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Character Education Value Analysis in The Movie "Teacher's Diary"

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Abstract— This study aims to analyze character education values that can provide motivation and inspiration to junior high school students regarding character education values. This movie comes from a Thai movie that tells an inspiring story about the struggle of a teacher in educating in a remote area. The method used in this research is descriptive qualitative analysis with a semiotic approach, which focuses on the interpretation of visual signs and dialog in the film. Data were obtained through observation of the storyline, character, and social interactions depicted in the film and then analyzed using the theory of character education from the Ministry of Education and Culture. The results of this study indicate that this film contains various character education values, care, honesty, responsibility, hard work, and a strong national spirit, which are displayed through the interactions and attitudes of the teacher characters that face various challenges of education in remote areas. This research is expected to be a reference in the learning process based on film media so that this value can be integrated into junior high school student learning through class discussions, value based project, and media based contextual learning. The Teacher's Diary movie can provide an inspiring and effective learning resource in strengthening students' character.

Keyword: Character education, Teacher's Diary movie, value analysis

abstrak— Penelitian ini memiliki tujuan untuk menganalisis nilai-nilai pendidikan karakter yang dapat memberikan motivasi dan inspirasi terhadap siswa SMP mengenai nilai-nilai pendidikan karakter. Film ini berasal dari sebuah film Thailand yang mengangkat kisah inspiratif tentang perjuangan seorang guru dalam mendidik di daerah terpencil. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif kualitatif dengan pendekatan semiotika, yang menitikberatkan pada penafsiran tanda-tanda visual dan dialog dalam film. Data diperoleh melalui observasi terhadap alur cerita, karakter tokoh, serta interaksi sosial yang tergambar dalam film tersebut dan kemudian dianalisis menggunakan teori pendidikan karakter dari kementerian pendidikan dan kebudayaan. Hasil penelitian ini menunjukkan bahwa film ini mengandung berbagai nilai pendidikan karakter, kepedulian, kejujuran, tanggung jawab, kerja keras, dan semangat kebangsaan yang kuat, yang ditampilkan melalui interaksi dan sikap para tokoh guru yang menghadapi berbagai tantangan pendidikan di daerah terpencil. Penelitian ini diharapkan dapat menjadi rujukan dalam proses pembelajaran yang berbasis media film sehingga nilai-nilai ini dapat diintegrasikan ke dalam pembelajaran siswa SMP dengan melalui kegiatan diskusi kelas, proyek berbasis nilai, dan pembelajaran kontekstual berbasis media. Film Teacher's Diary ini dapat memberikan sumber belajar yang inspiratif dan efektif dalam penguatan karakter peserta didik.

Kata kunci— Pendidikan karakter, film Teacher's Diary, analisis nilai

INTRODUCTION

Indonesia needs qualified and sufficient human resources to support development. Education plays an important role in meeting these needs, as stipulated in Law No. 20 of 2003, that Education is “a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society”. In the Indonesian Dictionary (KBBI) the word education comes from the word 'educate' and gets the affix 'pe' and the suffix 'an', so this word has the meaning of a method, way or act of guiding.

Education is very important, but the process of instilling values is not only through formal and non-formal education. Along with the development of science and technology, the cultivation of educational values can be carried out with electronic media, including audio-visual media. This is a collective effort made to achieve educational goals that apply at school will be effective if they are mutually aware of the roles they play (Rozak 2014). Various media can be used in the process of internalizing character values, one of which is film. Film is a form of audio-visual media that has a strong appeal and is able to have a significant influence on the attitudes and behavior of its audience. Through storylines, characters, conflicts, and dialog, films can convey moral messages and life values effectively and touch the affective aspects of the audience. In the context of education, movies can be used as innovative learning media, especially in instilling character values. Education itself has a very broad scope, one of which is character education. Character education is the most basic education among other education, but character education is increasingly fading.

The fading value of character education is influenced by many factors, especially the development of the times so that the younger generation is now experiencing a decline. However, the times also have a positive impact, such as the development of technology which is increasingly rapid, so that humans have excellent creativity, then give birth to various ways to improve character compilation. The character values instilled in students are smart, honest, responsible, disciplined, and caring (Nurdianingsih, 2024).

One of the many media that convey messages and are popular is “movies”. Film is an effective modern audio-visual medium that can be used to convey messages through moving images accompanied by sound so that it can affect the mindset and insight of the audience. Each movie has its own way of conveying messages to the general public. Each movie has its own characteristics to convey the message of character education values, such as the movie “Teacher's Diary”.

Nithiwat Tharathorn's *Teacher's Diary* movie tells a true story about two strangers who teach at a floating school called “Bann Ko Jatson School (Floating Class Branch)” in Li District, Lamphun Province, Northern Thailand. In this movie, viewers can find elements that provide inner satisfaction about the true meaning of being a teacher. This film portrays the struggles of teachers who work at floating schools in remote areas. Through all the challenges and limitations faced, it becomes clear that being a teacher is not easy. However, witnessing the teachers' perseverance

in this movie can inspire the audience to be wise in facing problems and in finding ways to solve them.

As a prospective educator, the author must be able to become a role model for their students. The movie *Teacher's Diary* can serve as a guideline because it contains many character education values that can later be used as examples, such as a teacher's dedication, diligence, leadership, and creativity in guiding students.

RESEARCH METHOD

This research uses descriptive qualitative research with a semiotic approach, which is a method used to analyze the content of the study. The purpose of this descriptive qualitative research is to identify the character education values present in the film *Teacher's Diary* and to determine whether this medium can influence the character education values of junior high school students through the film. This approach was chosen because it is suitable for describing and understanding the meanings contained in audio-visual media in depth, especially those related to character education values.

FINDINGS AND DISCUSSION

Teacher's Diary is a Thai cinematic work released in 2014, directed by Nithiwat Tharathorn. The movie tells the story of two teachers who work at a remote floating school called "Bann Ko Jatson School (Floating Classroom Branch)" in Li District, Lamphun Province, Northern Thailand, and how they connect emotionally through a diary despite never meeting in person. The simple setting, touching story, and strong character education values make this movie not only a form of entertainment but also a medium for learning important life and educational values.

In the context of education and character-building studies, *Teacher's Diary* can be operationalized as a visual presentation of values such as dedication, sincerity, sacrifice, and the spirit of educating. The movie illustrates that education does not only take place in conventional classrooms but can also thrive amidst limitations. Highlighting teachers as the main agents of change, the film conveys key character education values that reflect important traits such as hard work, responsibility, honesty, and empathy. These values can be used as indicators in analyzing movie content related to character education. The following are scenes that contain representations of character education values identified by researchers, namely hard work, responsibility, honesty, and empathy.

Scene one (Hard Work). In this first scene, several moments feature the main character named Song, a former wrestling athlete who decides to become a substitute teacher at a floating school in a remote village on a floating house. Song travels a long distance through difficult terrain. He crosses the river in a small boat despite unfavorable weather and slippery, muddy conditions, but this does not discourage him. Upon arriving at the school, Song must adjust to the simple building conditions, limited facilities, and lack of teaching and learning infrastructure, yet he remains enthusiastic and strives to be responsible for his duties as a teacher.

Scene two (Responsibility). In this second scene, after arriving at the school located on a raft in a remote area, Song realizes how difficult the teaching conditions are—there is no electricity, minimal facilities, and only a small number of students.

He feels frustrated and almost gives up. However, after reading the diary of Aan, the previous teacher, he begins to understand and take responsibility for the important role teachers play for the children in this place.

Scene three (Honesty). In this scene, Teacher Song finds Teacher Aan's diary left behind at the floating school. At first, Teacher Song reads it out of curiosity without permission. The diary contains daily notes about Aan's experiences while teaching. Over time, Teacher Song feels guilty for reading a private book without permission.

Scene four, (empathy). In this second scene there are several scenes related to the character education value of empathy. Teacher Song arrives early at the floating school, he stands on the wooden veranda floating above the lake, watching the fog slowly dissipate from the green hills on the other side. The sound of a small paddle could be heard in the distance. A small boy appeared in the mist, rowing quietly in a simple boat. He wore a wet uniform and patches on his feet from not wearing shoes. After mooring the boat, he climbed the school stairs with wet and cold feet. Teacher Song looked at him attentively. She saw him hiding his shame as he sat in the corner of the room because he didn't have shoes like his friends. Teacher Song walked to the storage room. He took out his old pair of sports shoes and sat next to the boy.

The influence of character education values in the movie *Teacher's Diary* into the learning experience of junior high school students. Character education in junior high school is very important because students are in a transitional period of identity formation. Film as a conventional learning media has great potential in conveying values contextually and emotionally. Character education values in the movie *The Teacher's Diary* can be integrated in junior high school learning through thematic and contextual approaches that are relevant to the curriculum. This movie contains character values such as responsibility, discipline, hard work, caring, creativity, and perseverance, which can be used as a source of inspiration in shaping students' attitudes.

Integration can be done through various learning strategies, such as utilizing films as learning media, reflective discussions to foster students' awareness of moral values, and character-based project activities. In addition, teachers can also insert these values in the learning objectives, core activities, and attitude assessment in the lesson plan.

With the right approach, the character values from this movie can enrich the learning process that is not only oriented to the cognitive aspect, but also to the formation of students' personality with character. This is in line with the goal of national education to create students who are intellectually intelligent and have noble character.

CONCLUSION

The movie "*Teacher's Diary*" is a Thailand cinematic work loaded with educational values and character building. The movie depicts the dedication of teachers and illustrates character values such as hard work, responsibility, honesty and empathy. These values can be integrated in learning to shape students' attitudes and personalities, and support the national education goal of creating a smart and

noble generation. This movie can be an effective and inspiring visual learning tool for teachers and students.

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