The Ideal Character of Students Based on Moral Values in Short Movie Videos

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Abstract In this millennium era, there are many students who are dependent on the internet, cell-phones, television and social media. It has a big influence on the formation of student characters because it affects lifestyle, ways of thinking, taking actions and understanding perspectives. The internet and social media have many positive and negative sides. It becomes dangerous when students are more attracted to the negative side and that destroy their characters. Positive character strength must be possessed by students as a provision to achieve the ideals and to become good human beings, so that they can be useful for the environment around. Positive character values can be seen in short movie videos that are associated with ideal characters that students must have. This study aimed at explaining the ideal character of students taken from the moral values of short movie videos. This study used a qualitative approach with library research type. The ideal character of students that could be formulated including (1) honesty; (2) tolerance; (3) discipline; (4) helpfulness; (5) caring for others; (6) responsibility; and (7) courage.

1. Introduction

Entertainment and information media that are very wide in scope, including movies, TV shows, cinemas, or YouTube, have their own fans, including students. Students are attracted to shows on internet, electronics devices and social media. It can affect their way of thinking, their behaving and socializing. It can even unwittingly damage the character of students. This is in accordance with the opinion of John Nasabith and Particia Aburdance (in Khamim, 2005) stating that progress in the field of internet technology can affect one's behavior or morals. This makes humans lose their humanity and only leads to pleasure. Humans will be negligent or lulled by technology, so they forget about their social life in the real world.

In addition, the negative impact of social media that can affect the character of students is also conveyed in a study done by Nisa (2016) about the negative impact of social media on children's education in Banda Aceh 2 Middle School. The study showed that social media made children negligent, like to cheat (such as cheating other people's work), begin to steal (although at the beginning they only took their parents' money, but if left unchecked it will become dangerous and they might take other people's money), as well as the existence of social violence such as giving bad
comments to others, berating people, being not polite both in dressing and talking, often fighting and making children skip school.

There is also the opinion of Depari (1995) stating that violence seems to be difficult to remove from television shows. Even if there are efforts to reduce it, but it will still give a dominant impression, because violence acts are used as a flavoring from a story.

Therefore, there needs to be an effort done by parents and community teachers to guide students to be able to use electronic, social and internet media wisely. So that students can take the positive side and the benefits of the media. By directing students to the positive side of internet, children can participate in terms of finding information about learning materials (learning materials) and they can use social media to discuss with their friends about learning assignments (Nisa, 2016). In addition, television shows can be family friends that are useful in providing entertainment, knowledge and skills that are in accordance with the needs of each individual in the family. Everything can be achieved if we can be wise in using the media (Desti). Based on a research by Nurokhim (2007: 2), it is stated that a person's success is not determined solely by knowledge and technical abilities (hard skills), but rather by the ability to manage themselves and others (soft skills). This study revealed that success is determined by only about 20 percent of hard skills while the remaining 80 percent is determined by soft skills. In fact, the most successful people in the world can succeed because they are supported by soft skills rather than hard skills. This explains that the education quality to teach students' character is very important to be improved.

Therefore, researchers aimed at using the positive characters that can be taken in short movie videos that are presented in group guidance services so that they can be useful for students who mostly access the media every day. The students studied were high school students of grade XI, adolescents on their puberty. According to Santrock (2007) the period showed rapid physical maturity, which involved hormonal and body changes, which mainly took place in early adolescence. Changes that take place at puberty are a confusing event for teenagers. Even these changes can cause constant doubt, fear, and anxiety that some teenagers can finally overcome them. This is also supported by the opinion of some experts considering that the Indonesian is currently in ill condition, so that implementing Character Education in the Formation of Holistic Personality Students is needed to be done in an appropriate handling and treatment through the provision of character education at all levels of education (Mulyasa, 2007).

2. Methods

This research was a library research with a psychological approach. Psychological approaches were used as a framework to analyze of the condition of adolescent development, in directing positive characters in video movies. The source of this research was taken from the literature review as a primary source that was extracted from teenage material and its development from books, journals, news, video films and so on. Data obtained from the data sources were collected and selected, then discussed using interpretation techniques to be understood. Thus, it was understood what characters can be taken positively and the wisdom of the video that was aired.

3. Results and Discussion

3.1. Character

Suyanto (Suhrjana, 2011) stated that character is a way of thinking and behaving that is characteristic of every individual to live and work together, both within the family, society, nation and state. Further, it is stated that there are nine pillars of character derived from universal noble values, such as: (1) the character of loving God and all of His creations; (2) independence and responsibility; (3) honesty/trustworthiness, diplomatic; (4) respect and courtesy; (5) generous, like helping and mutual cooperation; (6) confident and hard work; (7) leadership and justice; (8) kind and humble; and (9) character of tolerance, peace and unity.
Zuchdi, et al. (2009) explained that there are six aspects of characters or values that can be integrated in the learning process, including obedience, honesty, responsibility, caring, cooperation, and respect for other people.

Lickona (2013) explained that characters consists of operative value, value in action, along with a value of being a good, an inner disposition that can be relied upon to respond to situations in a manner that is morally good. A good character consists of knowing good things, wanting good things, and doing good things. Good habits in ways of thinking, habits in the heart, habits in action.

Munir (2010) mentioned that character is a pattern, both thoughts, attitudes, and actions that are inherent in a person. It is very strong and difficult to eliminate. A person's character is determined by genetic factors, food, friends, parents, and goals that is designed in the main character education design. Arumsari (2018) stated that a person's personality is strongly influenced by character. Personality and character are very influential on one's success in various aspects of personal, career, social and learning. So one's purpose for success is strongly influenced by the characters.

MONE (2010) described character configurations in the context of the totality of psychological and socio-cultural processes that can be grouped in exercise (spiritual and emotional development), intellectual development, sports and kinesthetic (physical and kinesthetic development), sports and initiative (affective and creativity development). The four psychosocial processes are holistically and coherently having interrelationships and complementarity which lead to the formation of character which becomes the embodiment of noble values.

From the above presentation, it can be concluded that characters are habits, behaviors, thoughts, and feelings of someone who are attached so that they become different personalities from one individual to another, resulting from observations, thoughts and decision making based on the beliefs and support of the surrounding environment.

3.2. Character Building

Character education has three aspects as stated by Lickona (1992) above. First, it is the moral knowing. There are six aspects that become the orientation of moral knowing, such as: (1) moral awareness; (2) knowledge of moral values (knowing moral values), (3) taking perspective; (4) provide moral reasoning; (5) making decisions; and (6) making knowledge as their own (self-knowledge). Second, it is the feeling about moral (moral feeling). There are six aspects that become the orientation of the moral feeling, including: (1) conscience; (2) self-esteem; (3) empathy; (4) loving virtue; (5) self-control; and (6) humility. Third, it is the moral actions. There are three aspects that become indicators of moral action, namely: (1) competence; (2) will; and (3) habit.

Kesuma (2011) argued that there are three character education designs. First, it is the design of class-based character education. This design is based on the relationship of teachers as educators and students as learners in the classroom. The character education context is the process of class community relations in the context of learning. Relations between teachers and learners are not monologues, but dialogues with many directions. Second, it is the design of school culture-based character education. This design builds a school culture that is able to shape the character of students with the help of school social institutions so that certain values are formed and copied in students. Third, it is the design of community-based character education. In educating, public and private school communities do not struggle alone. If the three components work together to carry out well, a strong national character will be formed.

According to Kusuma (2007), character education is a form of human activity in which there is an action that educates and is intended for the next generation. The purpose of character education is to form individual self-improvement continuously and exercise self-ability to lead to a better life.
The concept of character-based education according to Hasan, et al. (2010) included eighteen values, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) creative, (6) independent, (7) democratic, (8) curiosity, (9) national spirit, (10) love for the homeland, (11) respect for achievement, (12) friendly/communicative, (13) love for peace, (14) love to read, (15) care for the environment, (16) care of the social, (17) responsibility and (18) hard work.

Character education is the creation of a school environment that helps students in developing ethics, responsibility through models, and teaching good character through universal values (Berkowitz & Bier, 2005).

Character education has three main functions. The first is the function of the formation and development of potential. Character education shapes and develops the potential of students to be good-minded, kind-hearted, and behave in accordance with the philosophy of the Pancasila. The second is the function of repairs and reinforcement. Character education improves and strengthens the role of families, educational institutions, communities, and the government to participate and be responsible for developing the potential of citizens and developing the nation towards an advanced, independent and prosperous nation. The third is the filter function. Character education sorts the nation's own culture and filters other national cultures that are not in accordance with national cultural values and dignified national character (Zubaidi, 2011).

Somantri (2011) stated that one of the intended character education learning models is an inculcation approach, an approach that places emphasis on planting social values. The purpose of value education according to this approach is (1) acceptance of certain social values; and (2) changes in values that are not in accordance with unwanted social values. There are also methods used, such as: exemplary, positive and negative reinforcement, simulation, role-playing.

Samani and Hariyanto (2011) described character education as having the aim of planting values in students and reforming shared life systems that value individual freedom. In addition, character education aims at improving the quality of the implementation and results of education in schools that lead to the achievement of full, integrated and balanced character and noble character formation in accordance with graduate competency standards.

The goal of character education expected by the Ministry of National Education (now: Ministry of Education and Culture) is as follows. The first is the development of the potential of the heart/conscience/affective of students as human beings and citizens who have cultural values and national character. The second is the development of the habits and behavior of students who are praised and in line with universal values and religious cultural traditions. The third is the development of leadership and student responsibility as the nation's next generation. The fourth is the development of the ability of students to become independent, creative, national-minded human beings. The fifth is the development of the school life environment as a safe, honest, full of creativity and friendly learning environment, as well as a high and full sense of nationalism (Ministry of National Education, 2010).

From the above explanations, it can be concluded that character education is a serious effort in teaching character values for children or students held by people who are more mature and wise to children who need guidance, so that they have values, ethics, behavior, thoughts, feelings and positive personalities that shape character for future success.

3.3. Movie

According to UU 8/1992, a movie is a work of art and culture which is a listening-view mass communication media made based on the principle of cinematography by being recorded on celluloid ribbons, video tapes, video discs, and/or other technological inventions in all forms, types, and sizes through chemical processes, electronic processes, or other processes, with or without sound, which can be displayed and/or displayed with mechanical, electronic, and/or other projection systems.
Movie appreciation is observation, assessment and appreciation or recognition of a work of art. The word appreciation contains a number of insights that cannot be separated from one another. In relation to movies, the word appreciation contains the understanding of, enjoying, and appreciating them (Sumarno: 1996).

Movie appreciation values according to Sumarno (1996) included three values of entertainment value, educational value and artistic value described below:

a. **Value of Entertainment**: The entertainment value of a movie is very important. If a movie does not bind us from the beginning to the end, the movie is threatened with failure. We quickly become bored. As a result, we cannot appreciate the elements. Entertainment value is very relative because it depends on the tastes of the audience. Indeed, entertainment values are sometimes considered low. It is mainly aimed at movies that offer dreams or escape from the reality of everyday life.

b. **Value of Education**: The intended education is not formal education in school. The value of the education of a movie is more to the messages to be conveyed (the moral value of the film). Each movie generally contains the value of education, the only difference with one another is in the message that you want to convey.

c. **Artistic Value**: The artistic value of a movie is said to be successful if it is found in all its elements. A movie should be judged artistically, not rationally. Because if it is viewed rationally, an artistic film may be worthless because it has no explicit meaning or purpose. In fact, beauty itself has a purpose or meaning.

**4. Conclusion**

Movie-shaped videos have become the usual media used by students to socialize, entertain or to add insight. Many negative things can be consequence from accessing video movies, but many positive things can also be taken if students can use the media wisely and optimally. In this case, the role of teachers, parents, the community and the government is needed to assist and guide students so that they can follow the era but not being damaged by the era itself. One of them is the need for a character education system that starts from parents, schools, communities that are protected and supported by the government, so that students can freely express, create, access, watch and choose positive-value videos that are beneficial for themselves and others.

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