

CHARACTER VALUE EXPLORE IN LASKAR PELANGI AS A STRENGTHENING OF STUDENTS' CHARACTER BUILDING

Resti Rumapea¹, Berlian Tambunan², Winda Yuliani Pardosi³

Universitas Prima Indonesia

restirumpea@gmail.com¹, berliantambunan18@gmail.com², candiceisabella0@gmail.com³

Abstract

This study aims to determine the character values of students, examine whether the good characters in the Laskar Pelangi film can be applied in teaching and learning life, and apply moral values that can be used with qualitative descriptive methods. And reading which was used in collecting data, it was found that Laskar Pelangi is a film that teaches very good norms and moral values that can be expected for educational activities, especially teaching and learning. We hope that this research can make readers more motivated and make this research one of the teaching resources that can be applied in student character education

CHAPTER I

INTRODUCTION

As the purpose of education as outlined in Law no. 20 of 2003 which reads, "Education is the most appropriate means in developing the various potentials of every child which also involves spirituality and socialization to the people around him which will be useful and have an impact on oneself, the surrounding environment and also the country."

As well as the 4th paragraph of the 1945 Constitution which supports the goal of national education itself, "To educate the life of the nation," describes the ideals of the Indonesian people themselves to be able to educate and generalize education to all corners of the country. So, it is not only required to be smart in academic and non-academic fields, all Indonesian people are also expected to be able to instill social values and uphold honesty. However, due to the epidemic that has stuck throughout the country, teaching and learning activities that also require socialization and upholding human values have in fact become hampered due to social distancing and are not allowed to conduct face-to-face learning or the cool term is now online.

Teachers and teaching staff also become hampered in assessing and observing the attitudes of their students because they cannot see directly the behavior that is faced with them. Teaching staff are less able to assess their daily lives and provide input on what students can and cannot do. Because the assessment is not only about assessing ability in the academic field. A good assessment includes 3 things that make students the main target, namely: intellectual aspects (cognitive domain), skills (psychomotor) aspects, and aspects of life attitudes (affective domain). Teachers can judge well in the intellectual aspects and skills aspects in the academic field when online learning takes place. However, teaching staff will miss a lot of non-academic assessments in life skills and aspects. Not to mention the various problems and obstacles that occur when online learning takes place.

By alluding to and in view of law Number 20 of 2003, concerning the National Education System. (Siswinarti, Putu Ratih. 2017). That training as a cognizant and arranged exertion, in particular cognizant in looking for interest in giving instructing and training to understudies, is arranged, coordinated by making ideas alongside the stages so that the execution is as per the advancement of understudies, just as in an amicable cycle without any problem perceived and run with happiness without intimidation, so understudies can develop character instruction in their day by day day to day routines and lives, both in the school climate and locally. Savagery against kids regularly happens just as in the Indonesian Child Protection Commission. (Tabi'in, A. 2017). In his note, the quantity of savagery against kids keeps on expanding each year. In 2018, there were 223 young men who became casualties with different modes, an image that was worried for ethics. Understudies, which must be quickly expected by reinforcing the person schooling of understudies.

Free wantonness in young people and in school-matured kids, both junior and senior secondary school level equivalents, who are effectively going to class is a profound worry for the world Education is going on now, particularly with burning-through such countless casualties in young men, just as in young ladies, done by people as the Education calling and

non-schooling calling. (Sauri Sofyan. 2016). While the information for maltreatment of unlawful medications in young youngsters, in the accusing of the utilization of medications keeps on expanding. Understudies who are associated with adolescent wrongdoing at this time that happen in enormous urban areas are no special case in the city of South Tangerang, wrongdoing fights between schools, drug use, unlawful intercourse, which are all portrayals of conduct that torments youths as understudies , being a schoolwork for Education, guardians, strict pioneers and different figures should cooperate to defeat this issue.

The executives of Character Education Strengthening Strategies Students are endeavors to enhance potential capacities, interests and gifts for understudies who have normal insight. (Mulyasa, E. 2016). The objective is that they can foster themselves as indicated by their gifts, interests and uniqueness. This assurance is expressed in Law No. 20 of 2003 concerning the public schooling framework article 5 passage 4 which states "Residents who have the potential for knowledge and extraordinary abilities are qualified for a custom curriculum". In article 12 section 1 point b, states "Each understudy in every Education unit has the option to get administrations as indicated by their abilities, interests what's more capacities. In the information above there are numerous deviations that are associated with degenerate moral conduct among youngsters what's more understudies who are remembered for young. Interest from youngsters as understudies to attempt new things, for this situation moral abnormality conduct, for example, savagery, abuse, harassing, drugs, sex deviations that happen a ton in the local area. Mulyasa.E, 2015). The law which is acknowledged through the person training instruction program of understudies, who are gifted, wise and prevalent, this program is a vital piece of the school program, the reason for which is to foster the capability of understudies in a full and ideal way. So the School coordinates unrivaled class programs, however it is a traditional school which in the school there is a unique class expected for understudies who are named incredible, both in the scholastic field of careful, language, social, strict, sports and expressions and different fields. (Sutarman. Haryono, E.H. Salim, A. 2017). Character Education is a national movement creating a school that fosters ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that all share, Sipahutar et al (2021).

CHAPTER II

Theoretical Framework

To form a noble character in students is not simple yet not impossible. Building character requires patience, perseverance, long time, appropriate methods, techniques or strategies, and an environment that supports it. Therefore, character development cannot be learned without reference to the social interactions that we experience even early in life (Maraj, 1965). Likewise, character building cannot be conducted by one or two subjects partially but must be by all subjects comprehensively.

The work to fortifying person training at schools in Indonesia, which centers around the previously mentioned five areas of characters, underscores on: 1) The preventive activities to react to negative impacts of data and correspondence innovation and young person way of life that ignores the strict and nearby insight esteems; 2) Crisis of personality and life objectives confusion as effect of absence of parental help; and 3) Inoptimal understudies' likely turn of events in blending their heart (morals), thought (proficiency), feeling (style), and body (sensation)

In addition, the execution of the training system in Indonesia should be in line with the capacities and goals commanded by the Law No. 20 of 2003 that public instruction capacities to foster abilities and shape the honorable character and progress of the country with regards to fostering the existence of the country, planning to the advancement of the capability of understudies to become human creatures who accept and dread God Almighty, respectable, sound, learned, proficient, inventive, autonomous and become residents of a popularity based and capable" (Indonesia, 2003). Subsequently, the five person areas are the exemplification of the order of the profoundly characters are the soul in the execution cycle of the public instruction framework. In implying that the public training depends on Pancasila and 1945 Constitution of the Republic of Indonesia, established in strict qualities, Indonesian public culture and is receptive to the requests of evolving times (Indonesia, 2003).

There are six significant focuses that need to exist with an end goal to create character. As indicated by Jay B Nash (1933), the focuses are 1) instruction should be a doing peculiarity, 2) the youngster should be keen on the demonstration, 3) support in exercises should be fulfilling, 4) the exercises should offer freedoms for reconciliation, 5) the exercises should give freedom to initiative and followership, and 6) the exercises should offer freedom for self-course. There are a few phases of character advancement. Right off the bat, understudies face a moral issue, then, at that point, they convey it to related gatherings, and afterward they make a social choice. Assuming that an ultimate choice respects everybody's privileges and obligations, then, at that point, they have acquired high the degree of character.

According to William R Bascom in Ginting, et al (2021), folklore is divided into three major groups, namely:

1. Myths are folk prose stories that are considered true after being considered sacred by the surrounding community. Myths were confirmed by gods or demigods.

The event happened in another world or not in the world as we know it today and happened in the past.

2. Legend is folk prose that has characteristics similar to myth, namely being considered sacred. It is different from the myth that the legends are established or played by humans even though sometimes extraordinary characteristics are also assisted by magical creatures. The place where it happened in the world as we know it and it happened not too long ago.
3. Fairy tales are folk proeses that are considered true by the local community and fairy tales are not bound by time or place

Character education is an educational system that aims to instill certain character values to students in which there are components of knowledge, awareness, or willingness, as well as actions to carry out these values. Character education is closely related to moral education where the goal is to shape and train individual abilities continuously for selfimprovement towards a better life. In detail, Prasetyo and Rivasintha (2013:30) define character education as a system of inculcating character values to students which include components of knowledge, awareness or willingness, and actions to apply these values, both to God Almighty, self, themselves, others, the environment, and nationality to become human. Character education should be done from an early age, namely from childhood. This education can be carried out in the family, school, and neighborhood environment, as well as utilizing various learning media.

Kaimuddin in his newspaper title *Implementation of Character Education in Curriculum 2013* (2014), personal learning is a conscious effort and planning through the field of education for the development of all human abilities who have good personality traits, have good morals, and have a positive attitude. attitude. attitude. and a constructive impact on nature and the environment, humans. For Coon (Zubaeni, 2011: 8), personality is a subjective evaluation of character that can or cannot be accepted by citizens. This personality wants to form motivation in a dignified manner and process. Morality in literary works generally reflects the author's life thoughts, the author's thoughts about the truth that the author wants to inform the reader. Morality for the story, for Kenny (in Nugiyanto, 1998: 321), is generally meant as a recommendation relate to certain moral teachings that have an instant character, which can be taken through the story in question by the reader. Value comes from the word value (English) which comes from the word *valere* (Latin), which means the nature of something very meaningful for human life that is solid, good, and valuable which is used to calculate the good or bad of an attitude. For Milton Rekaech and James Bank, value is the type of belief that falls within the scope of a belief system if a person participates in or avoids an action, or is owned and trusted. For Chabib Thoba, values are traits that are embedded in a belief system that is related to the given subject (believer). So value is something that useful and useful for life as a reference attitude.

CHAPTER III

RESEARCH METHOD

This research involves a qualitative approach. Qualitative research methods can be interpreted as research methods based on the philosophies, used to examine the condition of natural objects in which researchers are a key instrument. The source of the data in this research is the film *Laskar Pelangi* by Andrea Hirata directed by Riri Riza, which was released on September 26, 2008, with a duration of 120 minutes. The technique used to collect data is watch - record. The note-taking technique we use records the character's words, duration, dialogue, and some important events in the film that contain moral values. While the watching technique is to watch repeatedly and examine the *Laskar Pelangi* film.

Discussion

Below is the data that found by the researcher

1. In Ikal's character, we find that the moral values that can be used to strengthen students' character are:

1. Funny

At minute 00.23 in the film throughout the story, curls look very entertaining from their expressions and movements.

2. Persistent

At 00.45 in the film, the character, Ikal, looks tenacious and even optimistic when Ikal falls in love with A-Ling, a little girl of Chinese blood, where she is willing to travel long distances and keep trying even though her father, A-Ling, a chalk wholesaler, at SD Muhammadiyah Belitong, forbids it.

3. Perseverance

At 1.15 minutes in the film when Ikal returns to his hometown from his overseas place, Ikal returns to Lintang and tells him that Ikal has received a scholarship to Paris. here it is seen that curls are very diligent and even persistent to pursue the education that has been dreaming of.

2. In Lintang character, we find that the moral values that can be used to strengthen students' character are:

1. Smart

At 01.55 minutes in the film as long as the story lintang can answer all questions, diligently read books, win the olympiad. and at 01.63 teaching her friends to learn in class when Mrs. Muslimah was grieving when Mr. Harfan died.

2. Independent

Independent character Lintang is seen when children his age must be accompanied by a teacher when studying, here Lintang learns on his own and independently. accustomed himself to learn from every newspaper and magazine that his father brought after catching fish in the sea.

3. Never give up

The character of never give up lintang is seen when lintang goes to school every morning using a barefoot bicycle at a distance that is so far from her house at 00.20 in the film. Every morning, Lintang has to wait for an estuarine crocodile to pass so that Lintang can go through the road because that road has the fastest access.

3. In Mahar character, we find that the moral values that can be used to strengthen students' character are:

1. Creative

Mahar's creative character is seen at 00.54 in the film when SD Muhammadiyah is participating in the competition, Mahar gives creative ideas to his friends in performing regional dances that lead them to become first place winners.

4. In Mrs. Muslimah character, we find that the moral values that can be used to strengthen students' character are:

1. Hard worker

The hard-working character of Mrs. Muslimah is seen at 00.45 minutes in the film when Mr. Bakrie, one of the Muhammadiyah Elementary School teachers, resigns to stop teaching due to the lack of development of the school. At that time, it was Mrs. Muslimah who was fully responsible for teaching all subjects at the school, even though the number of students was only 10 people.

2. Never give up

At minute 00.08 in the film Mrs. Muslimah, while waiting for one more student who will register at the school, even a Mrs. Muslimah wants to find more students who want to register for school to meet 10 students who must register so that the school does not close.

5. In Mr. Harfan character, we find that the moral values that can be used to strengthen students' character are:

1. Patience

The patient character Mr. Harfan is seen when teaching with all the limitations in SD Muhammadiyah schools and even remains steadfast and enthusiastic about teaching and providing motivation so that children continue to have goals even in very limited circumstances.

2. Protect

The character protects Mr. Harfan when he gives his students the value of a good life, teaches that it is better to give more in life than to receive. Even motivate students to have

sky-high ideals despite their limitations.

6. In Mr. Bakrie character, we find that the moral values that can be used to strengthen students' character are:

1. Realistic

At 00.38 minutes in the film realistic character, Mr. Bakrie was seen when he resigned from SD Muhammadiyah because he realized that the school had no progress and the number of students remained at that number.

7. In A-kiong character, we find that the moral values that can be used to strengthen students' character are:

1. Helpful

At 00.51 minutes in the film, A-kiong helped his friends and helped curl when preparing the show for their class.

8. In Sahara character, we find that the moral values that can be used to strengthen students' character are:

1. Religious

At minute 00:51 in the film, Sahara is religious, diligent in worship, and refuses to go to a shaman to go with Mahar.

9. In Harun character, we find that the moral values that can be used to strengthen students' character are:

1. Special needs

Throughout the story, Harun is described as a child with special needs.

CHAPTER IV

CONCLUSIONS

From the analysis data obtained, there are several studies regarding the character value of the Laskar Pelangi film. the character value is funny, persistent, perseverance, smart, independent, never give up, creative, hard worker, never give up, patience, protect, realistic, helpful, religious, and special needs. The analysis of the attached data becomes a guide that students will learn about their character values and developments in shaping the character of education and being able to strengthen and build student character values.

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