Salah satu penyebabnya adalah tontonan yang tidak layak dilihat, karena apa yang mereka lihat dan dengar bisa menjadi panutan mereka. Film merupakan salah satu media pembelajaran yang efektif dalam menanamkan nilai-nilai karakter. Nilai-nilai pendidikan karakter merupakan aspek pengetahuan kognitif, perasaan, dan tindakan yang menyangkut pendidikan karakter moral. Pendidikan karakter mengembangkan nilai-nilai budaya dan karakter bangsa pada peserta didik, sehingga nilai dan karakter setiap peserta didik akan mencerminkan karakter dirinya sendiri, dan sebagai masyarakat, warga negara yang religius, nasionalis, produktif, dan kreatif harus terus menerapkan nilai-nilai tersebut dalam kehidupannya. kehidupan. Film sering juga disebut sebagai film yang diartikan sebagai gambaran kehidupan. Secara kolektif, film sering disebut sebagai sinema. Penelitian ini bertujuan untuk mengetahui apa saja nilai-nilai pendidikan karakter dalam film Stip and Pensil karya Ardy Octaviand. Metode yang akan digunakan dalam penelitian ini adalah pendekatan studi literatur. Pengumpulan data dalam penelitian ini adalah dengan menggunakan dokumenter, yaitu dokumen tertulis atau rekaman. Teknik analisis penelitian ini adalah analisis isi. Film Stip dan Pensil sebagai data primer dan menggunakan bahan tertulis seperti buku, artikel, atau dokumen lain sebagai pembanding atau data sekunder. Nilai pendidikan karakter yang diperoleh dari film Stip and Pensil yaitu: (1) cinta damai, (2) kreatif, (3) kerja keras, (4) tanggung jawab, (5) mandiri, (6) sosial, (7) ) toleransi, (8) jujur, (9)

menghargai prestasi, dan (10) sifat ingin tahu. Selain itu, nilai-nilai pendidikan karakter tidak hanya ada, tetapi juga toleransi dan kerja keras menjadi sudut pandang dalam film ini.

***Kata kunci: Nilai Pendidikan Karakter; Film; Media Pembelajaran; Anak-anak***

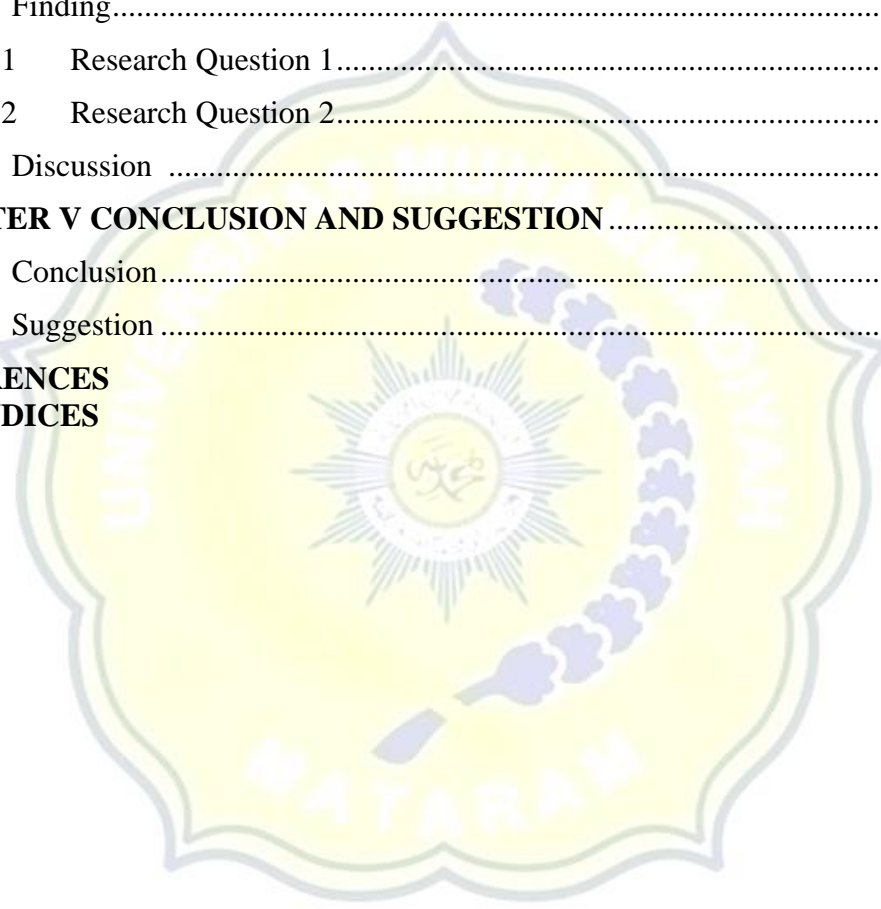




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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer discusses about background of the study, research question, the purpose of the study, significance of the study, scope of study, definition of key terms.

### **1.1 Background of the Study**

Film is defined as a live picture, also often called a movie. Film is a work of literary art that arises from the imagination or fiction of writers. Life in the film is a literary work that has been colored with attitude author, background education, and belief. Film collectively, are often called “cinema”. As a medium of communication, film can concretely convey educational messages such as learning the content of the curriculum, as well as the formation of student attitudes and behavior. Additionally, film can be utilized as a medium to inform, raise awareness of, and engage in dialogue about the social issues they depict (Setyawan et al., 2021). The use of film can make teaching delivery more meaningful and memorable. Besides that, film can be used for the purpose of highlighting the realities of live, forming impressions, and evoking emotions and feeling. The application of film can make teaching delivery more meaningful and memorable.

Live pictures are an art form, a form popular from entertainment as well as business. Everyone can enjoy the films, which makes them the subject of this study’s investigation into the values of character education. According to (Markortic, 2008a), film is an effective teaching tool because it links ideas and feelings. The

advantages of film that can manipulate aspects of space and time can help the teacher to explain the concepts that are abstract and difficult to explain. Film have great benefits for learning related to facts, skills, procedures, principles, concepts, attitudes, opinions, and motivations (Piscayanti, 2020). In one genre of film, exactly, the character is become one thing important to make it became popular or not as long as it existed because the person or soul in this film as a basis of the audience perception.

According to Astuti (2019) character is a matter related to the freedom of one's life permanently and tends to be positive. Character is the nature of a person's soul, beginning with wishful thinking and evolving into energy, way of thinking, and behavior, which is unique to each individual to live and work together, in the family, community, nation, and state. Character is also a series of attitudes, behaviors, motivations, and skills (also called character traits, morals, or a person's personality) that are formed from the results of internalizing various virtues that are believed and used as a basis for a perspective on thinking and acting.

Character education is an ethical matter of sympathy and care related to morals, claims (Noddings, 2002). Character education has a big role in advancing the nation's civilization so that it becomes a more advanced nation with human resources who are knowledgeable, insightful and have character. According to As'aril Muhajir (2011) the practice of communicating with an educational purpose, or the act of sending communications with educational values from a source to a recipient through a medium. Children character education is very broad because it is related to the development of multi-aspects of the nation's potential advantages. The inculcation of

character education values should be applied by families and educators from an early age. Instilling the values of character education actually does not have to be in educational institutions, but it can also be through educational media, one of which is through film. In the film *Stip and Pensil* there is a character value, namely peace-loving, creative, hard work, responsibility, independent, social, tolerance, honest, appreciate achievement, and the character of curiosity.

Based on the explanation above, the researcher is interested in applying the *Stip and Pensil* film in applying the character education values, more specifically for the research question. In order to determine if using film and pencil is effective or not, this study solely focuses on the use of one way to solve the problem, namely *Stip* film and pencil, which is applied to children.

### **1.2 Research Question**

Based on background above, the author formulates the main problem in this research is:

- a. What the character education values are contained in the film “*Stip and Pensil*” by Ardy Octaviand’s?
- b. What are the effective values contained in the film “*Stip and Pensil*” by Ardy Octaviand’s?

### **1.3 The Purpose of the Study**

Based on the formulation of the problem above, therefore the author has a goal to be achieved, namely:



- a. To find out what the character education values are contained in Ardy Octaviand's Stip and Pensil film.
- b. To find out play an effective role in the character education values.

#### **1.4 Significance of the Study**

The research is expected to provide benefits to readers both theoretically and practically, while the authors expect the following things in this research:

- a. Theoretical benefits

Theoretically, this research is expected to be able to contribute, scientific treasures to the world of Indonesian education, especially character education and can contribute to the development of character education in accordance with religion and national character.

- b. Practical benefits

Practically, this research is expected to be a reference material for future researchers to develop character education and can also be a reference for further research, and can instill the importance of character education values for readers.

#### **1.5 Scope of Study**

This research focuses on examining the character values in Ardy Octaviand's Stip and Pensil film. This research was motivated by cases and problems faced by children. Impression or shows that broadcast are not in accordance with the development of children and do not contain much positive value, such as lots of fight and love scenes. The author uses the theory of (Yule, 1996).

## 1.6 Definition of Key Terms

The following essential terms are used in this study:

a. Character education values

According to Althof, W., & Berkowitz (2006), building a moral society requires character education, which is the deliberate pursuit of virtue and it incorporates a variety of result objectives, instructional techniques, and philosophical perspectives.

b. Film

According to Markortic (2008), film is an effective teaching tool because it links ideas and feelings. Another important factor in the film's success as a teaching tool is its visual presentation.

c. Learning media

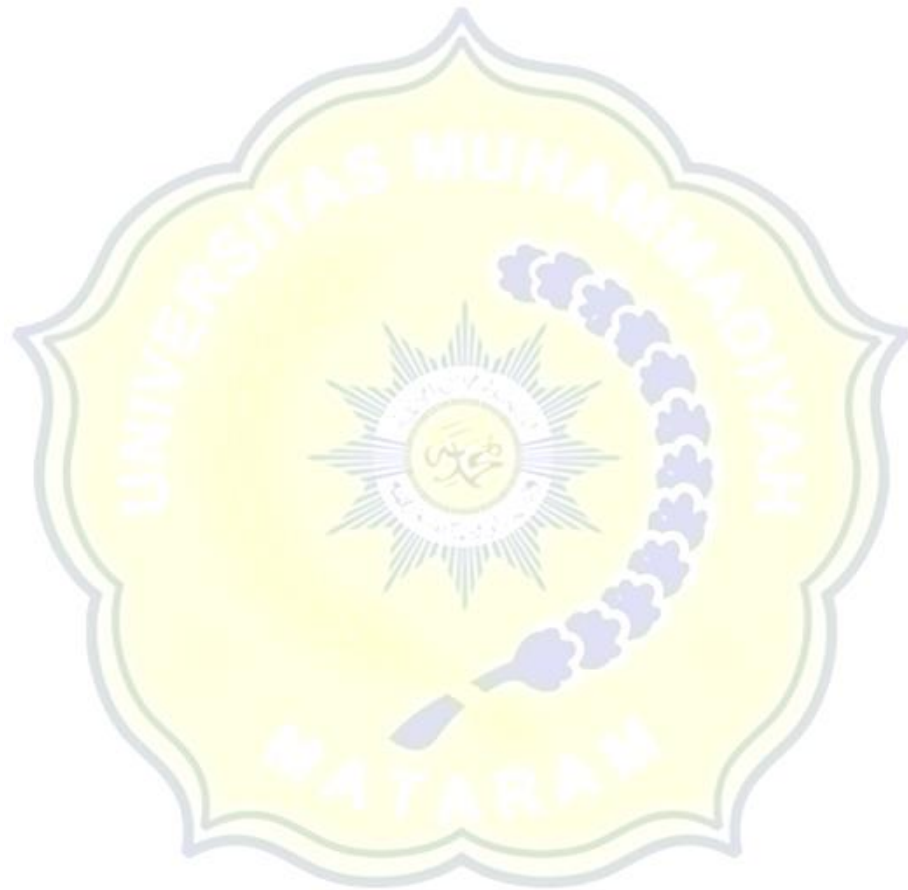
According to Prasasti et al. (2019), learning media can connect with children through communication since it is an educational or learning process that is equivalent to the communication process.

d. Children

According to Hasanah et al. (2016), children are in a young age that is regarded as being in a critical and sensitive stage since it will shape attitudes, values, and future behavioral patterns.

e. The Stip and Pensil film

The Stip and Pensil film is produced by the MD production house Pictures created by Ardy Octaviand's. This film is based on a screenplay by Joko Anwar and the film Stip and Pensil is a youth comedy genre with a social theme.





## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURES**

In this chapter, the writer discusses about previous studies, character education values, film, learning media, children and the Stip and Pensil film.

#### **2.1 Previous Studies**

Previous studies conducted by Setyawan (2021) concentrated on “An Analysis of Character Education Values in Big Brother Movie”. This research takes the main focus on analysis of character education values in Big Brother movie. There seem to be numerous items that are suitable for studying media in today's technological age, specifically whenever the escalating COVID-19 pandemic forces all of us to stay in their homes. Another form of media is film, that can be watched everywhere and contains educational programming. The study is designed (1) To discover the 18 Character Education Values by KEMENDIKNAS in the film "Big Brother" by Ka-Wai Kam, and (2) the advantages of watching film. This study is classified as qualitative research with a descriptive approach. That study's data comes from either the film "Big Brother," namely the discussion and struggle among individuals. The researcher therefore used documentation and non-participant observation to obtain data. Then comes data was examined by the researcher through using content analysis technique. (1) There seem to be 13 Character Education Values by KEMENDIKNAS which can be discovered in the movie "Big Brother," especially regarding Appreciating Achievements, Creativity, Curiosity, Democratic Discipline,

Environmental Concerns, Friendship/Communication, Hard Work, Honesty, Peacefulness, National Spirit, Responsibility, Sociality And (2) there are numerous benefits to watching Big Brother, including knowledge, entertainment, and inspiration. This study has similarities with research conducted by researchers, namely studying character education values, film as a medium in research, using documentation and observation as data collection methods, using descriptive as a research design, and the character education values there are the same things namely appreciating achievements, creativity, peacefulness, curiosity, friendship/communication, hard work, honesty, responsibility and sociality. Meanwhile, the difference are in the method of data collection; in the research conducted by Setyawan, he did not use literature research, while the researchers did not use this technique and in terms of character education values there are not the same namely democratic discipline, environmental concerns, and national spirit.

The second previous studies conducted by Indriati (2021) concentrated on "Values of Character Education in Disney's Animated Featured "The Good Dinosaur" by Peter Shon". This research takes the main focus on values of character education in Disney's animated featured. The goal of this research would have been to discover the character education ideals in Disney's animated feature "The Good Dinosaur." Close reading was used to collect data from the movie's theme, storyline, and settings for such descriptive qualitative research. The research procedure consisted of observing, recognizing, researching, and summarizing, can indeed be repeated multiple times to check that the data is correct. This movie provided as that

of the study's data source, and the purpose of the research was character education values. In this research, eighteen-character education ideals had been adopted, especially indicated in a resolution by the Minister of National Education (2010) and confirmed by Perpres number 87 in 2017. Discipline, Honesty, Tolerance, Self Control, Hard Work, Innovation, Independence, Curiosity, Love Motherland, Appreciating Achievement, Friendly/Communicative, Love Peace, Sociality, and Responsibility were established throughout this research. It is possible to deduce whether media also including movies have the potential to educate student moral principles. This study has similarities with research conducted by researchers, namely using descriptive qualitative as a research, studying character education values, film as a medium in research, and the character education values there is the same thing namely discipline, honestly, tolerance, hard work, independence, curiosity, appreciating achievement, friendly/communicative, love peace, and responsibility. Meanwhile, the difference is in a study by Indriati using a research procedure as observing, recognizing, researching, and summarizing, whereas the research conducted by researchers did not use a research procedure and in terms of character education values there are not the same namely self control, innovation, and love motherland.

The third previous studies conducted by Shodikin (2020) concentrate on "The Analysis of Character Education Values in the "Big Hero 6". This research takes the main focus on the analysis of character education values in the Bih Hero 6. The study's goal is to discover the excellent moral of the Big Hero 6 films and to discuss



the approach utilized in developing character education values in Big Hero 6 films. This research utilizes content analysis methods to examine the conversation and personalities depending on values character education. Public education is primarily intended to develop personality. Since communications and ethical values can always be received thru the methods of instruction used in education, these ideals of character education implanted in education attempt to establish the identity of pupils. Film media can be utilized in learning media to communicate social rules or character building. The above movie seems to be a type of communication which conveys the concept of character education values. As either a result, thorough examination of the character education established with in movie "Big Hero 6" was required. This study is classified as qualitative since this employs Roland Barthes' semiotic methodology as well as includes documentation research. These observation and documentation techniques were employed to obtain results. In accordance with the findings of this research, the character values with in movie "Big Hero 6" include Humanitarian Care, Perseverance, Loves of Country, Inventiveness, Truthfulness, and Responsibilities. The ideal was created in order for humanity to embrace and practise the others. There seem to be three techniques of establishment: discourse, social conditioning, and example. This study has similarities with research conducted by researchers, namely studying character education values, film as a medium in research, the both use semiotic as methodology in research, observation and documentation techniques, and responsibilities as the character education values. Meanwhile, the difference is in a study by Shodikin using humanitarian care, perseverance, loves of country,

inventiveness, and truthfulness as the character education values, research conducted by researchers in data collection using library research while research conducted by Shodikin did not use library research.

The fourth previous studies conducted by Ananda (2020) concentrate on “Character Education Values in Spare Parts Movies”. This research takes the main focus on the character education values in Spare Parts movies. This study is to examine the educational qualities included in the film "Spare Parts," that can be utilized as a material in the context of learning in daily life. The research of libraries employs a descriptive qualitative technique in this sort of research. The major data source with this research was watching the film "Spare Parts" immediately. Techniques for gathering data include observing, documenting, and researching materials. The findings revealed that perhaps the movie Spare Parts featured character education values. The conversation and moments enacted either by actors in the film Spare Parts reveal the values of character education. The creator of either the Raangkum includes the qualities of discipline, hard effort, creativity, interest, valuing achievements, and friendly/communicative inside this Spare Parts Film. The FIM's significance would be extremely relevant in education, particularly in Indonesia, as character education. This movie could be utilized as both an educational exercise for personal development. This study has similarities with research conducted by researchers, namely studying character education values, film as a medium in research, using descriptive qualitative as a research, using library research, using observing and documenting techniques and the values are creativity and and

friendly/communicative. Meanwhile, the differences are in a study by Ananda only have six character education values in the research, whereas the research conducted by researchers have ten character education values, and in Ananda's research using content analysis while the research conducted by researchers did not use content analysis.

The fifth previous studies conducted by Hasanah (2021) concentrated on “The Values of Character Education in Pullman’s the Golden Compass.” This research takes the main focus on the values of character education in Pullman’s The Golden Compass. The goal of this study is to examine the character education values offered by the characters from the novel The Golden Compass. This study employs the qualitative approach and Abrams' emotive method, which also focuses on the way the writer’s presents the perspective in his work. The author therefore employs Eyre & Eyre's idea of instructional utility to identify the study limitations inside the data analysis. As a consequence of the analysis, the author discovers numerous values of character education demonstrated either by characters across the novel, whose are divided into two categories values of behavior and values of providing. This study has similarities with research conducted by researchers, namely studying character education values. Meanwhile, the differences are in a study by Hasanah novels as media in searching for character education values, only using qualitative approach and emotive method whereas the research conducted by researchers using descriptive qualitative research and not using emotive method, Eyre & Eyre's idea of instructional utility to identify the study limitations inside the data analysis while the



research conducted by researchers do not use it, and have two categories values of behavior and values of providing whereas the research conducted by researchers only have character education values.

## **2.2 Literature Review**

### **2.2.1 Character education values**

The word value comes from English and the Latin “valere” which means useful, capable, empowered, valid, and strong. Value in the Big Indonesian Dictionary means estimated price level a lot or a little. Another definition of value in the Big Indonesian Dictionary is characteristics that are important or useful for human. Values are things that are useful or important to humanity. In life value is something that is valuable, worthy, appropriate, shows quality, and beneficial to human (Qiqi Yuliati Zakiyah and Rusdiana, 2014).

As quote by Abdul Manan and Abdullah Munir (2016) suggests that values is a belief system that resides in something the scope in which a person behaves or avoids a behavior, or which related to something that is allowed or not justified. On the other hands value is something that is theoretical, reference, not material which is concrete and not a reality, not just a matter of truth and wrong as well as from empirical evidence, but a matter of the desired depth and unwanted or liked and dislike. Meanwhile, according to Ridhahani (2016) defines value “Value is a reference or guideline for determining something choice”. From this statement, the value can be explained briefly, namely, the value is beliefs to determine a choice that

is good or bad, appropriate or inappropriate, like or dislike and so on. Value is a reference for making a choice about something.

Etymologically, education comes from the word “pedagogic” from the Greek, consists of the word “paes” means child and “agogos” means to guide. So pedagogy is means guidance given to children. In Roman “educate” which means to bring out something that is from within. Meanwhile in English the term education is interpreted by the word “to educate” which means to improve morale and intellectual training. German people view educating as *Erziehung* which has the same meaning as *educare*, namely, to awaken hidden powers or activating a child’s power or potential. In Javanese, education means *panggulawentah* (processing), processing, changing the psyche, ripening feelings, mind, will and character, change the personality of the child (Rahmat Hidayat and Abdillah, 2019).

According to Rusydi Ananda and Amiruddin (2017) explaining education is a teaching carried out by parents to immature children, in order to achieve their goals, namely maturity. The definition of education is a process of human interaction with their environment that occurs consciously and conceptually in an effort to grow all of their abilities, including physical and spiritual ones, which cause positive changes and good progress, both cognitive and affective, and psychomotor, which take place continuously in order to achieve their life goals. Education is all of the actions that adults take in their interactions with children to guide their physical and spiritual development so that they can be useful to themselves and society. Based on the opinion above it can be concluded that education is a business real and structured

in guiding children that adults do grow up and achieve their goals in life. Education needs to be implemented well, so that educational goals it can be achieve.

The character comes from the Greek language which mean “to mark” mark or focus in applying the value of goodness in the form behavior, so that people are dishonest, rude, racist, hypocritical as well as behavior other bad, it can be said that people with bad character. So character is a set of traits that are always admired as signs of kindness, virtue and moral maturity of a person. According to (Likcona, 2010) character is a natural trait someone to in viewing a situation morally. While in the dictionary in Indonesia, character is a temperament, natural qualities from within the soul a person, morals or manners that distinguish one person from another.

Character in the view of contemporary philosophers is a mixture or combination of all virtues which comes from the religious traditions, stories, and opinion of the wise men of the people that have come down to us through history. No one have all those virtues, because everyone has weaknesses. One with commendable character can be distinguished from the others (Ajat Sudrajat, 2014).

Meanwhile, according to the Ministry to National Educational 2010, character is temperamental, behavior, morals or a person’s personality that is formed from the results of efforts to instill virtues that are trusted and used as the basis for ways view, think, behave and act (Ersis Warmansyah Abbas, 2014).

In line with this opinion, the Director General of Islamic Religious Education, Ministry Religion of the Republic of Indonesia 2010 suggests character is the ability to have personal characteristics that are inherent and can be indentified in

individual behavior that is unique. In this sense, specifically these unique features differentiate between one individual with another and may not be owned by another individual. Because these characters traits can be recognized in individual behavior and are unique, character then very close to individual personality. Although this is unique of the character of each individual, a general characteristic that becomes a stereotype of a community group or a nation can be identified as the character of a particular group or even can also be considered as the character of a nation.

Likcona (2010) argued that, someone can call a person of character when his behavior is in accordance with ethics or moral rules. The habit of doing good does not always guarantee someone who has these accustomed consciously appreciate the importance of character education values, this matter is possible because perhaps the act is based on feelings. Fear inside make mistakes, not because of high appreciation of character education values. As for example, when someone is honest, then what they do is because they are afraid of being judged by other individuals and their environment, not because of a sincere appreciation to appreciate honesty value. Therefore, character education value also requires aspects feeling (emotions), which are called desiring the good or desire to do virtue.

Education is a vital aspect of human life. Education is a means for people to learn new things. It is a broad term that includes not only studying general knowledge such as science or social sciences, but also learning how to be a better person. According to Sari (2013), education in general is a type of acquiring a vast range of knowledge, abilities, and habits that are passed down from generation to



generation through instruction, training, or research people's values can be improved through education, particular among the young people. According to Althof, W., & Berkowitz (2006), building a moral society requires character education, which is the deliberate pursuit of virtue and it incorporates a variety of result objectives, instructional techniques, and philosophical perspectives (Hasanah et al., 2021). Basically the cultivation of character education values in the learning process is not something new in concept education in Indonesia. The proof, folks the founders of this country have manifested these character education values as clearly seen in all of the Pancasila precepts as the basis of the state, as it is known that all of the Pancasila precepts are the foundation, philosophy and goals of the state education. According to Muassomah (2020), instilling character education values is critical to shaping a learner's personality.

Therefore, in a teacher's learning process needs to be creative in finding strategies and certain ways so that the character education values are conveyed to children through the materials learning. No guide has been issued what strategies and certain ways to instill character education values in children in a lesson. However, the most important thing is how these character education values are arrived at, understood, embedded, and expected be a permanent behavior in every child self. Precisely that, according to the author in the context of learning in here opportunity for teacher or parents to be creative through tools and various learning media as an intermediary conveying the character education values in the Stip and Pensil film.

Formal education has long been considered a prerequisite for a person's social value. Aside from that, informal schooling can help shape a person's personality. Parents have been teaching their child since birth. How to act politely it consists of manners, life lessons, skills, and moral lessons. According to Murtako (2015), moral growth should be a priority for all education participants, including teachers, schools, and governments. As well as parents this type of instruction is also known as character education.

Education is a noble aim of the nation in Indonesia, as stated in the law. According to article 4 of the Law of the Republic of Indonesia No. 2 of 1989 on education, national education aims to educate the life of the nation and develop the Indonesian people as a whole, that is, people who have faith in and are devoted to God Almighty and are moral, who process knowledge and skills related to physical health and spirituality, who have a steady and independent personality, and who have a sense of community and national responsibility. According to the law, education should give a person value and a positive attitude, as well as teach them the fundamentals of information that would make them smart.

The theme of the Hardiknas-Harkitnas 2011 is "Character education as a pillar of the revival of the nation," with the sub-theme "Achieving achievement while upholding good character." The question arises: why should character education be mandatory? In his speech, President Susilo Bambang Yudhoyono emphasized that in the future, we want to see the development of superior Indonesian people. Why does Indonesia require superior individuals? We, as a

nation, in the 21<sup>st</sup> century, want to become a developed country. President Susilo Bambang Yudhoyon, quoting Aristotle, said there were two kinds of human excellence: excellence in thought and superiority in character. Both types of human excellence can be built, formed, and developed through education. Amka (2019) argues that “The goal of education is not only intelligence, science and knowledge, but also morals, character, temperamental, values, behavior, mental and personality that is tough, superior and noble, this is character”.

Regarding character education, in the 2011 National Education Magazine, it has been identified that as many as 18 values of character education need to be instilled in students who come from religion, pancasila, culture, and educational goals. The eighteen character educations are:

a. Religious

Obedient attitudes and behavior in carrying out religious teachings adhered to, tolerant workshop of other religion and live in harmony with adherents another religion.

b. Honest

Behavior based on efforts to establish oneself as a person who is always trustworthy in words, acts, and job.

c. Tolerance

Attitudes and actions that respect differences in religion, ethnicity, opinion, attitudes, and actions of others that are different from his own.

d. Discipline

Actions that show orderly behavior and comply with various provisions and regulations

e. Hard work

Behavior that demonstrates a sincere effort to overcome various learning hurdles and accomplish projects as efficiently as possible.

f. Creative

Thinking and acting accordingly produces a new way or result for something that has already been owned.

g. Independent

Attitudes and behaviors that make it difficult to rely on others to perform tasks.

h. Democratic

Ways of thinking, behaving and acting that assess the same rights and obligations them and others.

i. Curiosity

Attitudes and actions that always seek to know more and expand of something that is learned, seen and heard.

j. Spirit of nationality

A way of thinking, acting and having insight that puts the interests of nation and state above self and and group interests.

k. Love the homeland



Ways of thinking, behaving and acting that show loyalty, care and a high regard for language, physical, social, cultural, economics and politics.

l. Appreciate achievements

Attitudes and actions that encourage him or her to produce what he or she want be useful to society and recognize and respect the success of others.

m. Friendly or communicative

Actions that show pleasure in talking, socializing and cooperate with other people.

n. Love peace

Attitudes, words, and actions that make other people feel good and safe in his presence.

o. Loves reading

Habits that provide time to read various readings that do him or her good.

p. Environmental care

Attitudes and actions that always prevent damage to the natural environment in surroundings, and develop efforts to repair natural damage which has been repaired.

q. Social care

Attitudes and actions are always ready to help individuals and communities in need.

r. Responsibility

The attitude and behavior of a person to carry out his duties and obligations should be done to himself or herself, society, the environment (nature, social and culture), country and God.

According to A. Gani (2015) character education, moral education have the same meaning and essence, which has the goal is to shape the child's personality, so that he becomes a human being or a good citizen.

DIKTI 2010 states that character education is carried out in the framework of achieving the goal of national education, namely to develop the potential of students in order to become a human being who believes and fears God Almighty, is noble, healthy, knowledgeable, capable, creative, independent, and a good citizen who is democratic and responsible.

More broadly, the goals of character education can be divided into short and long term goals. For the short term goal of character education is instilling values in students and renewing a more shared life system value in individual freedom. Meanwhile the long term goal is to base self on individual contextual active responses, which in turn are increasingly sharpen the vision of life that will be achieved through the process of self development continuously or on going formation (Yahya, 2017a).

It can be seen that the purpose of character education is to instill character values in students through habituations that are carried out internally continuously in daily life in order to form character and noble character intac. It is

necessary to instill character education values in children assistance or supervision from the closest people so that it can be carried out well.

Character education basically has a function that is in accordance with the concept itself, while the concept of character education is education that emphasizes the ethnic spiritual dimension in the formation process personal (A. Gani, 2015). Character education functions are (1) to build a national life that is Ministry of Education in the guidebook for the implementation of character education in 2011. multiculturalism, (2) building an intelligent, noble cultured national civilization, and able to contribute to the development of humanity, develop the basic potential to be good hearted, good minded, and well behaved and exemplary, (3) build the attitude of citizens who love peace, are creative, independent and able to live side with other nations in harmony.

DIKTI 2010 states that the character educators specifically have three main functions, which are as follows:

- a. Formation and development of educational potential serves to form and develop human potential or Indonesian citizens so that they think well, good hearted and well behaved in accordance with the philosophy of Pancasila.
- b. Improvement and strengthening of character education functions to improve character Indonesian people and citizens who are negative and strengthen the role family, educational unit, community, and government to participate and responsible for the development of

human or citizen potential towards a nation with character, advanced, independent, and prosperous.

- c. The national character education filter functions to sort out the nation's cultural values themselves and filter the positive cultural values of other nations to become human character and Indonesian citizens to become a dignified nation.

### **2.3 Film**

In the great dictionary of languages in Indonesia, film is defined as a thin film made of celluloid for place the negative image which will made a portrait, or for a place positive image to be played in cinema. Meanwhile the notion of film broadly is a view that specially produced for show in the building or cinema. This light sensitive media is often called celluloid. In the field of film photography being the dominant medium used to store the reflected light captured by the lens. In the next generation, photography shifted to the use of electronic digital media as image saver (Carmia Diahloka, 2012).

This storage medium has advanced rapidly in the field of cinematography. Celluloid storage media (film), analog tape, and finally digital media have all been used in the past (tape, disc, and memory chip). Starting from this understanding, the film was originally is a cinematographic work that utilizes celluloid as a storage medium. In line with storage media in the field of cinematography, the meaning of



film has shifted. A feature films can be produced without using celluloid (film media). Even now, less and fewer films are being shot on celluloid film media.

In the post production stage, images that have been edited from analog and digital media can be stored on flexible media. The final result of a cinematographic work can be saved on the celluloid media, analog or digital. The development of this storage media technology has changed the meaning of film from terms that refer to material to terms that refer to the form of work audio visual arts. In short, film is now defined as a genre (branch) of art using audio (sound) and visual (image) as the media.

Understanding this type of film as well referred to us theatrical. The term of film is often interpreted as a live image, also often called a movie. Films, collectively, are often called “cinema”. Live pictures are an art form, a form popular from entertainment as well as business. Everyone can enjoy the films, which makes them the subject of this study’s investigation into the values of character education. According to Markortic (2008), film is an effective teaching tool because it links ideas and feelings. Another important factor in the film's success as a teaching tool is its visual presentation. In addition Bendazzi (2018) stated that the language used in the film should be streamlined naturally and kept up with creative and rhythmic elements. Film is different from film television or custom made special for television broadcasts.

Meanwhile, in the history of it is development, the film itself can be said as an evolution of entertainment that began with the invention of celluloid tape in the

19<sup>th</sup> century. Initially, only films in black and white and without sound were available. Then, movie sound began to be known in the late 1920's, followed by color films in the 1930's. Film production equipment continues to develop so that films are still capable of become an interesting spectacle for a wide audience to this day. On quantity for a certain period, films are not only as entertainment media, but also as media information and education. In addition, the film functions as a recorder of various events make it as one of the historical and cultural archives which is quite important in the community life.

According to Elvinaro (2004) that basically film is a visual audio tool that catches people's attention a lot, because in the movie it is other than loading scenes that feel alive there are also a number of combinations between sound, color, custom, and beautiful panorama. Film have satisfaction that can satisfy audience. Arifin (2006) put forward that reasons specifically why someone love film, due to elements of human effort to find entertainment and spare time. The film's advantages are that it appears bright and enticing. The purpose of watching a film is to look for values that improve the mind. After watch a film, someone take advantage of develop a reality fictitious as a comparison to reality faced. Film can be used by the audience to look around the things in this world with a new understanding. A film realize it or not, can change the pattern of someone life. Sometimes there is someone who wants to imitate the life that tells in the film. The audience frequently associates everything personal with one of the cast members. Film have own influence on the audience, among others:

1. The message contained in film scenes will makes an impression in on the soul of the audience, according to the science of social psychology referred to as identification psychological.
2. Order a film with scenes full of violence, crime, and
3. Pornography when watched with large numbers brought a lot of concern. The dish gives anxiety to modern humans. Anxiety it comes from belief that such content has moral, psychological, and social effects detrimental, in particular the younger generation and raises anti social. This will impact the future of that person.

The types of film, in general can be divided into three. As for the three types the film are as follows:

a. Narrative film

The main relationship of narrative film with audience is a storyteller (Richard Barsam & Dave Monahan, 2015). The fact that narrative film is fiction-oriented distinguishes it from other types of film. Even narrative film that tell true story, such as David O. Russell's American Hustle 2013, adapted their stories convey in order to better serve the principles of the narrative structure used filmmakers to see and entertain audiences.

b. Documentary film

Documentary film is creations reality or also called creative treatment of actuality. Documentary film tells about real life, with claims. Patricia Aufderheide (2007) stated how to do that with honesty, with good faith, is the discussion that never ends with an answer. Film documentary build on previous experience, viewers hope not cheated and lied to, hoping to be told things about the real world.

c. Experimental film

Experimental film is a unity of form film whose alternative value is based on determining form of content and format of a type of film (Deddy Desmal, 2018) Experimental film is different from narrative and documentary film that do not have a plot, but still have a clear structure. Experimental films do not always tell about things because experimental film tells about the personal expression of the filmmaker. It can be concluded that the experimental film is a film with a structure that clear and tells about the expression of the soul of the filmmaker.

The biggest influence caused by the film namely, imitation or impersonation. Impersonate caused by the assumption that looks reasonable and appropriate for everyone does. If the film does not conform to the norm national culture such as free sex, and drug use is consumed by the audience, especially teenagers, the younger generation of Indonesia will damaged.



## 2.4 Learning media

The word media comes from the Latin *medius* which literally means middle or intermediary. In conveying a material lesson, the use of learning media is a necessity that cannot be avoided by a teacher. According to Nurdyansyah (2019) learning media as anything that can convey messages from predetermined sources in a structured manner so as to create an environment conducive learning and can conduct learning interactions efficiently and effectively.

According to Fry, H., et al , (2003) explains that the media has a very important role in convey a message than in the learning media context functions as a mediator of the learning process between children and the lesson content. In other words learning media is a tool that functions to convey materials and messages in a lesson.

The significance of the relationship between the use of learning media in the process of educating and having a positive impact on children Conversely, if teachers or parents are less creative in using learning media, it will result in children not understanding the values contained in film, so that the use of learning media in film becomes the main thing in developing character education values contained in film. This thing can be understood given the learning media used for focused to children on a variety of knowledge gain and insights for the provision of life in now and in the future. One of the effort that must be taken is how to create a situation that allows the process of learning experiences to occur in using film for children with

mobilize all sources of learning media and the way they understand the values contained in film that will be effective learning for children Zafirah et al., (2018)

The learning process is a system consisting of various interrelated sub systems. The sub systems are interrelated in the managed learning process in the learning system component. Learning system components is a mutual unit support and inseparable. The components of learning system include, message, people, materials, tools, techniques, and environment. One of several components learning system is the leaning media. The role of leaning media is from time to time increasingly important and increased the role. This matter due to the teacher's role in the process learning is expected to increase reduced dominance. Learning is no longer absolutely oriented towards teacher (teacher centered). Furthermore development, learning media can deliver deep learning message separate conditions with the teacher (Miarso, 2006). Current learning trends are part of a learning process that prioritizes student activity (student-driven learning). The use of media for proper learning is one method of increasing activity among students.

The position of learning media in the learning system has very important function because it is not all learning experiences can obtained directly by the participants educate. According to Sanjaya (2012), that learning procedures can be taken in three stages, namely:

1. Direct teaching through direct experience.

2. Indirect teaching can through props. This experience is gained through pictures, maps, charts, objects, models, slides, film, television, dramatization, and others.
3. Indirect teaching through word symbols, for example through words and formulas. On process learning and teaching is not directly using symbols and word, the media is used to be more provide concrete knowledge and precise and easy to understand by learners.

In today's technological era, media use in the process learning has become a inevitability. The media has influenced all aspects of our lives, though in varying degrees (Miarso, 2006). Human activities increasingly busy demanding efficiency as well as the effectiveness of learning methods and communicate. The role of the media becomes important enough to meet demands a more learning process effective, efficient, and practical.

Learning media has important position in a plan learning and become a reference material for parents to educate their children at home. Learning media does not only exist in school but also in the family environment, such as using Stip and Pensil film for learning media. The most children like things about movies because they are easy to digest and easy to understand. According to Prasasti, et al (2019), learning media can connect with children through communication since it is an educational or learning process that is equivalent to the communication process. Of course, teachers or parents must accompany their children while watching movies so

they will understand what is wrong and right and it is better for teachers or parents to choose film is suitable for their age.

Learning media is also a type of learning support, which is anything that may be utilized to pique children interests, abilities, or skills in order to facilitate learning. As a result, it may be claimed that learning media are integral to both teaching and learning processes. Using learning media is a creative and methodical approach to developing experiences that can provide children insight into moral principles so they can set an example for their families and society. In connection with this, the speaker uses the media to reach the audience with his message. According to Heinich (2000) contends that the media serves as a conduit or messenger for messages traveling from the source to the intended audience. Anything used to transmit messages that can also arouse emotions, concerns, and a desire to learn in order to promote a conscious, planned, and managed learning process is referred to as learning media. Children will comprehend the offered material more rapidly with the use of media, enabling learning objectives to be met (Rahmat Hidayat and Abdillah, 2019). Additionally, Ray (2020) claimed that learning media is utilized to help teachers or parents communicate content so that children may absorb it more easily. In this study, it can be claimed that the media is a tool that children can utilize to comprehend the learning themes that the teachers or parents has provided over a long period of time.



There are various learning media benefits and functions. One use learning media is for increased desire, new interests while at the same time motivating the educate participants to learn. However, to maximize the function of the media learning as a generator of interest and the desire and motivation to learn, media selection should be adjusted with the uniqueness of the educate participants. As stated by Rusman (2009), that character and the capability of each medium is necessary noticed by the teacher so they can choose which media is appropriate conditions and needs.

It may be said that learning media is a combination of different sorts of media, including text, animation, images, sound, video, and graphics, in which there are interactive aspects for effective communication and interaction between teachers or parents and students. Learning media tools includes that are physically used to deliver material learning, which includes books, tape recorders, cassettes, video cameras, video recorders, films, slides, photographs, pictures, graphics, television, and computers. Film are also media learning, film have several advantages for use in media learning, as for some of the advantages are as follows:

- a. Presents sound and pictures together.
- b. Very interesting for the audience.
- c. Can overcome the tension of time, meaning events that have occurred in the past then it can be played back. Likewise, the future can be visualized through film.

- d. Can overcome the problem of place, meaning events in other locations can be witnessed with movies.
- e. Broadcasting film on television can increase the treasury of knowledge, expand insight and hone skills.

Referring to the background described above, the author wants to explore a learning medium that can be used by teachers and parents to instill character education values in the Stip and Pensil films as a learning medium. As it is known that the Stip and Pensil film is a film with a social and comedy genre and a background in school, this film is one of the learning media that is suitable for children, adolescents, and adults.

## **2.5 Children**

Children are young people who still need to grow and refine their potential. Children have unique qualities, including: They are active, dynamic, enthusiastic, eager to attempt, and curious about things they want to see, hear, feel, and as if they have never been investigated and studied, which makes them distinct and unlike grownups. Children are self-centered, naturally inquisitive, and gregarious has a short attention span, is fun, odd, full of fantasy, and is at the best learning stage. There are three main approaches that can be used to educate children includes formal, non formal, and informal. At formal setting (government organized education). Through preschool, kindergarten, elementary school, senior high school, and higher education, knowledge of children can be acquired.

Early childhood is believed to be a critical and sensitive phase for children because attitudes, values, and future patterns of behavior so far crucial period, potential, inclination, and sensitivity will be actualized when they accept the correct inputs. In early infancy, the roles of parents and teachers are crucial and essential. According Rosyadi (2013), children need to be stimulated and treated properly throughout sensitive and critical periods in order to have a beneficial impact. On the other hand, if this time is skipped, external influences on children's character development will have little impact. The crucial growth stage in childhood is closely tied to biological development, particularly the growth of the child's brain since the developing brain contains nerve structures that regulate physical and mental activity. The child's brain is not fully growth during childhood, thus the right stimulus throughout this crucial time will have superlative brain growth.

Early childhood is a stage of childhood when children exhibit unusual behavior. The body shape and cute behavior make adults feel happy, excited, and impressed. However, sometimes it also makes adults feel annoyed, if the child's behavior is excessive and cannot be controlled. According to Husnuzziadatul Khairi (2018) basically all forms of activity and behavior shown by a child is natural. Because children is a period of development and growth will shape his personality when he grows up. A child does not yet understand what he is doing it is dangerous or not, beneficial or harmful, and right or wrong. Thing the most important thing for them is that feels happy and comfortable doing it. By therefore, it is the duty or

parents and education to guide and direct children in activities so that what they do can benefit themselves so that later can form a good personality.

Muhammad Fadillah (2012) gave the opinion “child is father of man” meaning that the child is the father from humans. The point is childhood affects the development of personality one’s adulthood. Looking at the expression in, shows that children development since childhood will affect when the child is an adult. Experiences obtained by the child indirectly will be embedded in a child. Therefore as parents and educators must understand the characteristics of children, so that all forms of child development can be monitored properly. Here are a few child characteristics:

1. Unique, namely the nature of the child is different from one another. Children have innate, interests, capabilities, and background of each life.
2. Egocentric, that is children tend to see and understand things from their point of view and their own interests. For children something is important as long as it is related with them.
3. Active and energetic, that is children usually enjoy doing activities. While awake in sleep, the child seems never tired, never bored, and never stops activity. Moreover, if the child is faced with a new activity and challenge.
4. Strong curiosity and enthusiasm for many things, that are the child tends paying attention, discussing, and questioning various things that had been seen and heard, especially about new things.



5. Explorative and adventurous, that is children are driven by a strong sense of curiosity and love to explore, try and learn new things.
6. Spontaneous, namely the behavior displayed by children is general relatively genuine and covered up so that it reflects what is in his feelings and thoughts.
7. Happy and rich in fantasy, that is children are happy with imaginative things. Child not only happy with imaginary stories told by each other people, but he or she also likes to tell other people.
8. Still easily frustrated, that is children are still easily disappointed when faced with something that is not satisfying. He or she cries easily and gets angry when his wishes are not fulfilled.
9. There is still a lack of consideration in do something, that are the child does not yet have it careful consideration, including with regard to things that can be dangerous to them.
10. Children usually have short attention spans, except for things that are intrinsically interesting and fun.
11. Passionate about learning and learning a lot from experience, that is children like to do various activities that cause changes in behavior with them.
12. Increasingly showing interest in friends that are children begin to show work and connect with their friends. This goes side by side with increasing the age and development of the child.

Apart from these characteristics, other characteristics are equally important every parents and educators should understand that children like to imitate and play. These two characteristics are very dominant in influencing the development of children. Like imitating, meaning what the child sees from someone and very impressive for him or her so that the child will imitate and do as he or she sees. Despite what he or her seeing that was of no benefit to him or her, and even the children could not understand what it was good or bad. What the child knows is that what they see is very impressive for him or herself and herself so he tried to emulate it.

According to Rachman (2011), the brain of a child is at it is peak development between the ages of 0 and 5. During this period of development, children's brains are easily stimulated by the outside world. This phase is known as the prime of childhood. Each parent should provide their children with mental and physical stimulation as they play and educate them about nutrition and dietary demands. Studies indicate that more than 50% of personal growth happens during youth, which is also seen as fruitful time for brain development. Nutritional intake at this age will have a significant impact on future health. Additionally, parents must have instilled moral principles at this time.

Early childhood encompasses all activities and treatments undertaken by parents and teachers in the process of caring and teaching children by establishing environment and atmosphere, which the children can engage in a variety of activities that will allow them to enable them to gain knowledge and comprehend children's

ability and intellect are involved in the learning experiences they receive throughout their environment through observing, emulating and actively exploring (Sujiono, 2009).

Early children education has a critical contribution in shaping the background of childhood development because it is the initial stage of development. The foundation for a child's personality children who are given appropriate and productive advice with a young age would be able to increase their mental and physical health. As well as their academic achievement hard work, and production efficiency, allowing them to still be independent and maximize their potential as long as they get proper and efficient advice (Deiniatur, 2017). The most difficult challenge that parents in their children's education is keeping them away from potentially harmful elements which may harm the child's life and future. The family has education and family have a significant role a location for children's early development and growth that before child reaches the school environment or the surrounding environment, he or she is developing. All family members can have an impact on children at a young age, especially at the most essential years of a children's education development which include the earliest years of their childhood (preschool age). Throughout this time, what they learn, hear, and do would linger within children and will not be readily forgotten or changed in the future. The primary key is family and the first is children's educational institutions. The knowledge they acquire from their families acts as the foundation for further education at the school level. Parents are the primary educators to their children and

are totally responsible for their children's education. When children are at home parents fully educate, guard, and facilitate their needs while at the school teachers act as second parents by educating, teaching, facilitating the development and growth and also learning of children.

Children should not be taught character theories, but should instead become accustomed to a positive role model. Including greetings whenever catching up with friends or strangers, expressing politeness while meeting parents and seniors, and so on.

## **2.6 The Stip and Pensil film**

### **2.6.1 Stip and Pensil Film Profile**

The Stip and Pensil film is produced by the MD production house Pictures. This film is based on Joko Anwar's screenplay which has been saved many years. Stip and Pensil is a teen comedy film. Some of the cast from the movie that, has a background as a stand up comedy, such as Ernest Prakasa as the main character as well as the scriptwriter, accompanied by Pandji Pragiwaksono and Arie Kriting. So it is not surprising, if this film is thick with comedy elements. Initially, the comedy elements were composed by Joko Anwar. Then, he asked Ernest Prakasa for help, Bene Dion, Raja Gukguk, and Arie Kriting. In addition, Ardy Octaviand also gives players space to be creative. Although the genre is a comedy film, the plot of the Stip and Pensil film themed social. The Stip and Pensil film premiered on April 19, 2017, coinciding with the 2017 DKI Jakarta Pilkada. The Stip and Pensil itself, was



nominated in 2 categories at Indonesia Film Festival 2017 held in Manado, North Sulawesi on November 11, 2017. The two categories are:

- a. Best original scenario category by Joko Anwar, Ernest Prakasa, Bene Dion, and Raja Guguk.
- b. The best child actor category is Muhammad Iqbal who plays the role of Ucok in the Stip and Pensil film.

Even though it did not win an award at Indonesian Film Festival 2017, it is enough to prove the quality in the film and is well worth watching.

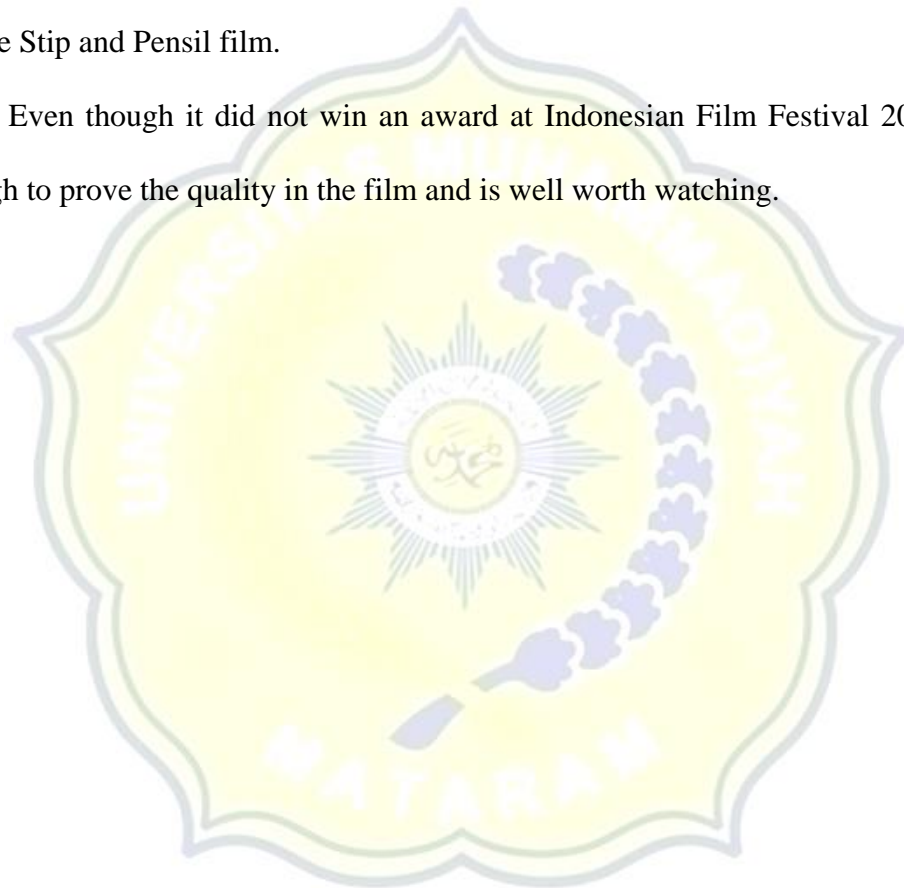




Figure 2.1

## Stip and Pensil Film Poster

Producer: Manooj Punjabi

Director: Ardy Octaviand

Cast: Ernest Prakarsa, Ardhit Erwandha, Indah Permatasari, Tatjana Shapira, Rangga Azof, Tora Sudiro, Adhitya Alkatiri, Muhammad Iqbal Sulaiman, Arie Kriting, Pandji Pragiwaksono, Chicco Kurniawan, Yati Surachman,

Meirayni Fauziah, Lang Darmawan, Gita Bhebhita, Didi Sunardi, John Mini, Valenzzia, and Fernandito.

Author: Joko Anwar, Ernest Prakarsa and Bene Dion Raja Guguk.

Release: April 19, 2017.

### **2.6.2 Stip and Pensil Film Director Profile**

Stip and Pensil film was directed by Ardy Octaviand. He was born in Jakarta October 29, 1976. The first film he directed was the “Chocolate and Strawberry” film in 2007. Previously he became a video clip director. Ardy Octaviand during collage, he majored in film directing at New Zealand. Because being a director was his dream when he was a teenager. Ardy Octaviand started his career as a director of TVC. His abilities analyze, beauties develop, and also artistry in making music videos, led him to become a video clip director for the bands and solo singers. On 2007 Ardy Octaviand directed the “Chocolate and Strawberry” film and won a award at the 2007 Balinale International Film Festival.

### **2.6.3 MD Pictures Production House Profile**

PT. MD Pictures Tbk, having it is address at MD Place, tower 1, 9<sup>th</sup> floor Setiabudi Selatan street no. 7, South Jakarta is a home that has successfully produced variety of quality feature film in Indonesia. The Verses of Love, Habibie and Ainun, Danur, the Unfathomable Missed Heaven, Stip and Pensil, and many more were successful works that reached the greatest number of spectators.

Company structure PT. MD Pictures:

Broad of Commisioners : Dhamoo Jethmal Punjabi

Commissioners/Chair man of the Audit Committee : Sanjeva Advani

Managing Director : Manoj Punjabi

Director : Shania Punjabi

Director : Sanjay Mulani

Director Corporate Secretary : Soundararajan Venkatachari

Director : David Elliot Ulmer

Audit Committee : Richard Antonio

Audit Committee : Supardji

#### **2.6.4 Synopsis of the Stip and Pensil Film by Ardy Octaviand**

The Stip and Pensil film tells the story of four high school students namely, Ernest Prakarsa as Toni, Tatjana Saphira as Bubu, Ardhit Erwandha as Aghi, and Indah Permatasari as Saras. The background of the rich children, they are known to be arrogant and also bullied at school. One day they got a school assignment to make an essay for writing social problems from Pandji Pragiwaksono as Mr. Adam. Not writing essays, they instead take real action by building school for children unlucky under the bridge.

As first they thought that building a school and teaching it was easy, but they are wrong, teaching and establish a school are difficult and many things hurdles to be faced. However, from these difficulties and obstacles, funny conflicts are raises, such as meeting with Arie Kriting as Mr. Toro as the head of neighborhood,



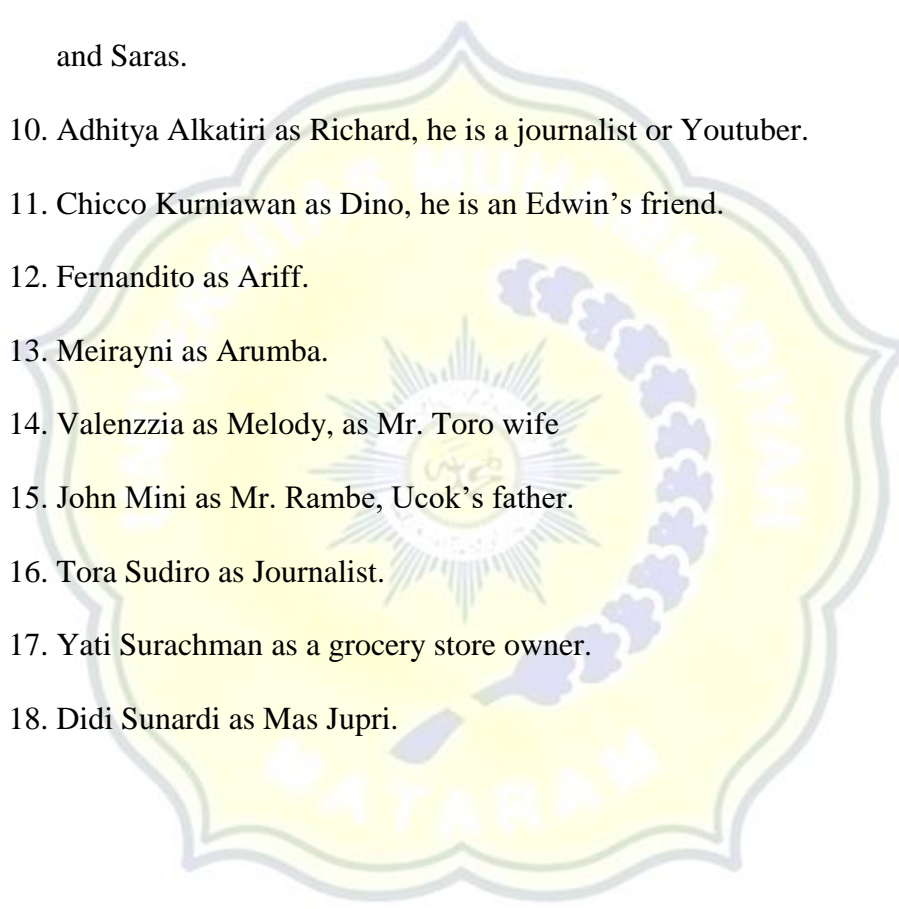
Muhammad Iqbal Sulaiman as Ucok, who is good at taking advantage of situations, Gita Bhebhita as Mak Rambe Ucok mother.

In short story, they faced the reality that residents will be evicted city government. A turning point from their efforts began to be more serious. Children who were previously reluctant to learn are now eager to learn. Even eviction victims who have been relocated to flats where their children were previously forbidden to learn now have a dedicated space for learning activities. So Toni, Bubu, Aghi and Saras are proud of their efforts to help less fortunate children through successful education.

#### **2.6.5 Characters in the Stip and Pensil Film**

1. Ernest Prakarsa as Toni, the leader of four friends, has a brave attitude, wise and caring to others.
2. Ardhit Erwandha is known as Aghi, a wise and patient genius.
3. Indah Permatasari as Saras, has a brave, wise and compassionate attitude.
4. Bubu, played by Tatjana Saphira, is an innocent, plain, late bloomer, and royal.
5. Pandji Pragiwaksono as Mr. Adam has a humorous, firm and appreciates achievement.
6. Arie Kriting as Mr. Toro, the head of neighborhood has a distinctive eastern accent, brave, wise, and kind.

7. Muhammad Iqbal Sulaiman as Ucok, has a brave, intelligent, selfish attitude alone but to his friends and devoted to his parents.
8. Gita Bhebhita as Mak Rambe, Ucok's mother has a distinctive Batak accent as well as good at taking advantage of the situation.
9. Rangga Azof as Edwin, has a be fond of disparage to Toni, Bubu, Aghi and Saras.
10. Adhitya Alkatiri as Richard, he is a journalist or Youtuber.
11. Chicco Kurniawan as Dino, he is an Edwin's friend.
12. Fernandito as Ariff.
13. Meirayni as Arumba.
14. Valenzzia as Melody, as Mr. Toro wife
15. John Mini as Mr. Rambe, Ucok's father.
16. Tora Sudiro as Journalist.
17. Yati Surachman as a grocery store owner.
18. Didi Sunardi as Mas Jupri.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

The research design refers to the overall method that adopt to combine the various elements of the study in a logical and coherent manner, assuring that it will effectively address the research problem; it serves as the template for data collecting, measurement, and analysis. A descriptive qualitative was used in the design of this study. The data from the movie Stip and Pensil words and images were studied to highlight the importance of the character education values it offers. The data is communicated as character education values exchanges from scripts, movies, and other sources. Data were collected by observation and documentation. Using the theory put forward by (Syarbini, 2012), which the researcher has discussed in the theoretical background, the data collected will be evaluated descriptively in order to more fully illustrate the character education values. Ardy Octaviand's Stip and Pensil film as the major research subject, along with numerous works on character education.

#### **3.2 Methods of Data Collection**

Data collection is the methodical practice of acquiring knowledge regarding a particular subject. The method utilized in this study is library research, which is research that makes use of written materials including books, periodicals, newspapers, and other publication (Yahya, 2017b). This research the data were

gathered in two different ways. These are recording and observing. Since the data are obtained, those methods are employed from Stip and Pensil movie. These methods are appropriate in order to obtain and gather information from a Stip and Pensil movie. This study uses ten values found in the Stip and Pensil movie, namely peace-loving, creative, hard work, responsibility, independent, social, tolerance, honest, appreciate achievement, the character of curiosity.

### **3.2.1 Documentation**

Documentation is the evidence offered for appropriated knowledge and concepts. In this data gathering strategy, documentation refers to taking the information gathered through the papers that have relation that is significance to the research object. Because of this, the author uses the screenplay of the Stip and Pensil film to finish the data. The technique used in data collection is documentation technique by way of collect data through sources written by means of research libraries, namely:

1. The writer downloaded the Stip and Pensil film and taken it on June 1, 2022, from LayarKaca21 (<https://layarkaca21.uno/>)
2. The writer records the data including character values in Ardy Octaviand's Stip and Pensil film, for example peace-loving, creative, hard work, responsibility, independent, social, tolerance, honest, appreciate achievement, the character of curiosity.



3. The writer classifying the data including character values for example peace-loving, creative, hard work, responsibility, independent, social, tolerance, honest, appreciate achievement, the character of curiosity.

### **3.3 Data and Data Sources**

Data is any information gathered, seen, developed, or made to verify original research findings, meanwhile data sources can also include data that has already been acquired as well as data that shall be obtained throughout the course of the research.

#### **1. Data**

The data in this study are descriptive, not numerical, and neither counts nor quantities exist. Descriptive data comes in the form of words in the form of text, written or spoken, from people and behaviors that can be observed. The data taken in this study are in the form of words, actions, events, and behaviors in the film *Stip & Pencil* by Ardy Octviand, according to the context of the discussion in the study.

#### **2. Data Sources**

Data sources lead to the types of information obtained by reserachers. Through research subjects and from where the data can be obtained. Based on this understanding, it can be concluded that the data source from where researchers will get data and dig up information in the form of data, needed in the research.

1. Primary Data

Primary data or can be said as the main data is data that researchers can only get from the first or original source. Primary data is data collected by the researcher himself. Primary data on this research is the film *Stip & Pencil* by Ardy Octaviand which was released on 19 April 2017.

2. **Secondary Data** Secondary data, also known as "secondary" data, is information obtained from a source other than the original or through the intermediaries of others. Secondary data is used for comparison and primary data analysis.

### **3.4 Technique of Data Analysis**

Data analysis is the process of searching, processing, and compiling the data in an orderly manner systematically, obtained from interviews, field notes, and documentation by organizing the data into groups that have been determined, and elaborate into parts, synthesize, compile in a certain pattern, choosing which parts are necessary or important and which will be in learn, and make conclusions so that it is easily understood by yourself and others as readers (Umar Sidiq, 2019).

The method of data analysis that the author employed to express and examine the information gathered to create a report. Semiotic analysis is a technique used in the analysis. According to Sobur (2003), semiotic analysis is a technique or technique to assign interpretations to the symbols found in a message or text. The text in question is a symbol system that appears in numerous forms in the mass media,

including television programs, print media parodies, movies, radio plays, and other advertisements. According to Sobur (2003) emphasizes the importance of the two processes of denotation and connotation. In contrast to connotation, which is the word's subjective and emotional meaning, denotation understands the clear relationship between signs and reality in the sign. In brief, making meaning of the data in terms of understanding the situation by organizing, accounting for, and explaining the data while identifying patterns, themes, categories, and regularities is the goal of qualitative data analysis (Laelya, Niata, Ghoni Asror & Matin. n.d). To examine the data source for this study, the author follows these steps:

1. Rewatch the movie a few times.
2. Gather the information source.
3. Compile the books that include the key phrases from this title.
4. Choose a book that fits the topic and goal of this investigation.
5. Examine the movie and compare it to the relevant texts.

