Film Analysis of Finding Dory to Strengthen the Character of Grade 4B Students at SDN Patrang 01 Jember and Its Compatibility with KI I & KI II Curriculum 2013

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Abstract: *This study aims to determine whether or not there is a character value contained in the animated film Finding Dory in accordance with KI I and KI II Curriculum 2013 to strengthen the character of grade 4B students of SDN Patrang 01 Jember. The research method used is descriptive and qualitative research design. The data analysis used was data reduction, data display and conclusion. The results of the research showed that there are character values in the animated film Finding Dory, with the values of the main religious characters amounting to 5 appearances, with sub-values including: friendship, steadfastness, sincerity, self-confidence, and not imposing one's will. The value of the main nationalist character numbered 2 appearances, with sub-values including: be willing to sacrifice and protecting the environment. The value of the main character's to be independent consists of 3 appearances, with sub-values including: work ethic, creativity, and courage. The main character values of integrity are 4 appearances, with sub-values including honesty, loyalty, respect for individual dignity and responsibility. The main character values of mutual cooperation are 4 occurrences, with sub-values including: cooperation, solidarity, empathy and help. Based on the research result it can be concluded that the animated film Finding Dory proved to have character values that can be used as an alternative for film media in strengthening the character of the 4B grade students of SDN Patrang 01 Jember.*

Keywords: *Film Finding Dory, Character Values, KI and KI II Curriculum 2013.*

1. INTRODUCTION

In accordance with what is stated in the national education goals as stipulated in Law no. 20 of 2003 Article 3 concerning the National Education System, states that the function of national education is to develop the potential of students to become human beings who believe and have faith in God Almighty, have noble character, are healthy, knowledgeable, capable, independent, creative, and become democratic citizens. as well as being responsible. Therefore, students must be able to become graduates who have character in accordance with the goals of national education which is a basic goal of education in Indonesia. The character of Indonesian people who want to be implanted through the world of education, there are 18 character values that have been listed previously, including religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, respect for achievement, communicative, love. peace, likes to read, cares about the environment, cares about socially, and is responsible (Hartanto, 2014: 259). This character must be present in every Indonesian, especially students who carry out knowledge at school by cultivating character through the academic field.

Today there are many deviations in the character of students, as in the period January-October 2017 there were 320 students who were involved in criminal cases such as fights and other cases (Setyawan, 2017). Apart from cases of violence, things that should not be underestimated by the deviant behavior of the younger generation are protecting the environment and preserving nature. Siti Nurbaya (as quoted

by Anugrah, 2020) stated that the waste pile in Indonesia in a year reaches 67.8 million tons and it is feared that this will continue to increase with the population growth in Indonesia. One of the cases committed by the younger generation is a lack of concern in protecting the environment. Indonesia's environment which is rich in natural resources is in the spotlight of the world because it is rich in diversity of flora and fauna, but this is also a center of concern, because there are very few children of the nation who do not care about cleanliness and of environmental sustainability. As on World Wildlife Day (WWD) or is also called World Wildlife Day which is commemorated every March 3rd, at that time the United Nations gave the first spotlight on life in the sea. The theme proposed by the UN at that time was "Life under water: for humans and the planet", which prioritized the protection of species in the oceans (Putri, 2019). This shows that the environment is not good for the preservation and balance of life in the sea.

The journal Current Biology (as quoted by Putri, 2019) also mentions in its analysis that the area of the oceans has changed due to human activity, which in the end only leaves 13% of the oceans on earth. his is what should be the full attention of the younger generation to maintain environmental sustainability, especially marine biota by cultivating the character that has been sparked in the world of education. Ocean ecosystems in Indonesia are also threatened due to human activities, the impact of these ecosystems is increasingly visible, such as the presence of many microplastics in the waters of Indonesia's oceans, there are even 30-960 particles / liter of microplastics scattered in the oceans, this statement was issued by researchers from the

Research Center for Oceanography (P2O), even the Indonesian Institute of Sciences (LIPI) stated that the number of microplastics in the Indonesian oceans is the same as those in the waters of the Pacific Ocean and Mediterranean Sea. Many cases of marine animal deaths are caused by poor waters in the ocean, such as manta rays swimming surrounded by plastic waste in Nusa Lembangan,
Bali (Reza in Ambari, 2018).

Many young people or students should also know about cases like this in order to better protect the environment. By preserving the environment, students will better understand how nature will provide more benefits if the balance of the ecosystem is also maintained by humans. In addition, the inculcation of good character values in students must also be carried out, in order to correct any failures in the world of education. Parvez states that character is one's morality, truth, kindness, strength, and attitude aimed at others (Yaumi, 2016: 7). Cultivating a noble character is also the main key for a developed country.

The goal of the 2013 curriculum which has been widely known in the world of education in Indonesia is to implement character education in learning, namely strengthening character education with the national mental revolution movement. Mental revolution is a movement carried out by every Indonesian society, both the government and the people, to re-elevate the strategic values that are used to enter competition in the era of globalization. This is because the mental revolution can change perspectives, thoughts, and ways of being advanced and modern, so that the State is expected to be able to compete with other countries in the world (Purwanto, 2016). According to the Ministry of Education and Culture, the purpose of the curriculum includes four competencies, including (1) spiritual attitude competence, (2) social attitudes, (3) knowledge, and (4) skills. The competency formula for spiritual attitudes is "to live and practice the teachings it adheres to", and the formulation of competence for social attitudes is "to have honest behavior, discipline, responsibility, courtesy, care and confidence in interacting with family, friends and teachers. From the description that has been explained, mental and character formation is very important. There are 5 main values initiated by the Ministry of Education and Culture in the field of character building, the main values that exist have been adjusted to local wisdom and school creativity, including religious, nationalist, independent, mutual cooperation, and integrity.

The challenges in implementing character education are faced by the world of education such as challenges that come from outside (changes in the global social environment), challenges from within (policies and curricula), challenges for educational personnel (shared perceptions about character education for students), environmental challenges and information technology (access to social media) (Triatmono, 2010: 197-201). Learning character values can be carried out by the teacher by utilizing existing film shows to provide a learning stimulus for students. One of the films that can be used for learning facilities in elementary schools is the film "Finding Dory" which is famous for its funny actions. Finding Dory is a follow-up film from the original story, Finding Nemo, released by the well-known children's film industry, Disney and produced by Pixar. There are many meanings contained in every action of "Finding Dory". It is hoped that after students watched the video film "Finding Dory", the teacher can make children's animated films as a learning tool to strengthen character of students.

RESEARCH METHODS

The type and research design used in conducting this research is descriptive-qualitative research. This study discusses the character values contained in the animated film "Finding Dory" and the use of the film media to strengthen students' character. The data used in this study employed deep dialogue and attitudes shown by the characters in the animated film "Finding Dory". The data source used in this research is a video animated film "Finding Dory" which can be downloaded via the Disney + Hotstar website. Data collection in this study is documentation in the form of a video that has been downloaded from the Disney + Hotstar page in 2020.

The steps taken in data collection in this study are (1) downloading the animated film video "Finding Dory" on the Disney + Hotstar page; (2) watching and selecting the duration of the animated film "Finding Dory" which is considered interesting and contains character values; (3) examining the character values contained in the animated film "Finding Dory"; and (4) record and describe the data which contains character values in the data collection guide table. Data analysis steps include three activities, namely (1) data reduction, data reduction, and verification. This research focuses on data in the form of dialogue and attitudes that are considered important, the data in question is data that contains character values; (2) data presentation, data presentation in this study there are three stages, namely data classification, data coding, data description and data interpretation; (3) conclusion, drawing conclusions is made on the data that has been collected and has passed the stages of reduction, description, interpretation and analysis. The results of the analysis are then used to draw general conclusions.

RESEARCH AND DISCUSSION RESULTS

This study focuses on the analysis of the film Finding Dory to find the value of the characters in the film both in dialogue, characters, plot, and story settings so that this animated film can be used to strengthen the character of the 4B grade students of SDN Patrang 01 Jember who are in accordance with KI and KI II Curriculum 2013. The results and discussion obtained are the values of religious characters contained in the animated film "Finding Dory" are friendship, steadfastness,
sincerity, self-confidence and do not impose one's will. The nationalist character values contained in the animated film "Finding Dory" are willing to sacrifice and protecting the environment. The independent character values contained in the animated film "Finding Dory" are work ethic, creativity

and courage. The integrity character values contained in the animated film "Finding Dory" are honesty, loyalty, respect for individual dignity, and responsibility. The values of mutual cooperation in the animated film "Finding Dory" are cooperation, solidarity, empathy, and help.

Based on the results of the analysis that has been carried out, there are values that the main religious character has a total of 5 appearances in the research results with sub-values including: friendship with 3 dialogues, firm stance with 3 dialogues, sincerity with 3 dialogues, confidence with 2 dialogues, no impose a will by the number of 2 dialogues. The value of the main nationalist character has a total of 2 appearances in the research results with sub-values including: be willing to sacrifice with a total of 2 dialogues and protecting the environment with a total of 3 dialogues. The value of the main independent character has a total of 3 appearances in the research results with sub-values including: work ethic with 2 dialogues, creative with 2 dialogues, courage with 5 dialogues. The main character value of integrity has a total of 4 appearances in the research results with sub-values including honesty with 2 dialogues, loyalty with 5 dialogues, respecting individual dignity with 3 dialogues and responsibility with 2 dialogues. The main character value of mutual cooperation has a total of 4 appearances in the research results with sub-values including: cooperation with a total of 7 dialogues, solidarity with a total of 2 dialogues, empathy with a total of 2 dialogues and please help with a total of 2 dialogues. So it is evident that in the animated film Finding Dory there are character values that can be used to strengthen the character of elementary school students.

Based on the results of the research that has been described, it can be concluded that the use of animated film shows can be used by the school to strengthen the character of students in accordance with KI I & KI II Curriculum 2013, and one of the animated films that can be used is Finding Dory which is proven to have a character value message. This is in line with research conducted by Suwastini (2020) that the animated film Finding Dory has character values, from the results of previous research this animated film has a paradoxical character, namely the main character Dory who has a forgetful but creative character, depending on others but is independent, and anxious but confident, previous research also states that this animated film can be used to develop characters in informal education. Based on the results of this study and the relevant research results, it can be concluded that the animated film Finding Dory has character values that can be used in the world of education to strengthen the character of students according to the 2013 curriculum.

Conclusion

Based on the results of the data analysis obtained, it can be concluded that: (1) there are character values contained in the animated film "Finding Dory" such as the value of the main religious character which has a total of 5 appearances in the research results with sub-values including: friendship, steadfastness, sincerity, self-confidence. , do not impose wills; (2) the value of the main nationalist character has a total of 2 appearances in the research results with sub-values including: willingness to sacrifice and protecting the environment; (3) the value of the main independent character has a total of 3 appearances in the research results with sub-values including: work ethic, creative, courage; (4) the main character value of integrity has a total of 4 appearances in the research results with sub-values including honesty, loyalty, respect for individual dignity and responsibility; and (5) the main character value of mutual cooperation has a total of 4 appearances in the research results with sub-values including: cooperation, solidarity, empathy and help. So that the results of research that have been done prove that in the animated film Finding Dory there are character values that are in accordance with the KI and KI II Kuriukulum 2013 and can be used as a film medium in learning and strengthening the character of elementary school students.

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