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The 2019 International Conference on Sustainability Issues in Social Science, Business Management & Information Technology

The 2019 International Conference of Ideas, Inventions and Innovations for Higher Education Administrators



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Nurul Atikah Adnan

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Battle of Surabaya: Promoting Character Values Through Animated Movie

Andarini Permata Cahyaningtyas ¹, Rida Fironika Kusumadewi ² and Khidhir Abdullah Al Maskuri ³

1,2,3 Department of Elementary School Teacher Education, Faculty of Teacher Training and Education, Sultan Agung Islamic University, Semarang, Indonesia

Corresponding author's email address: andarinipermata@unissula.ac.id

ABSTRACT

Battle of Surabaya is a historical animated movie set in November 1945, when Indonesian people fought to defend the independence from The NICA Allies. The character values of the battle was attempted to be analyzed. It employed descriptive qualitative method. The character values were gathered from the Battle of Surabaya movie. The results revealed that religious, integrity, nationalist, mutual cooperation, and independence included in PPK (Strengthening Character Education) program were found in the movie. They were shown through the scenes and dialogues among the characters. Hence, it is recommended for Indonesian elementary school students to watch this movie. Then the values will be possibly internalized.

Key Words: Battle of Surabaya, history, animation, movie, elementary students

1. INTRODUCTION

Elementary education in Indonesia now is focused on student's character building. It sets out in affective, not only in cognitive just like before, wishes that Indonesian children to be a person who has strong character in the future. Character itself is a characteristic, style, or personality trait of someone who comes from figuration or forging, obtained from surrounding environment, even including being influenced by media that is internalized in a person and becomes a manifestation of behavior and basis in determining good and bad (Agung, 2017; Komara, 2018).

As we know, character education started to encourage by the Indonesian government through the PPK program (Program of Strengthening Character Education). This program is focused on five character values (Kemendikbud, 2016):

- a. Religious, is a character that reflects faith to The Almighty God and shows obedient attitude and behavior in implementing religious lesson, tolerant of other religion, and live in harmony with all people, have a good attitude with other people and help each other, regardless of religious background.
- b. Nationalism, is putting nation and country interest above self and group interest; instilling national values by thinking, acting, and doing that shows loyalty, care, and high respect for the language, physical environment, social, cultural, economic, and political aspect of the nation; loving domestic products so that they are more developed and provides information from printed, electronic sources about Indonesia's natural and cultural wealth.
- c. Mutual assistance (*gotong royong*), is a character that reflects an action to respect the spirit of cooperation and work hand in hand to solve common problems as a

- form of good socialization and help to establish good brotherhood among Indonesian citizens and do not look at their race or ethnicity.
- d. Integrity, is an effort to make someone as a person who can always be trusted in the words, action, and works; be confident in doing all activities to achieve what we want with a strong determination that helps to carry out activities well.
 - e. Independence, is not dependent to other people in doing activities so that we are not seen as a weak person, because Indonesian citizens are strong and always arising as motivation and using energy as physical strength, mind as a benchmark for sorting out the good and bad, time to realize hopes, dreams, and aspiration.

There are many ways to be media for integrating character education, one of those is animated movie. As a mass media, animated movie plays an important role in the process of children's media consumption, both as a media of character modeling and entertainment (Dogan & Dogan, 2018). Children's life in modern era that is close to technology makes it easy for them to access the shows they want. Television stations in Indonesia also broadcast animated movie programs that are loved by children. However, in 2012, KPI (Indonesian Broadcasting Commission) stated that children's TV watching hours exceeded school hours. Children activities in watching TV is around 4-5 hours a day, or 30-35 hours a week so that in a year it reaches 1.600 hours. Meanwhile, study time at school only reaches 740 hours so that the hours of watching television broadcasts have doubled in a year. Therefore, the participation of parents becomes very important in the selection of the show that is appropriate for children's developmental age.

Arsita, Hasyim, Adha (2014) stated that television is able to seize 94% channel entry of messages of information into human soul through eyes and ears. Television is also able to make someone remember what they watch and listen up to 50% although it is only aired once. Overall, people can remember 85% of what they watch after 3 hours and 65% after 3 days later. Like the theory of Bandura (1977) that shows children who learn from modeling will imitate what they see and hear.

The movie as a show that is often watched by children has many influences on children's development. Movies that contain education element can increase children's altruism and self-improvement behavior; and teaches parents, children, and teens about character education and positive psychology (Rufur, 2014). On formal education, students can get advantage to increase the quality of learning, such as in competencies of history, language, and psychology (Butter, Zaromb, Lyle, & Roediger, 2009).

One of the most-watched shows by children is an animated movie. Animated movies are liked by children because of their simple stories and added interesting images. A study conducted by Lu in 2012 proved that watching animated movies can influence children's moral development and the introduction of the surrounding environment (Huang, 2016; Ahmadi, 2018). However, sometimes there are scenes that show bad behavior that also appears in animated movies. However, children will basically be able to distinguish good from bad, especially with the guidance of parents (Rufur, 2014).

Therefore, this is the basis why good shows for children are educational shows, which contain educational values, and which have good effects on children's cognitive, affective, and psychomotor. One of the original Indonesian shows containing educational elements is the animated movie Battle of Surabaya. On its official website (<http://battleofsurabayathemovie.com>) it is explained that this movie is an adaptation of the events of November 10, 1945, in Surabaya. The main character is Musa, a shoeshine craftsman who gets the mission to become a secret message sender to Indonesian soldiers and militia fighters. In addition, he also sent letters to the families of the fighters. Together with his friends, Yumna and Danu, Musa experienced various events that made him loses his beloved person. This film contains the message that there is no glory in war.

The story in this movie contains good things that can be learned for anyone who watches it. This film can also be used as a means of forming characters in children. Therefore, this

study aimed to determine what character values contained in the animated film Battle of Surabaya and its application in learning in elementary school.

2. METHOD

The design of this study was a qualitative descriptive approach. The data in this study were in the form of character values found in the animated film Battle of Surabaya, while the source of the data was the animated movie Battle of Surabaya. This study used data collection techniques through document analysis. The instrument used in this study was a data analysis sheet that had been validated by experts. The data was analyzed through 3 stages: data reduction, data presentation, and conclusion drawing or verification (Miles & Huberman, 1994). The results of the analysis were then tested for validity by using the repeated watching method and peer discussions.

3. RESULTS AND DISCUSSION

Battle of Surabaya contains all five character values as found on PPK, such as religious, mutual cooperation, integrity, independence, and nationalism. There are some indicators that had been found in the story of Battle of Surabaya. These are the finding of this research

a. Religious

From religious values, it was found three indicators:

- 1) Demonstrate attitudes and behavior that are compliant with religion. In the story of the movie Battle Of Surabaya, Musa said his greetings upon entering the house, shaking and kissing his mother's hand and performing prayer. This shows that the behavior Musa carried out was a good thing to do, which can be applied by children especially elementary school students. Children can be accustomed to greeting both teachers and students when they enter the classroom or teacher's room, or when returning home; shake hands with the teacher after class or when going home; also shaking hands with parents when they leave for school or after school. They are taught to not forget to perform the prayer on time and in congregation.
- 2) Tolerant to other people who have different faith. In the story of the film Battle of Surabaya, Yumna and Musa pray together before eating although their religion is different. Even so, they remained side by side and maintained tolerance with each other. The application in elementary school students is that students can be taught to respect each other's differences in religion, such as they should not interfere each other when they do religious activity.
- 3) Living in harmony with people of different religions. From the story of the film Battle Of Surabaya, Musa and Yumna are people of different religions, but both have good friendships and still respect each other's religions. For application in elementary schools, students must live in harmony even though they are of different religions and may not ridicule those who have different religions.

b. Mutual assistance (*gotong royong*)

There were found two indicators of mutual assistance character value in the Battle of Surabaya:

- 1) Appreciate the spirit of cooperation. In the story of the Battle Of Surabaya, it was shown that the spirit of cooperation carried out by young people of Surabaya, so the Surabaya people finally succeeded in seizing weapons and conquering the Japanese army. From this story, students were taught that with good cooperation, all difficult problems will be felt easy to deal with. At school, if there are group assignments, students should work together so the tasks given by the teacher can be fulfilled well. Students can also do the chores together such as cleaning the class or voluntary work to clean the school grounds together.
- 2) Working together to solve joint problems. From the contents of the story in the film Battle of Surabaya, Yumna, Cak Sole and his partners worked together to save Musa who was detained by Captain Jhon Wright and finally Musa could be saved. The contents of the story can reflect that by working together, all difficulties will be easily resolved. For application in elementary schools, students can help and work together to finish the homework or group tasks. So, the responsibilities given by the teacher can be carried out well and they will also have a good relationship with friends.

c. Integrity

In the character value of integrity in the Battle of Surabaya, there were two indicators that had been found:

- 1) Making himself to be a trustworthy person. In the Battle of Surabaya, Musa was trusted by Resident Soedirman to send a letter to Mr. Moestopo and he successfully carried out his duties. From the contents of the story, it can be concluded that in carrying out the task, we must be trustworthy so we will be trusted to carry out the other responsibilities. At school, each student must carry out their individual assignment given by the teacher to train students to be a responsible person.
- 2) Confidence in doing activities. Battle of Surabaya showed that Musa succeeded in carrying out the tasks given by Resident Soedirman because he was confident that he can do the task well. It can be used as motivation that as long as we do something good, we must be confident to achieve success in every way of life. Students need to be confident in their ability so they will be proud if they succeed in doing something. It also helps students to be confident having exam without cheating.

d. Independence

There were found three indicators in independence character value:

- 1) Do not depend on others. In Battle Of Surabaya, Musa worked as a shoeshine for fulfilling his daily needs, and also he took care of his sick mother. It can be a reflection that with hard work, effort, and never giving up, it will be able to live a good life without having to ask for mercy towards others. In elementary school application, every student is required to study the material given by the teacher by them self so they will not get used to cheat or rely on people who are considered smart to do the tasks given by the teacher.
- 2) Rising as a motivation. In the story of Battle Of Surabaya, it was shown that Musa rose from his downturn when Yumna died after being shot by captain Jhon Wright. From the contents of the story, we can be motivated that enthusiasm is an important

thing to rise from adversity. We should not keep falling in sadness, get up and be enthusiastic in fighting off sadness to achieve the desired success. At school context, students must keep their enthusiasm in learning and the teacher can always motivate students to do better day by day, although they face some difficulties.

- 3) Physicality as strength. In Battle Of Surabaya, it was explained that Musa received a very big responsibility given by Resident Soedirman to send letters and carry secret messages. Even though Musa was only a child, but by having a good physicality and strong determination, he finally managed to complete the task well. From the story, it can be used as motivation that as long as we have enthusiasm, physical factors can support us to achieve success, because if we have weak physicality, we can not do something maximally. In elementary school, teachers should motivate students to not feel inferior or ashamed if they are smaller than their peers. They need to prove that they have great enthusiasm and strong will.

e. Nationalism

In the character value of integrity in the Battle of Surabaya, there were two indicators that had been found:

- 1) Placing the interests of the nation above self-interest. In the story of Battle of Surabaya, the people of Surabaya dared to tear the Dutch flag at the Yamato hotel into a Red and White flag. They do not fear being killed because they thought about their nation, not about their self. Elementary schools students can also be taught to love our nation by encouraging them to attend flag ceremonies at schools every Monday morning, pray for the heroes who died in war to defend Indonesia's independence, and commemorate Indonesia's independence day every August 17th.
- 2) Thinking, behaving, and acting that shows loyalty. In Battle Of Surabaya, Musa guarded the Duties of Resident Sudirman even though his life had been threatened. Children can learn that as Indonesian citizens, we must obey the rules of the State, never betray our country with any reason. For application in elementary schools, every student is taught to memorize and understand the meaning of our national songs, learn about Indonesian history, and be disciplined in carrying out regulations in school. These will be good habituation that leads students to be a good citizen when they join in larger community.

Those findings are maintained by the validity of the data by matching the findings that had been found by researcher and two colleagues who also watch this movie repeatedly to produce saturated data. The discovery of these five character values in the animated movie Battle of Surabaya shows that this movie is good for children because it teaches good values that are in line with the norms prevailing in society. One of the religious values showed by Musa was the teaching to carry out congregational prayers. This is as stated by the Prophet Muhammad SAW, "Prayer in congregation is better than prayer alone by twenty-seven degrees" (Sahih al-Bukhari 619, Sahih Muslim 650). This could be a good lesson for elementary students by getting them to pray in congregation at home and school.

The character value of religious also showed lesson to obey The Almighty God, but at the same time, we need to be tolerant if we have friends, colleagues or neighbors who have different faith. This is an important thing to do in Indonesia because it has so many ethnics, cultures, and religions. Therefore, religious messages for obeying religious lessons can not be separated from the lesson about being tolerant between religious believers. Besides, religious education is not only taught in formal school but also covers more broadly to the application in everyday life (Fancourt, 2016). Religious people must obey the teaching of their religion, and on the other side, they must be able to be tolerant of people of other religions who are carrying

out their worship. Musa, who kisses his mother's hand when they shake hand, also teaches children to imitate him because it does show how Indonesian people treat adults. Just as stated by Vesiano (2015) that character-building can wield pre-existing origin culture of Indonesia.

The next character value found in the Battle of Surabaya is mutual assistance (*gotong royong*). This animated movie teaches children that mutual assistance is dispensable in society. As social beings, humans can not live without someone else in fulfilling their daily needs. That is why the values of mutual assistance and cooperation must be internalized since early on. Mutual assistance is a characteristic and nature of Indonesian people who always live in a cooperative way that not only contains values to maintain a harmonious relationship in society, but also strengthen social prestige and cohesion among them (Dewantara, 2017; Slikkerveer, et al).

Mutual assistance is not experienced by children once they blend in large society, but they will face it even in a small community like family and school. They can be taught to help their parents, teachers, and friends to finish some tasks together. At school, children can be assigned to do group task or chores together, such as cleaning the classroom, erasing the blackboard. This is good for them developing the interpersonal skills that someday can help them in social interaction, such as leadership skills or patience (Herbert & Hauf, 2015).

The third finding is the value of character integrity that teaches students to be someone who can be trusted and always confident in doing something. Integrating this value since early on will be very beneficial for students when they become part of Indonesian society. Someone who has integrity will be respected as a reliable and valuable member of society; whereas someone with low integrity will appear selfish, become someone who is less trustworthy, undermine reliability, doubtful achievements, and harm others (Miller & Schlenker, 2011). Thus, learning to be honest and confident in attitude in behavior becomes very important in order to achieve success in the future.

The value of independent character becomes the fourth finding obtained in this study, which includes an attitude of not being dependent on others, arising as motivation, and being physical as strength. Students are taught not to be spoiled children and able to carry out their responsibilities as children, students, and community members; not easily discouraged and able to bounce back when faced with obstacles; as well as being able to maintain physical as capital in carrying out daily activities so that they will not depend on the help of others. One form of independence is in the form of a person's readiness and ability to learn with their own initiative, without help from others in achieving learning goals (Wardono, et.al., 2017). Independence in learning is certainly expected to be owned by elementary school students so that they come to the stage of awareness of the responsibilities they have. Because it is difficult for them to join a larger community if they do not be independent persons. The older they become, the harder challenge they will have, and they need to be tough and independence to face reality.

Finally, nationalism character values are also found with indicators placing the interests of the nation above personal interests; and thinking and acting that shows loyalty. Indonesian society consisting of various tribes, races, cultures, and religions, it becomes very vulnerable to attitudes that glorify their own community. Therefore, the nationalism character should be internalized early on and accustomed to applying in the elementary school environment. As stated by Sulistyowati, Wahidayah, & Setiawan (2019) that the character of nationalism is considered important to produce a generation of virtuous people, love the nation and state, and obey the applicable law. When the nationalism character has been integrated into children, their attitudes and behavior will also reflect Indonesian culture and uphold Indonesia's self-esteem.

Nationalism also means respecting the history of the struggle of the Indonesian people in the past to finally be independent, including the services of the heroes who have died defending the nation. These things were also being part of the lessons contained in the Battle of Surabaya, because the setting of the movie is in November 1945, when Indonesian people fought to defend the independence from The NICA Allies. From all this, children can learn to

respect our heroic history so that they are inspired to fill the independence period with laudable things.

This research shows that an animated movie created by Indonesian young people is also able to present positive character values and is in line with the program launched by the government through PPK (Strengthening Character Education). The Battle of Surabaya has become one of the movies that shows a media of entertainment can also be integrated with the educational lesson so that children who watch it are not only entertained but also get positive messages in order to learn more about good things that reflect strong characters which can be applied in everyday life. School is a formal educational institute that not only has tasks to make children having a good academic quality, but also need to pay attention to children's attitude and character education, so they can grow to be human beings who have strong mentality, moral and character (Azra, 2001).

These findings proved that a movie can be used as a media of modeling characters that children unconsciously learn through the scenes presented by the Battle of Surabaya. This is important because children who grow up in today's society face more opportunities and dangers not experienced by previous generations (Pala, 2011). There are a lot of negative influences that they can get from social media and entertainment. Therefore, adults must be selective in choosing shows that can entertain as well as educate children. This is because education is the main tool in children's character and moral building that must be integrated early on and continuously (Cahyaningtyas, 2018). In addition, the findings of this study can be a reference for many parties. For parents, the results of this study can be a reference in the selection of entertainment facilities that educate children in learning about history and exemplary positive attitudes and characters. For the animation film industry, the results of this study can be a reference in creating other quality animated films. And the last, for educators, this movie can be a media to help them teach children about good values and lessons.

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