

## THE REPRESENTATION OF CHARACTER EDUCATION VALUES IN FORMULATING TEACHING PLANNING IN ANIMATED FILM "BATTLE OF SURABAYA" (AN INTEGRATED LEARNING RESEARCH OF LESSON PLAN)

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### Abstrak

Nilai-nilai pendidikan karakter dan struktur dalam film animasi battle of Surabaya merupakan tema dalam penelitian ini. Masalah yang dikaji adalah bagaimana cerita dalam film animasi battle of Surabaya dapat dianalisis hingga menemukan unsur-unsur yang membangun film. Unsur-unsur yang ditemukan diantaranya tema, alur, karakterisasi, latar, amanat dan sudut pandang yang digunakan dalam film. Selain itu terdapat beberapa nilai-nilai pendidikan karakter yang berhasil direpresentasikan dengan baik oleh beberapa tokoh dalam film, diantara nilai-nilai tersebut adalah nilai nasionalisme, nilai religius dan sebagainya. Penelitian ini menggunakan pendekatan deksriptif kualitatif dan menggunakan analisis konten sebagai dasar dalam melakukan analisis. Teori yang digunakan dalam penelitian ini ialah teori strukturalisme yaitu salah satu bentuk teori sastra yang memandang bahwa unsur-unsur dalam suatu cerita itu saling berkaitan. Hasil penelitian ini menampilkan unsur-unsur yang membangun film, menampilkan representasi nilai-nilai pendidikan karakter dan contoh produknya berupa rencana pelaksanaan pembelajaran.

Kata kunci: Battle of Surabaya, Nilai-Nilai Pendidikan Karakter, Lesson Plan

### Abstract

The values of character education and structure in the animated film battle of Surabaya are the themes in this study. The problem being examined is how the story in the animated film battle of Surabaya can be analyzed to find the elements that build the film. The elements found such as the themes, plots, characterizations, settings, mandates, and point of view are used in the film. In addition, some character education values are successfully represented by several characters in the film, such as the values of nationalism, religious values, and so on. This study uses a qualitative descriptive approach and uses content analysis as the basis for conducting analysis. The theory used in this study is structuralism theory which is one form of literary theory that considers that the elements in a story are interrelated. This study shows the elements that build the film, displaying a representation of character education values and the example of its product in learning implementation plan (the lesson plan).

Keywords: Battle of Surabaya, Character Education Values, Lesson Plan

### Introduction

Nowadays, many learners do not like history lessons. As the National Coordinator of the Indonesian Education Monitoring Network, Matraji (2020), said, "Many students do not like history lessons. They consider these subjects to be non-essential. Moreover, history lessons in exams don't matter and become graduation grades." If this continues to be allowed, the learner may forget about the history of their nation. In fact, according to (Agung, 2012: 417), "The purpose of history learning is to instill the spirit of love of the country, know the process of the formation of the Indonesian state, increase the sense of unity and unity for learners, and know the process of Indonesian human civilization in particular and the world community in general from the past until now." If the learners already dislike the lesson, they will never achieve the purpose of history learning.

According to Matraji (2020), "To generate students' interest in history lessons, there must be revitalization done for history lessons to be interesting." One of them is to update the learning resources. For example, if during this time, history lessons are delivered by telling stories or by reading package books (textbook), it can be replaced by watching a film that can stimulate the learning interests of the learners. A film can be a fun learning resource for learners. A film is one of the communication media in audiovisual or audio, video, and images that aim to entertain. It is said to be entertaining because moviegoers can immerse themselves in the story presented by the film and the film is a picture and sound that is packaged in a nutshell to become one whole story. Moreover, A film also aims to provide information to the audience. For example, a colossal film tells about the history of warfare in ancient times. After watching this historical film, moviegoers will get more information. Therefore, history can be documented in a film. One of the Indonesian films that document historical stories in the film is Battle of Surabaya. The animated film, released in 2015, adopts the "battle" in Surabaya, which took place on November 10, 1945. This animated film, combining fictional characters and characters in history. This film became the first Indonesian film produced by the world-famous production house, Walt Disney Pictures, and it is a proud achievement. Furthermore, the story presented in the film Battle of Surabaya contains values in character education applied in learners' real lives. Battle of Surabaya film, which contains a historical story about resistance in Surabaya, can be integrated into the learning plan used as a guideline for teachers in teaching interesting and different history lessons for students. Besides being integrated into the learning plan, film media can be a new differentiator or color for teaching-learning-process, especially for the history subject. Usually, teachers only have a government textbook and rarely use film media in class. Quoted from Kompasiana.com, "in this day and age, most teachers only use books as media material, so other media are not used or lack interest in using them." If this is allowed, it will impact learners who may tend to get bored with monotonous media. To introduce animated films as a different and fun learning media for learners, which has some hidden stories that are not widely known in general and can be integrated into the lesson plan, this research is titled "The Representation of Character Education Values in Formulating Teaching Planning in Animated Film "Battle of Surabaya" (An Integrated Learning Research of Lesson Plan).

### Research Method

A descriptive qualitative research method is used. Qualitative research is research that produces a procedure of analysis. The data in this research divided into two parts, primary and secondary data. The primary data source is the leading data obtained from the Battle of Surabaya Animated Film. It then analyzed the film's contents and selected visuals or images from several film scenes necessary for this research. Secondary data sources (research libraries) are complementary data that are to complement existing data sources. Secondary data sources in this research are obtained from reference books, journals, and various articles from websites on the internet and other websites supporting this research. In this study, the data collected was descriptive qualitative. After the data collected, it is continued with data analysis. By using qualitative descriptive, that is related to the elements in question.

## Finding and Discussion

### Intrinsic Elements in the Animated Film Battle of Surabaya

Reviewing this can be done using the structuralism theory. Ferdinand De Saussure initially developed structuralism to analyze the language structure, and then some structuralists developed various conceptual ideas to be very broad. One of them is literary structuralism. Literary structuralism's is a theory to approach literary texts that emphasize the overall relationship between the text's various elements. Structuralism seeks a scientific basis for literary theory. Based on that concept, structuralism is used to examine or analyze a literary work. The structural analysis also aims to understand carefully, present, disassemble appropriately, detail, and as strongly as possible through structural analysis in the form of content with the proper meaning work (Teeuw, 1984: 135). In structural analysis can be done by identifying, reviewing, and describing the functions and relationships between the intrinsic elements of the literary work in question. Structural analysis emphasizing its analysis of structures and systems covering various elements of literary works. In this research, the building element of literary works is the intrinsic element. Intrinsic Elements Intrinsic elements directly build the literary work itself. These elements will be factually soon encountered by the reader, the cohesion or compulsion of these intrinsic elements that make literary works tangible. Intrinsic elements that build the prose of fiction include events, stories, plots, affirmations, themes, settings, storytelling points of view, language or stylistics, etc. (Nurgiyantoro, 2007: 23). The element that builds literary works is an intrinsic element that connoisseurs of literary works commonly find. Intrinsic elements include themes, plots, characterization, settings, mandates, and points of view used in the literary work. Some of the intrinsic elements that build the story in the film are found in some scenes. The theme in the animated film battle of Surabaya is the theme of resistance and struggle. That can be seen from the struggle of the people of Surabaya in expelling the Dutch. The resistance was shown when the people of Surabaya tore the Dutch flag that fluttered over the Yamato Hotel, and it angered the people of Surabaya because they felt that the Dutch had tarnished Indonesia's newly proclaimed independence.

### The Plot

The plot is a very important element to build the course of a story. The events experienced by the character will draw a groove. In the animated film Battle of Surabaya, the plot is used in sequential events, paying attention to the laws of causation, for example, when the Dutch raised the Dutch flag over the Yamato hotel that caused the people of Surabaya anger. The plot used in the animated film battle of Surabaya can be divided into three stages, such as the beginning stage (inciting forces), the middle stage (climax), and the final or end-stage (problem-solving). The inciting forces stage begins when the people of Surabaya tear up the Dutch flag that flutters over the Yamato hotel, then proceeds to the climax stage when the people of Surabaya feel that the peace efforts pursued by them fail miserably, this is explained by the following narrative: "All our efforts to negotiate always fail, to defend the sovereignty of our country, then we must uphold and affirm our one determination that is to dare to face all possibilities. We have repeatedly stated that our attitude is better destroyed than re-colonized." Then for the problem-solving stage, occurred when the people of Surabaya chose to fight rather than silence, Bung Tomo who ignited the spirit of the people of Surabaya, this is explained by the following narrative: Bung Tomo: "As long as Indonesian patriots still have red blood that can make a piece of white, red and

white cloth and as long as it is there we will never give up on anyone. Allahu Akbar, Allahu Akbar, Allahu Akbar, Freedom!"

### Characterization

Characterization is an important element that can make a story alive and like an actual event. Characterization refers to the placement of certain characters with a certain character, or in another sense, the characterization is a clear depiction of a person featured in a story or film. Characters and characterizations are distinguished into several types: the main character, additional characters, antagonists, and protagonists. In the animated film *Battle of Surabaya*, several main characters and additional characters are equally important in the film. The main characters in this animated film are Musa, Yumna, Danu, and Resident Sudirman. Musa was kind, patient, honest, friendly, and helpful. Yumna has a good, honest, and helpful. Danu has a good heart, but he is also a traitor, and the last is Resident Sudirman has a good heart and assertive. In addition to the main characters, there are also additional characters: John Wright, Sholeh, Hitoshi Shimizu, and Yoshimura. John Wright has a wicked nature. Sholeh has a good heart and likes to help. Hitoshi Shimizu has a ruthless nature, and Yoshimura is kind and helpful. The traits possessed by these characters can be attributed to the educational values of the character, which will be further explained in the next section.

### Setting

The setting is the place, the time of the occurrence of events experienced by the character. There are three kinds of settings in the animated film *Battle of Surabaya*, such as the setting of the place, the time setting, and the social setting. The setting of place in the animated film *Battle of Surabaya* includes; in Japan, in Surabaya (Hotel Yamato), at the train station (where Musa works), At the Forest (Musa stalked the plan of the Dutch army), Resident Sudirman Workplace (where Resident Sudirman directed the mission to Musa), At the Market (where Yumna and Musa met for the first time), in the Dungeon (where John Wright commissioned Musa), Battlefield Square (The battleground of the people of Surabaya). The setting of the time in this animated film was on August 17, 1945, 1942 (Wina agreement) and early morning. The social setting in this animated film refers to a person's rank, i.e., Captain or Mr. Yoshimura as Japanese Military Officer, Hitoshi Shimizu as Chief of Resident *Kipas Hitam*.

### The Mandate

The mandate is the message that the author wants to convey to the connoisseurs. The message in a story or film will usually be hidden by the author in the entire story or film so that the connoisseur of the work can find and understand for themselves essential points in the story or film. Therefore, the mandate that can be taken in the animated film *Battle of Surabaya* is a sense of nationalism, a willing sacrifice for the nation's sake, and the fighting spirit of other figures.

### Point of View (POV)

The point of view used in the film *Battle of Surabaya* is the third persona point of view that explains the story from the point of view of "he/she". In this case, the author tells what is related to the character "he". in the animated film *Battle of Surabaya* using direct greetings such as "Musa, Yumna, Danu, Resident Sudirman and others."

### Character Education Values in Animated Film Battle of Surabaya

Some scenes have the educational values of the characters in the animated film battle of Surabaya. Some of the values shown by some of the characters in the film can be a good example to students if implemented into the lesson plan. Here is a further description of the values of character education



Figure 1 (Religious Values)

Religious values are the values of obedience in carrying out the teachings of a religion embraced. In this film, there is a religious value when Musa do maghrib prayers. Musa just came home from work in this scene, and he immediately took *wudhu* to do maghrib prayers. This scene means that there is a religious value in this film that can be used as an example.

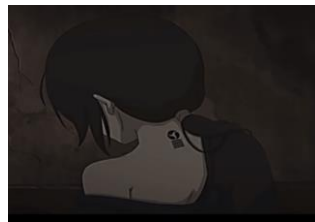


Figure 2. (Honest Values)

Honest values are attitudes and behaviors that reflect the unity between knowledge, words, and right deeds to make the person concerned a trustworthy person. This scene showing Yumna telling Musa the truth about *kipas hitam* can be explained in the dialogue below:

Yumna: "*Kipas Hitam*? As you know, Musa, I have too much revenge on the Japanese who killed my father and made my mother a "Jugun Ianfu." I desperately broke into a Japanese officer's house to find the whereabouts of the Jugun Ianfu sent. But I was caught, they took me to a dark room, my eyes were closed, I was asked and tortured, I held on to my strength until I finally woke up, I don't know if they thought I was dead. After that, I didn't know what was happening anymore when I realized I had been in bed and wearing a *kipas hitam* outfit. They've tattooed me with the symbol you see."

The dialogue above explains that Yumna has told Musa the truth about the "*Kipas Hitam*." This shows that telling the truth is very important so as not to cause misunderstandings because before Musa knew the truth, he was prejudiced that Yumna had betrayed Indonesia by joining a *kipas hitam* organization.





Figure 3. (The Value of Tolerance)

The value of tolerance is behavior that reflects respect and respect for different religions, faiths, tribes, customs, and others. This scene shows that religious and tribal differences do not prevent the people of Surabaya from uniting against the invaders. They pray together according to their respective beliefs. They united for the same purpose of being able to live peacefully and peacefully without colonization.

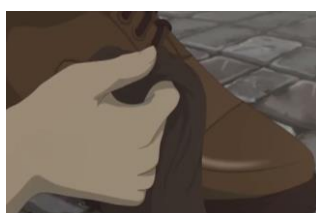


Figure 4. (The Value of Hard Work)

The value of hard work is behavior that shows earnest effort in completing various tasks, jobs, and the like as best as possible. This scene shows Musa' hard work as a shoe polisher. He used to work at the station to find dirty shoes to shine on. In this scene, he also meets With Mr. Yoshimura and says that today many dirty shoes he polished. Further explained in the dialogue below:

Yoshimura: "Hi Musa, good morning many customers today, huh?"

Musa: "Mr. Yoshimura! Good morning sir, thank God, sir, for this morning, a lot of dirty shoes."

In the dialogue above, it can be concluded that Musa worked hard from the morning until the afternoon. Passion and hard work can be used as an example that young people must also have a high fighting spirit to live by working hard, however, with various difficulties.



Figure 5. The Value of the Spirit of Nationalism

The value of the spirit of nationalism is an attitude and action that puts the nation's interests and the state above the interests of individuals, individuals, and groups. Almost all of the scenes in the film show the spirit of nationalism. It is starting from the figure of Musa, who wants to carry out the heavy task to become a courier who carries letters containing important messages, Yumna, who willingly sacrificed for

the country by volunteering, and the people of Surabaya who united to fight the invaders.

This value can be used as an example that being dutiful to the state is a must. It can be done with small things such as always follow the flag ceremony reverently, imitating the spirit of the heroes in fighting can be done by studying earnestly. After discovering the educational values of the characters in the animated film battle of Surabaya, which is well presented by some of the characters in the film, these values can be applied to the learning steps in the lesson plan. In this case, the lesson plan can be used as a companion lesson plan.



Figure 6. The Value of Responsibility

The value of responsibility is the attitude and behavior of a person in carrying out the duties and obligations, whether related socially, society, nation, country, or religion. Almost the whole scene in the film shows the values of responsibility owned by the characters, including the character Musa who is always responsible for the task given by Resident Sudirman. He was given the responsibility of delivering letters containing secret messages. If he had no responsibility to the state, he would give up. Another example is yumna's sense of responsibility that has a high spirit in fighting for the freedom of the people of Surabaya; with a sense of responsibility and not afraid of death, she is willing to sacrifice herself.

#### THE LESSON PLAN (ONE PAGE VERSION)

<b>School</b>	<b>: SHS</b>	<b>Class/Semster</b>	<b>: X/1</b>	<b>BC : 3.7 dan 4.7</b>
<b>Subjects</b>	<b>: English</b>	<b>Time Allocation</b>	<b>: 2 x 60 Menit</b>	
<b>Material</b>	<b>Recount Text : Information Related to Historical Events</b>			

#### A. LEARNING OBJECTIVES

Identify similarities and differences in social functions, text structure, and linguistic elements of recount text, Understand the structure of recount text in giving and requesting information related to historical events, Understand the linguistic aspects of the recount text in giving and requesting information related to historical events, Make a description of historical events in Indonesia, Put work on the classroom wall and ask questions with readers (other students, teachers) who came to read it (optional).

#### B. LEARNING STEPS

Media: Film, Google Meet - Tools/Materials: Laptop/ppt/word files

##### Opening Activities (15 Minutes)

The Teacher opens the learning with greetings.

The teacher checks the presence of students and motivates them (yel-yel/ice-breaking).

The teacher conveys the purpose and benefits of learning on the topic that will be taught by the teacher, conveying the outline of the scope of the material and the learning steps.

Main Activites (90 Minutes)	
<b>Literacy Activities</b>	Students are given motivation and guidance to see, observe, read and review The Recount Text. They are given a link film related to "Battle of Surabaya," which is an animated film Battle of Surabaya.
<b>Critical Thinking</b>	The teacher provides an opportunity to identify as many structures as possible recount text in the animated film battle of Surabaya, in the form of (orientation, event, and reorientation)
<b>Collaboration</b>	Teachers appoint students to explain essential events in the animated film battle of Surabaya can start from orientation, event and reorientation
<b>Communication</b>	Students mention what values can be exemplified from several characters in the film with the help of teachers and other students.
<b>Creativity</b>	Teachers and students make conclusions about things that have been learned; the teacher tells the learners to answer the question, "if you become the main character in the movie battle of Surabaya, what will you do?" in the form of a video.
Closing Activites (15 Minutes)	
Teachers closes the learning activities	

### C. ASSESSMENT

Attitude: Assessment during the learning process	Observation; asking, answering	activeness, critical thinking, and products
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### Conclusion

The discoveries are the structures that build the film, and some scenes that show the characters who have character education values and can be applied to lesson plans. In the animated film battle of Surabaya, some scenes show structures containing elements in building the film, including themes, plots, characterization, the setting, the mandate, and point of view. The elements are mutually sustainable and related. The historical themes in the film relate to the plot depicted in the film ranging from struggle and resistance, then the characters involved in the film are also interrelated with the scene and the implied messages conveyed in the film. On the other hand, the interrelated elements have historical reflections on the history of the 10 November battle in Surabaya. There is one scene in the film that is the cause of the battle in Surabaya, then the ongoing events that affect each other have causal consequences

The last is the discovery of the educational values of the characters in the film. Some of them are religious values, the value of hard work, the value of honesty, and so on, that are very worthy of being exemplified. Some scenes show that one of the characters has one of the values even more than 18 character education values. This, of course, proves that this film can be used as one of the right learning media and worthy for learners because it contains good values to apply in daily life. Finally, it can be concluded that the animated film battle of Surabaya deserves to be used as one of the



learning media. It can be seen from the elements in the film presented sequentially, this animated film has some character education values that can be applied in daily life, especially by students by applying it in the lesson plan. It is expected that the lesson plan created can help the teachers do learning activities or be used as a companion lesson plan.

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