

**FREEDOM WRITERS MOVIE BY RICHARD LAGRAVENESE
ANALYSIS BASED ON SIGMUND FREUD'S PSYCHOANALYSIS
CRITICISM**

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Abstract

This research is aimed to find the ultimate way to be a teacher to teach students by understanding their psychology. Then, the teachers act to set the condition of the class to make all students change their way of thinking about racism and increase their academics score. In this paper, the writers use the theory of Sigmund Freud which is implemented during the analysis process, such as: repression, projection, displacement, sublimation and rationalization. The analysis is done by using descriptive qualitative analysis method. The data for this analysis are taken from events and dialogues found in the movie. First of all the writers watch the movie "Freedom Writers" to understand about the story and read the Sigmund Freud theory of many defense mechanism. The data analysis is done through descriptive qualitative method. The analysis shows that the ultimate way to be a teacher to teach students are to understand their emotional status and solve the problem by setting the classroom condition to make students experiencing certain defense mechanism which revealed by Freud to solve the problems found in the movie.

Keywords: Psychoanalysis, defense mechanism, Freedom Writers, Sigmund Freud

Abstrak

Penelitian ini bertujuan untuk menemukan cara terbaik untuk menjadi guru dalam mengajar siswa dengan memahami psikologi mereka. Kemudian, para guru bertindak untuk mengatur kondisi kelas untuk membuat semua siswa mengubah cara berpikir mereka tentang rasisme dan meningkatkan nilai akademis mereka. Dalam tulisan ini, penulis menggunakan teori Sigmund Freud yang diimplementasikan selama proses analisis, seperti: represi, proyeksi, perpindahan, sublimasi dan rasionalisasi. Analisis dilakukan dengan menggunakan metode analisis kualitatif deskriptif. Data untuk analisis ini diambil dari acara dan dialog yang ditemukan dalam film. Pertama-tama, semua penulis menonton film "Freedom Writers" untuk memahami kisahnya dan membaca teori Sigmund Freud tentang banyak mekanisme pertahanan. Analisis data dilakukan melalui metode deskriptif kualitatif. Analisis menunjukkan bahwa cara terbaik untuk menjadi guru dalam mengajar siswa adalah memahami status emosional mereka dan menyelesaikan masalah dengan menetapkan kondisi kelas untuk membuat siswa mengalami mekanisme pertahanan tertentu yang diungkapkan oleh Freud untuk memecahkan masalah yang ditemukan dalam film.

Kata kunci: Psikoanalisis, mekanisme pertahanan, Freedom Writers, Sigmund Freud

Introduction

In Indonesia there are lots of variety of ethnics, religions, culture, languages in one place that interact with others, one of the example is

school, there are some school that fill with many different background culture and ethnics in it, with those differences, sometimes create some

problems like clash and fight between those cultures.

One of the movies that picturing social issue that happen in a school is “freedom Writers” this Movie tells about racism, segregation, and gangs that escalate in school, in this movie there will be a new teacher come from other city that trying to solve those social problem from the classroom perspective.

The teacher in freedom writers movie is called Mrs. Gruell, she find out that her students have many problems and issue that effect the learning activities in the classroom, so then she trying to figure out what the problems are and trying to solve those problem with anything she capable of. The interesting is she will do anything to solve her classroom problems she even willing to sacrifice her times, her money, even her marriage.

This movie contains many defense mechanisms that help the process of many students to be better and socially aware that social issues in their neighborhood is wrong and need to be fixed, which this paper trying to cover.

Defense mechanism is one of important parts in psychoanalytic study. Psychoanalysis is a branch of psychological study, which has basic assumption that human’s mental elements are divided into two levels,

the unconscious and the conscious (Feist, 1985:21). Based on the other theory, defense mechanism is “mental strategy *the ego* uses to continue blocking the harmful behavior while at the same time reducing anxiety” (Wortman & Loftus 1988:348). So, the writer can conclude that defense mechanism is the way to protect the ego feel safe and secure facing any harmful condition and situation.

Based on Sigmund Freud which written in kevinfitzmaurice.com, there are 12 defense mechanisms, follows;

1. Compensation

Compensation is the process of masking perceived negative self-concepts by developing positive self-concepts to make up for and to cover those perceived negative self-concepts.

2. Denial

Denial is the subconscious or conscious process of blinding yourself to negative self-concepts that you believe exist in you, but that you do not want to deal with or face. It is “closing your eyes” to your negative self-concepts about people, places, or things that you find too severe to admit or deal with.

3. Displacement

Displacement is when you express feelings to a substitute target because you are unwilling

to express them to the real target. The feelings expressed to the substitute target are based on your negative self-concepts about the real target and yourself in relation to the real target. That is, you think poorly of someone and yourself in relation to them.

4. Identification

Identification as a defense mechanism is the identification of yourself with causes, groups, heroes, leaders, movie stars, organizations, religions, sports stars, or whatever you perceive as being good self-concepts or self-images. This identification is a way to think of yourself as good self-concepts or images.

5. Introjection

Introjection is the acceptance of the standards of others to avoid being rated as negative self-concepts by their standards. For example, you may uncritically accept the standards of your government or religion to be accepted as good self-concepts by them.

6. Projection

Projection is the attribution to others of your negative self-concepts. This projection occurs when you want to avoid facing negative self-concepts about your behaviors or intentions, and you do so by seeing them, in other people, instead.

7. Rationalization

Rationalization is the process of explaining why, this time, you do not have to be judged as negative self-concepts because of your behaviors or intentions. That is, you justify and excuse your misdeeds or mistakes with reasons that are circumstantial at best and unfounded at worst.

8. Reaction formation

Reaction formation is the process of developing conscious positive self-concepts to cover and hide opposite, negative self-concepts. It is the making up for negative self-concepts by showing off their reverse.

9. Regression

Regression is the returning to an earlier time in your life when you were not so threatened with becoming negative self-concepts. You return to thoughts, feelings, and behaviors of an earlier developmental stage to identify yourself as you used to back then.

10. Repression

Repression is the unconscious and seemingly involuntary removal from awareness of the negative self-concepts that your ego finds too painful to tolerate. For example, you may completely block out thoughts that you have of wanting to kill one of your parents.

11. Ritual and undoing

Ritual and undoing as a defense mechanism is the process of trying to undo negative self-concept ratings of yourself by performing rituals or behaviors designed to offset the behaviors that the negative evaluations of you were based on.

12. Sublimation

Sublimation is the process of diverting your feelings about the negative self-concepts that you have of yourself or others into more socially acceptable activities.

Methodology

The writer does the research using descriptive qualitative method to get the data and do the analysis. This method is chosen because the data used for the analysis are in the form of situation and condition based on the movie. Important keywords, events and settings from the movie are crucial in conducting the data. The data which taken from the movie analyzed to describe the analysis of *the freedom writer* movie using Freud's psychoanalysis theory specially in the defense mechanism.

To collect the data, the writer first watches the movie to understand what the story is about. Then, re-watch the movie to find and collect the data for the analysis. When the data collected, the writer do the analysis using Freud's theory to get the result. By using this method, the

writer expects to be able to get deeper understanding of this research and give the suitable to the research.

Discussion

In the "freedom Writers" movie there are lots of defense mechanism that occur based on Sigmund Freuds' theory. This paper will cover five defense mechanism; Repression, Projection, Displacement, Sublimation, and Rationalization.

The first defense mechanism in the freedom writers movie is Repression (00.02.26) Repression is an unconscious defense mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious. In this scene a character named Eva is experienced a traumatic event which is two white male cops arrest his father for no reason at her own house, the two police just barge into her house and strangle her father and arrest him, this character (Eva) can only stood still and hide behind door speechless and powerless, which make her have a strong feeling to hate white people in the future.

The second is Projection (00.30.00) Projection is a psychological defense mechanism proposed by Anna Freud in which an individual attributes unwanted thoughts, feelings and motives onto another person. In this scene a character named Tito drew a face sketch about a black male with

big nose and fat lips which he trying to represent his black classmate, he make all of his classmate see his draw by pass it one by one. When Mrs. Gruel find out about this, she tell the student to close their book and tell stories about gangster related hoping it will change their mind.

Third is Displacement (01.37.52) Displacement is the redirection of an impulse (usually aggression) onto a powerless substitute target. The target can be a person or an object that can serve as a symbolic substitute. This defense mechanism might sound bad, but in this movie Mrs. Gruell intentionally order her students to do this defense mechanism which separated class into two groups and they will give turn to mock and swear to each other for three seconds. By performing this defense mechanism, students will feel relax, free from stress, and hopefully will make better improvement to teaching learning process.

Fourth will be Rationalization(01.20.22) Rationalization is a defense mechanism proposed by Anna Freud involving a cognitive distortion of "the facts" to make an event or an impulse less threatening. We do it often enough on a fairly conscious level when we provide ourselves with excuses.in this scene a character named Eva refuse to accept that the novel she read that given by Mrs.

Gruell should end certain way, she angry too Mrs. Gruell and making her own ending for the novel she reads. After Eva tell her complains to Mrs. Gruell, Mrs. Gruell trying to makes Eva relax first and accept the story of the novel she reads, because it based on true story and hoping that she understands the way of real life is, which might go south by any moment.

The fifth or the final defense mechanism is Sublimation. Sublimation is similar to displacement, but takes place when we manage to displace our unacceptable emotions into behaviors which are constructive and socially acceptable, rather than destructive activities. This defense mechanism is the main idea of the story which is Mrs. Gruell trying to makes all of her students to write their own story into a diary book rather than angry about their life and the neighborhood. This plan actually changes the class to be better because the students are able to speak out through writing their own story and the teacher are able to understand the students by reading their diary.

Conclusion

From the discussion the writers conclude that by understanding our students we are able to teach in the best way we could, because as the teacher we are not just delivering knowledge to the students, but

understanding what they need, what they are struggle with and how to solve them in the classroom perspective.

Many teachers trying to improve their teaching ability by making better approach, better way of teaching, better syllabus, better lesson plan, many teachers rarely using psychoanalysis. By performing certain defense mechanism to the students for certain situation might be the best way to teach student into better personality and help the learning process.

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