

CHARACTER EDUCATION VALUES IN FROZEN FILM PRODUCED BY WALT DISNEY

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Abstract

This study aims to analyze the value of character education in the film Frozen, a box office animation film that is very popular today, especially among children. This research was conducted using a qualitative descriptive method with a literature-based approach. The data analyzed in the form of documentation and observation in the form of images in the film Frozen to reveal the character education value contained in the film. Based on the research results, it can be concluded that this film has good character education values that are in accordance with the character building of empathetic children in the National Education Curriculum. From the results of this analysis, it is hoped that there will be an evaluation of the value of character education in the frozen film, to further examine whether the film is suitable for Indonesian children in the context of character building.

Keywords: Character Education, Values, Film Frozen.

Abstrak

Penelitian ini bertujuan untuk menganalisis nilai pendidikan karakter dalam film Frozen, film animasi box office yang sangat populer saat ini, khususnya di kalangan anak-anak. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif dengan pendekatan berbasis literatur. Data yang dianalisis berupa dokumentasi dan observasi dalam bentuk gambar di film Frozen untuk mengungkap nilai pendidikan karakter yang terdapat dalam film tersebut. Berdasarkan hasil penelitian dapat disimpulkan bahwa film ini memiliki nilai-nilai pendidikan karakter baik yang sesuai dengan pembentukan karakter anak-anak empati dalam Kurikulum Pendidikan Nasional. Dari hasil analisis tersebut diharapkan akan ada evaluasi nilai pendidikan karakter dalam film Frozen, untuk lebih mengkaji apakah film tersebut cocok untuk anak Indonesia dalam rangka pembentukan karakternya.

Kata kunci: Pendidikan Karakter. Nilai, Film Frozen.

A. INTRODUCTION

Education is the most important thing in our lives, this means that every Indonesian human has the right to get it and is expected to always develop in it. Education in general has the meaning of a life process in developing each individual to be able to live and carry on life. So being an educated person is very important.

Educating is not only the responsibility of parents but also the responsibility of the government. Now the government is promoting character education by socializing it to schools as an appropriate way of

learning so that students have good character in the future that can build the Indonesian nation from the deterioration and decadence of moral decay, so that the nation's character has revived again. Known for a long time, namely the Indonesian people who get along well with religion, tolerance, help, and work together and friendly. It is believed that character education is the true identity of the Indonesian people.

Departing from this phenomenon, the character education is very good to be analyzed especially in cartoon films which are loved by young children. Indirectly, the

cartoon can have a positive influence because it contains moral messages and the values of character education in children. It is important to remember that character education is very important to be taught as early as possible so that children grow up to be human beings.

B. RESEARCH METHOD

This research was designed using a descriptive qualitative approach. The data analyzed are data in the form of words and pictures in the film Frozen to reveal the value of character education contained in the film. The data obtained will be analyzed descriptively to better explain the value of character education in detail using the theory proposed by Syarbini (2012: 26) which the researcher has described in the theoretical basis.

From the results of the analysis, it is hoped that there will be an evaluation of the value of character education in the film Frozen, to further examine whether the film is suitable for Indonesian children in the context of forming their character.

Research Object

The research object from this film is the characters in frozen that are directed by Chris Buck and Lee.

Data Source

1. Primary Data Source

The primary data source is taken from the frozen screen play written by Jennifer Lee.

2. Secondary Data Source

Secondary data sources are taken from various types of books and relevant materials such as literary theory books, character education and values. Most are found in the Electronic Library (en.bookfi.org.) and Google books. Some of them were found in the IKIP PGRI Bojonegoro Library. Data is also taken from internet websites.

The Procedure of Data Collection

This research used two ways in collecting data. Those are documentation and observation. Those ways are used because the data are taken from film frozen. Those ways are suitable in order to get and collect the data from film frozen.

1. Documentation

Documentation in this data collection technique means taking the data obtained through the documents which have important relation to the research object. So, in this research, the writer takes the screen play of film frozen to complete the data.

2. Observation

Research will observe and examine this film, especially focused on research. This is intended to obtain the desired data in research based on the research method used, as for the stages in research observations, namely:

- a. Determine the purpose of the observations made. Aim from observation in this study was to find a representation of the character education value in film Frozen.
- b. Look for a time or duration that describes the scene which is the focus of research in the film Frozen.
- c. Find and determine the behavior of characters or scenes that present the character education value in film Frozen.

Technique of Data Analysis

The data analysis technique used by the author to express and analyze data collected to compile a report. The analysis uses a type of semiotic analysis. Semiotic analysis is a method or method to give meanings to the symbols contained in a message or text according to Roland Barthes in Sobur (2003). The text referred to in this case is in the form of a symbol system contained in the mass media, namely television shows, print media caricatures, films, radio plays, and various advertisements. The analytical procedure used by researchers is the theory of Roland

Barthes. The theory of Roland Barthes in Sobur (2003:128) focuses on the significance of two stages, namely denotation, and connotation. Denotation has an understanding of the explicit relationship between signs and reality in the sign, the objective definition of the word, while connotation is the subjective and emotional meaning. Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants 'definitions of the situation, noting patterns, themes, categories and regularities. In this research the writer does the following steps to analyze the data source:

1. Watch the film for several times.
2. Collect the data source.
3. Collect the books concerned with the key words of this title.
4. Select the suitable book with the subject and object of this research.
5. Analyze the film and comparing with the referential books.

C. RESEARCH RESULT

After observing the frozen film produced by Walt Disney, the researchers found the following educational values:

No	Findings in Film Frozen	Character Education Values
1.	The men drag giant ice blocks through channels of water.	Hard working
2.	A young Sami boy, Kristoff (8 years old), and his reindeer calf, (Sven) share a carrot	Social care

	as they try to keep up with the men	
3.	Young Kristoff struggles to get a block of ice out of the water. He fails, ends up soaked.	Hard working
4.	Young Kristoff struggles to get a block of ice out of the water. He fails, ends up soaked.	Responsible
5.	Sven licks his wet cheek.	Friendly/ communicative
6.	Elsa laughs and waves her hands together. Snowflakes suddenly burst forth and dance between her palms, forming a snowball. Elsa throws the snowball high into the air. Snow bursts out and flurries around the room. Anna dances about, catching flakes in her palms	Creative

	and mouth)	
7.	Elsa laughs and waves her hands together. Snowflakes suddenly burst forth and dance between her palms, forming a snowball. Elsa throws the snowball high into the air. Snow bursts out and flurries around the room. Anna dances about, catching flakes in her palms and mouth)	Friendly/ Communicative
8.	Elsa stomps her little slippered foot and a layer of ice suddenly coats the floor, forming a giant ice rink. Anna slides off, laughing.	Creative
9.	The King and Queen rush to Anna and take her in their arms.	Responsible
10.	We'll protect her.	Responsible

	She can learn to control it. I'm sure.	
11.	Kristoff pulls a carrot out of his shirt pocket and hands it to Sven. Sven tries to bite the whole thing.	Friendly/ Communicative
12.	Anna bursts out of her room, wearing her coronation dress. She finishes pinning ribbons in her hair. Seeing the hustle and bustle of preparations, she can't help but sing.	Spirit of nationality
13.	Anna bursts out of her room, wearing her coronation dress. She finishes pinning ribbons in her hair. Seeing the hustle and bustle of preparations, she can't help but sing.	Love the motherland
14.	Hans quickly gets to his feet and helps Anna up again.	Responsible

15.	There she is. You're Majesty! Long live the Queen!	Spirit of nationality
16.	You're Majesty! Long live the Queen!	Love the motherland
17.	I'll bring her back, and I'll make this right.	Responsible
18.	Elsa creates a snowman, just like the one she made with Anna when they were children.	Creative
19.	Elsa creates ice steps and climbs them.	Creative
20.	Elsa slams her foot down and forms a giant snowflake.	Creative
21.	In a flurry of creative release, she raises the snowflake on ice beams, builds walls, archways, a glistening chandelier, and an intricate ceiling that leaves the sky visible.	Creative

22.	She takes down her hair and creates a new dress made of ice	Creative
23.	Anna rides her horse through two feet of snow. She shivers. Elsa! Elsa! It's me, Anna...your sister who didn't mean to make you freeze the summer. I'm sorry. It's all my f-f-f-f-fault.	Hard working
24.	Anna and the horse struggle through a wooded area.	Hard working
25.	Oh. Um, I was just wondering; has another young woman, the Queen perhaps, I don't know, passed through here?	Curiosity
26.	(Anna to Kristoff) A real howler in July, yah? Wherever could it be coming from?	Curiosity

	(Kristoff answered) The North Mountain.	
27.	I sell ice for a living	Hard working
28.	I sell ice for a living	Independent
29.	Anna: Okay, just tell me one thing; what was happening on the North Mountain? Did it seem magical?	Curiosity
30.	Kristoff turns away and sees something. He points to a dilapidated barn. KRISTOFF said, But I did find us a place to sleep. And it's free.	Creative
31.	Kristoff, now unfrozen, relaxes on a bed of hay, playing his lute and singing to (and for) Sven.	Friendly / Communicative
32.	Anna: Look, I know how to stop this winter	Environmental care
33.	Kristoff offers Sven a carrot. Sven has a	Friendly/ Communicative

	bite. Then Kristoff has a bite, contemplating.	
34.	Sven races, top speed, up a narrow cliff, pulling the sled, which skids precariously. Kristoff mans the reins. Anna sits beside him.	Hard working
35.	Anna: Olaf, did Elsa build you? Olaf: Yeah. Why? Anna: Do you know where she is? Olaf: Yeah. Why? Anna: Do you think you could show us the way? Olaf: Yeah. Why?	Curiosity
36.	I'll tell you why. We need Elsa to bring back summer.(To Arendelle)	Love the motherland
37.	Sven, Anna, Kristoff and Olaf have a picnic (as in Olaf's imagination)	Friendly / Communicative

38.	Olaf: So, come on! Elsa's this way. Let's go bring back summer!	Spirit of nationality
39.	Hans: Cloak. Does anyone need a cloak? Gerda: Arendelle is indebted to you, Your Highness. Hans: The castle is open. There's soup and hot glug in the Great Hall. (Hans hands the stack of cloaks to a guard).	Social care
40.	Duke: Prince Hans, are we just expected to sit here and freeze while you give away all of Arendelle's tradable goods? Hans: Princess Anna has given her orders and ...	Responsible
41.	Duke: And that's another thing; has it dawned on you that your princess may be	Responsible

	conspiring with a wicked sorceress to destroy us all? Hans's nice eyes turn to threatening slits. Hans: Do not question the Princess. She left me in charge, and I will not hesitate to protect Arendelle from treason.	
42.	Hans: Princess Anna is in trouble. I need volunteers to go with me to find her!	Social care
43.	Elsa: No, I belong here. Alone. Where I can be who I am without hurting anybody.	Love peach
44.	Hi, I'm Olaf and I like warm hugs.	Friendly / Communicative
45.	Elsa: I'm just trying to protect you. Elsa continues to flee. Anna pursues.	Love peach
46.	Elsa: You have to go.	Environmental

	Anna : No, I know we can figure this out together	care
47.	Kristoff ties the rope around Anna and pulls tight. He drops to his knees and starts digging a u-shape in the snow with a pick axe. What's that for? I'm digging a snow anchor.	Creative
48.	Kristoff goes over to help Anna, who is stuck in the snow.	Social care
49.	Bulda climbs on top of her husband, Cliff, to get a good look at Anna. She studies her likes he's a piece of cattle.	Curiosity
50.	Why did you bring me here? I couldn't just let them kill you. But I'm a danger to Arendelle.	Love the motherland
51.	If you would just	Environmental

	stop the winter, bring back summer...please.	care
52.	Make sure she's safe! Kristoff is shut out, as the castle gates close on him. Kristoff stands there with Sven for a beat, staring with worry at the closed gates.	Social care
53.	Make sure she's safe! Kristoff is shut out, as the castle gates close on him. Kristoff stands there with Sven for a beat, staring with worry at the closed gates.	Responsible
54.	Without hesitating, he dashes back down the mountain. Sven runs after him, catches up. Kristoff grabs Sven's harness and jumps on to his	Hard working

	back.	
55.	He breaks an icicle off the window, uses it as a telescope and sees...	Creative
56.	Elsa runs, but is nearly blinded by the snow and wind.	Hard working
57.	It's a long, snowy way down. But what choice do they have? They slide down the iced-covered building. Anna arrives at the bottom, weak but uninjured. Olaf gathers snow along the way.	Hard working
58.	Kristoff and Sven bound off the mountain and sprint across the frozen fjord waters and right into the art of the storm. Its white-out wind pushes them back. But they fight through.	Hard working

59.	I owe you a sled. And it's the latest model.	Responsible
60.	Queen's orders. She's named you the official Arendelle Ice Master and Deliverer. Sven shows off the Ice-Master-and Deliverer medal like he's king of the bucks.	Reward achievement

At this stage, the author will explain the results of the analysis of character education values found in the frozen film production Walt Disney. Found 60 data containing the values of character education in the film Frozen.

D. CONCLUSION

After an in-depth analysis of the character values contained in the frozen film, it can be concluded that this film contains 12 types of character values out of a total of 18 character values referred to in the national education curriculum quotations developed by the national education system, with a total of 60 findings. The types of character values along with the percentage of the number of character values contained in this film are as follows: Hard work 10 findings, Social care 5 findings, Responsibility 9 findings, Friendly / communicative 7 findings, Creative 10 findings, National Spirit 3 findings, Love the Motherland 4 findings, Curiosity 5 findings, Independence 1 findings, Environmental Care 3 findings, Love Peace 2 findings, Reward Achievement 1 findings.

Therefore, it can be concluded that Walt Disney's frozen film contains noble character values that are suitable for children to implant, so that this film can be an educational spectacle as well as a media for the introduction and formation of children's characters. Through this research researchers appeal to parents or educators, there are many ways that can be done to introduce as well as instill the values of noble character to children. Watching can be effective alternative Choosing good shows and suitable for children is also the responsibility of parents or teachers in schools that make film as a learning medium. However, this does not stop here; parents or teachers must accompany children while watching the film while explaining to children the importance of having noble characters as shown by the characters contained in the film.

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