

TEACHING CRITICAL THINKING THROUGH “SUICIDE SQUAD” MOVIE

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Abstrak

Fenomena kurangnya kemampuan berpikir kritis yang terjadi saat ini, berdampak sangat buruk bagi masyarakat. Oleh karena itu, penulis melakukan penelitian pengembangan ini dalam rangka meningkatkan kemampuan berpikir kritis siswa dengan mengembangkan materi dari film berupa alat peraga. Alat peraga ini diharapkan dapat melatih siswa untuk menggunakan ide/perspektif mereka sendiri dan tidak hanya menggunakan stereotip umum yang ada di masyarakat. Film yang digunakan untuk mengembangkan alat peraga adalah “Suicide Squad”. Proses pembuatannya mengikuti model pengembangan Borg and Gall, yang mengikuti 5 langkah. Setelah alat peraga selesai dibuat, maka dilakukan pengujian melalui uji validator. Kemudian direvisi agar sesuai untuk proses belajar mengajar. Setelah semuanya selesai, media siap digunakan untuk mengajarkan berpikir kritis dengan mengikuti desain pembelajaran, seperti kegiatan pembukaan, kegiatan isi, dan kegiatan penutup.

Kata Kunci: Film, Pengembangan Materi, Media Pembelajaran, Berpikir Kritis

Abstract

The phenomena about lack of critical thinking skill that happens nowadays, have very bad impact through the society. Therefore, the writer conducted this development research in order to increase students' critical thinking skill by developing material from movie in form of teaching aid. This teaching aid is expected to train students to use their own ideas/perspective and not only using the common stereotypes that exist in the society. The movie used for developing teaching aid was “Suicide Squad”. The making process followed Borg and Gall development models, which follows 5 steps. After the teaching aid was finished, it was tested through validator test. Then, it was revised in order to make it suitable for teaching learning process. After all of them were completed, the medium was ready to be used for teaching critical thinking by following instructional design, such as pre-viewing, viewing, and post-viewing.

Keywords: Movie, Developed Material, Learning Medium, Critical Thinking

Introduction

The teaching and learning process have become more interactive nowadays. It happens due to the very rapid development of technology, so the media in delivering the learning materials are more diverse. The examples of media that can be used to deliver the learning material include music, recorded dialogue, movies, games, role plays, flash cards, etc. One of the media that is often used in teaching and learning process is movie. Susanto and Fajar (2020: 29) stated that "Popular movies are effective learning media because: (1) popular movies are ideological texts that represent popular culture, (2) popular movies contain abstract philosophy or concepts". Besides that, Lestari and Maolida (2018) also stated that "... when a teacher is teaching English and using movie, it would be easier for the students to absorb material, it is because by using the movie, students will be more readily attracted to learn English by watching the movie, as well students will be easier to remember and enrich their vocabulary". Therefore, the writer can conclude that movie is a good medium for teaching learning process, because students will be more easily to capture the meaning of the movie and synchronize it with the material being taught. Students can also be entertained by the

use of movies as a learning media, compared to students having to read a lot of boring text.

The writer is interested in using the hero movie as a learning medium so that students can more easily catch the meaning and material of the lessons delivered by the teacher. Hero movie consists the values of social caring, discipline, spirit of nationality, creativity, honesty, and responsibility (Shodikin et al, 2020). The author chooses one of the hero movies from the "DC Universe", which is a movie franchise with the theme of heroes and villains. One of the movies that interest the writer is "Suicide Squad". Suicide Squad is actually a hero movie, which the hero in the movie is a group of villains who were given a suicide mission by the government to defeat a super villain named Enchantress. The movie was written and directed by David Ayer in 2016 and succeed to get the tenth highest ranking in 2016, grossing over \$ 745 million worldwide (Wikipedia).

The most important point of this research is to change the stereotype of someone's thought about heroes who are always good and villains who are always bad. This stereotype always limits a person's point of view to other people, where the measure is only in what has become their characteristic, for example a hero who always saves the world, of course he is always good at everything, but in fact it's not like that, which heroes also have bad sides inside. Everyone must have good and bad sides, it depends on how we give our point of view to it. A person can be a villain, but he must also have a good side in his life. It could be that a villain commits a crime because of someone's coercion, needs, and other factors that we don't understand. The hero may also catch a villain not only because the villain has broken the rules, but also mixed with the factor for revenge based on self-interest. Therefore, we cannot only look at someone from one side only, but we have to look at the other side of that person's life or what factors cause him to act in this way.

Based on the explanation above, it can be concluded that this research will be useful in applying critical thinking to students. Students will be asked to think critically about the goodness and badness that exist in the movie. The writer chooses to do this, because students mostly have lack of critical thinking patterns nowadays. Students tend to be more followers than leaders, which they will always follow the behavior and mindset of others. This is what also creates new thinking stereotypes of someone, which these stereotypes are not necessarily true for everyone, but people just follow them without knowing whether it is actually good or bad for them. In addition, a critical mindset is also needed by students in carrying out learning using "K13 Revision" curriculum, which students are required to be more active in responding to something, especially to the lessons delivered by their teachers. Critical thinking will make them easier to digest and understand the lesson, and can make their mindset able to have their own stand and not just follow the thoughts of others which in the end can create stereotypes that are not according to circumstances.

Methodology

This research is a development research. The development research according to Borg & Gall (1983), is a process used to develop and validate educational product. The reason why the writer choose development research is, because this research was developing "Suicide Squad" movie as a medium for teaching critical thinking through students, in order to make students are able to have critical thinking skill and think critically about goodness and badness. This research uses Borg and Gall model to do the development research. Borg and Gall provides development research steps

including 10 steps, but this research will only use 5 steps of them, which are (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Main field testing; and (5) Main product revision.

The data collection technique followed Borg and Gall model using 5 steps that based on the explanation of research design above. Data collection techniques allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur (Mukarromah, 2019). The writer did interview, questionnaire, and close watching to collect the data following the Borg and Gall steps. The interview is done in order to get deeper information and clarify the results from the questionnaire. The first, interview and questionnaire were used in research and information collecting step and planning step, which the aim was to get the data from the lecturer about what students need and abilities. The second, interview and questionnaire were used in main field testing step and main product revision step, which the aim was to get the validation of the expert and find out which part of the material that should be revised in order to match the students need and abilities. Besides that, the close watching also done in develop preliminary form of product step, which the writer did close watching in order to get the correct movie scene which contained binary opposition.

According to Sugiyono (2012), data analysis is an activity done after the data of sources has been gathered. Therefore, the results from interview and questionnaire were analyzed using descriptive qualitative method in order to interpret the data into a description paragraph. The first interview and questionnaire, which done with the lecturer were done in order to find out students' needs and abilities. Therefore, it was analyzed using need analysis. Then, the second interview and questionnaire, which done with the validator were done in order to get the strengths and weaknesses from the developed material, so that the writer could do the revision to make the developed material correct. Besides that, the content analysis also done as a part of development research method in which the writer chose some scenes which had binary opposition as the point of deconstruction theory. Then, the writer arranged it in form of instructional design as learning steps of lesson plan, such as pre-viewing, viewing, and post viewing.

Findings and Discussion

A. Representation of Villains' Character in the Movie

According to Gill (1995), "A character is someone in a literary work who has some sort of identity (it needn't be a strong one), an identity which is made up by appearance, conversation, action, name and (possibly) thoughts going on in the head". The representation of villains' character in the movie is different with the common stereotypes that exist in the society. Villains in this movie more likely to be a hero than villain, because they more have morality value than the one who is pretended as a hero itself. Value is a person's principles or standards of behavior, one's judgment of what is important in life (Lombardo, 2011). The villains are willing to sacrifice their lives in order to save the world, while the hero is just waiting to be rescued by the villains in the middle of chaos. Every villain in the movie has their own binary opposition that showed the other side/perspective of their character, but there are only 3 of them who show the real complexity of their character, such as Deadshot, Harley Quinn, and *El Diablo*. The complexity itself turns their lives into 180 degree and changes their character so much. Deadshot who is an assassin showed his complexity when he was with his lovely daughter,

which he become a good father figure in front of her. Harley Quinn who is a psychiatrist showed her complexity when she met Joker, which she let out her madness and turned into a lunatic clown. *El Diablo* who is a gangster boss showed his complexity when he accidentally killed his wife and children, which after that incident he stopped become a criminal and promised not to use his power anymore. All of those complexity that happened in villain character, showed that the villains in this movie are represented to be more likely a hero than a villain itself.

B. Implementation of Using "Suicide Squad" Movie to Teach Critical Thinking

The writer implements "Suicide Squad" movie to teach critical thinking by making a learning medium use that movie to develop the material about critical thinking. The development of material itself follow Borg and Gall development model, as follows:

1. Research and Information Collecting

The writer doing interview and give the questionnaire to the lecturer who teaches "Theory of Literature" subject to get all of the information that needed to become the basic of developing the material by making the learning medium itself. From the questionnaire and interview through the lecturer, the writer can conclude that the students do not have good critical thinking skill. It can be seen from their understanding, activeness, and interest which looked very low and need to be developed. They hard to understand the material because some concepts are abstract and they cannot relate the concepts to their real life. If the concepts were related to their real life, they can understand it easily. So that, they need a medium to deliver the material which can relate to their real life. Therefore, the writer makes "Suicide Squad" movie into a learning medium for teaching critical thinking material.

2. Planning

The main reason of developing the material using movie as a medium to teach critical thinking is the lack of critical thinking skill which owned by the students nowadays. Critical thinking skills are important because they enable students "to deal effectively with social, scientific, and practical problems" (Shakirova, 2007). The writer also finds out the data from interview and questionnaire which support the writer's arguments before. Based on the interview and questionnaire, the lecturer said that the students have no interest in teaching learning process which make them have minimal activeness in class. It happens because they hard to understand the material since the material sometimes has abstract concepts and they do not have good critical thinking skill. So that, they need new medium to deliver the material from abstract concept into related phenomena in their real life, to make them easily in mastering the material. Therefore, all of those arguments and data become the basic reason for the writer to develop the material by making movie as a learning medium. Yousuf and Dadabhoy (2013) stated that movie is able to show the audience an image therefore can present themselves to the viewers lucidly. So that, teaching English using movie will give a fun atmosphere to the students.

3. Develop Preliminary Form of Product

The writer makes the medium from "Suicide Squad" movie following some steps. The first step is downloading the movie from "www.pahe.ph" website, then the writer doing close watching through it. After that, the writer

chooses some scenes which contain binary opposition as part of deconstruction theory and cut them from the whole movie. Derrida (1982) explains that deconstruction does not refer to the word “destruction, but instead “analysis”, which etymologically means “to undo”. Deconstruction does not proceed by random doubt generalized skepticism, but the careful teasing out of warring forces of signification within the text itself. This implies that a text signifies in more than one way, and to varying degrees of explicitness.

The writer uses Sony VegasPro to do editing through the movie, such as cutting the movie, gathering the movie, and render all of them into a unit of video that can be used as a medium for teaching learning process. Not all part of each scene is used, but only the cut of those scenes which contains utterance or acting shows binary opposition. They are gathered and arranged systematically following the storyline of the movie. After every cut scene is arranged systematically, the last step is to do the rendering process to make all of those cut scenes into one unit of video. The writer doing rendering through the whole cut scenes into a video approximately 10 minutes long and 480p resolution.

After the medium has finished, the next important step is to implement it into instructional design to teach critical thinking. The instructional design will be divided into 3 parts, which is pre-viewing, viewing, and post-viewing as follows:

a. Pre-viewing

In this step, the teacher will explain briefly about the material, which is about critical thinking as part of deconstruction theory. The teacher will explain the basic theory and the synopsis of the movie which will be used as teaching medium. This is done in order to make students have a brief overview about what will be taught in that meeting. After all of them done, the teacher will give an assignment to criticize about goodness and badness which shown by the hero and villain from the movie. Students are asked to do the assignment after watching the movie later.

b. Viewing

In this step, the teacher will show the students the movie that have been made as a teaching medium. The movie is about 10 minutes long and the students have to pay attention to the movie, so that they can get the point of the movie and can have their own opinion about goodness and badness. The movie will be played only once considering the time limit of the subject itself.

c. Post-viewing

When the movie has been played until the end, now the students are asked to make their opinions and arguments that can answer the assignment from the teacher. They are given time to construct their arguments. After they have finished, the teacher opens the discussion between all of them. Some students are asked to express their opinion, and the other students are asked to give comments and feedbacks whether they agree with the opinions or not. By doing the discussion after watching movie, they will be able to easily get the point of material, because movie is interesting to watch and have the same phenomena of their real life. Besides that, it also develops their critical thinking skill, since they can express their opinions using some of arguments and giving feedbacks to each other. After



the discussion ends, the teacher gives the conclusion about the material and students pay attention to teacher's explanation.

4. Main Field Testing

The writer did not do a field test by doing real test to the class directly, but the writer did a validator test with an expert in this case. It was done because in this pandemic Covid-19 situation which prohibit lecturer to do offline class in order to prevent the spread of Corona Virus, so that the writer did validator test with an expert. The validator itself is an expert of material development namely Mrs. Dwi Agustina, M.Pd.BI., Ph.D. The validator test was done by using interview and questionnaire through the validator.

The validator test was done on Friday, 28th May 2021, which the writer showed the developed material in form of movie as medium to the validator, then the validator paid attention to the developed material and give her validation through it. In this case, the writer gave questionnaire that needed to be fulfilled as the data instrument of this research to the validator. Besides that, the writer also did an interview to clarify and deepen the data from questionnaire in order to make the data can be synchronized perfectly and easily to understand.

5. Main Product Revision

Based on the questionnaire, the developed material in form of movie scene has suitable enough to be used as learning medium for teaching critical thinking to the students, because it has fulfilled/appropriate with many aspects, such as curriculum, standard competence, students' abilities, and can be presented through instructional design. But besides that, there is another data that need to be paid attention, which is from the interview. Based on the interview, the movie resolution is needed to be more clearly, which the movie is only 480p resolution and it needs to be upgraded into 720p. It happened because when the writer showed the movie to the validator, the validator sometimes needs to watch closer to the screen to see the movie more clearly, even though the screen brightness has been changed into maximum brightness, so that the writer concludes to upgrade the movie resolution into 720p in order make the movie clearer to watch by the students. Moreover, the transition between each scene in the movie needs to be refined in order to make the transition softer than before, so that the movie will be more comfortable to watch.

Based on those revision, the writer doing editing again through the movie scene to make the transition becomes smoother than before. After that, the writer also upgrades the resolution of the movie, by renders the whole project file containing movie scene into 720p, to make the better result than before. The editing process also using Sony VegasPro application just like the making of the video before. All of those revision needs to be done in order to make the developed material in form of movie become more suitable to used as teaching material. Therefore, after all of those revision has done completely, the developed material in form of movie is ready to be used as teaching-learning material.

Conclusion

The developed material in form of learning medium can be used for teaching critical thinking through students. It can be concluded like that, because the developed material has followed the development model by Borg and Gall and can be presented in an instructional design, such as pre-viewing, viewing, and post-viewing. The most important aspect is that the developed material has passed the validator test which conducted with the validator in order to find out whether the developed material can be used for teaching learning process or not. Based on all of those aspects, it can be concluded that the developed material in form of learning medium can be used for teaching critical thinking through students.

The phenomena about lackness of critical thinking skill that happens nowadays, have very bad impact through the society. Therefore, the writer doing this research in order to increase readers' critical thinking, especially students who become the target implementation of this research. The point is about how they have a problem and solve it by using their own ideas/perspective and not only using the common stereotypes that exist in the society, so that the result can be suitable for them. Besides that, the writer also hopes that the teachers or lecturers who teach some abstract and conceptual material, they can use an appropriate medium for teaching learning process, since an appropriate medium can make students easier to master the material.

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