

ANALYSIS OF THE VALUES CHARACTER EDUCATION IN COCO FILM

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ABSTRACT

The purpose of this research is to analyze the values of character education in "COCO", an animation film that's attracted obviously, among children particularly. The research is finished by taking descriptive qualitative methodology with literature primarily based approach. According to the result of research, it can be terminated that the film contains some positive values which is worthy for building children's characters as in National Education Curriculum stated.

Keywords: *Values, Character Education, Film.*

INTRODUCTION

The development of the era is growing rapidly, where the technology is innovating very quickly. The change has indeed accelerated over time. It will affect whole of society, no exception to children. They are very vulnerable to the development of the era, therefore it needs strict attention from the elderly. Parents should be able to approach and communicate with their children intensively. Supervision from parents is very necessary too. Parents should be able to get closer and communicate intensively with their children.

To educate the values of character education or positive values in children as early as possible is very important, because a growth nation is seen from the origin of the children who are knowledgeable, moral and well-dignified and have the attitude and polite good manners, both to his neighborhood and to the God. Basically, the term "character" differs considerably from "moral". According to the research has done by Ratna Megawangi, the term "character" derived from the Greek meaning "to mark" (marking). Characters are more focused on seeing actions or behaviors and closely related to "personality", but "moral" is more inclined to good morality.

Who is responsible for the education of children characters? Educating children is not only a parent's attention and responsibility but also a government responsibility. As there is in the opening of the Constitution 1945, the fourth chapter that reads: "... Educate the life of the nation..." and in the Batang Tubuh UUD 1945, in article 31 paragraph 1 "Every citizen is entitled to an education". It means that the nation's life has the meaning that gaining an education is a human right that must be realized by related parties such as government; Functions and objectives of the Government.

The Government is excited to inform and implement character education in all layers, especially in schools. It is done as one of the proper learning ways for the students to have good character or mental later, with the aim of being able to build the character or mental nation of Indonesia from a better moral recap. Future. of course, we hope all that by having a good character can create an image of Indonesia that is known to have friendly, polite, tolerant, religious, and mutual attitude. Early character education is believed to be changing.

Based on the phenomenon above, this character education is very good and appropriate to be analyzed especially cartoon films that are liked by children. Basically, cartoon film can have a positive influence on children because it contains moral messages and character education values that are found in cartoon characters. In addition cartoon films can provide entertainment tailored to the age of the child. Character education must be implanted from an early age so that children can grow into good men with well behavior.

The character education focuses on the formation of human characters, which should be implemented early in the family, school, and community environment so that the children will be grown into personal character that able to understand the sublime values contained in Pancasila. In addition, it can be applied in daily life and eventually creates quality human resources, behave well and skill in doing something so bring Indonesia into a better country.

According to the above depiction of film and character education in children, the author wants to analyze of the values character education in Coco production Pixar Animation Studio and evaluate which is the film suitable for Indonesian children to be the means of forming their characters.

In general, character means character or habit that is inherent to one's self. Character is closely related to a person's behavior. If a person has good behavior, then most likely the person has a good character, likewise vice versa. Character is qualities or traits that make a person or group of people are not same with the rest, as said by Hornby (1985): "All the qualities and features that make a person, groups of people, and places different from others."

The character of one course differs, which characterizes its trademark. Etymologically, the term character derives from the Greek "Karasso" which means blueprint,

basic formatting, prints (as in fingerprints). In English the term means "to mark" (marking), i.e. marking the action or behavior of a person. Then the term is widely used in French "caratere" in the 14th century and then entered into English into "character", which eventually became the Indonesian language "character".

Character according to Depdiknas Language Center (2008) is innate, heart, soul, personality, character, behavior, personality, nature, temperament and character, meanwhile, called character is personality, behave, nature, Personality and character whereas education in a simple sense is often interpreted as a human struggle to build, his character in accordance with values in society and culture. It is further said by Poerwadarminta, character means personality, character, psychological traits, morality or morality that distinguishes a person from others. (1996:521). By terminologically, we often associate characters with temperament that gives definitions that determine the psychosocial element associated with education and environmental context. (Doni Koesoema, 2007:80). From these opinions, it can be concluded that the identical character with a good nature is inherent in one's self.

From the concepts of character appear the term of education character. In Indonesia, the term education character began to reverberate in the 2005-an. Then what is character education? According to (Ratna Megawangi, 2004:95), character education is an attempt to educate children in order to make decision wisely and practice them in daily life, so that they can give positive contribution to their environment. More detail explains that a good decision resulted from a character's education owned by a person. Meanwhile, according to Fakry Gaffar (2010:1), character education is a process of transforming life's values into one's personality, thus becoming one in the person's life behavior. So obviously, character education is not merely explaining where right and wrong, more than it imparts habits, being able to feel which is right and wrong and doing so.

Character education is an effort to educate children in order to make informed decisions wisely and apply them in daily life, resulting in a positive impact on their environment. (Ratna Megawangi, 2004:95). From the description, it is obvious that character education can participate in the life of the children's environment, where the children can have a positive impact wherever they are. Character education should be applied early in the family, school, and community environment. If character education is applied early, then the children will grow into a characteristic person who is able to understand the sublime values contained in Pancasila. In addition, it can be applied in everyday life and eventually creates quality human resources, noble and skilled in doing something so that Indonesia is heading in better direction.

Lickona cited by Daryanto and Suryatri Darmiatun (2013:64), said that there are seven

reasons why education is needed to be taught, namely:

1. It is the best way to ensure that children have a good personality in their lives.
2. It is a way to improve academic achievement.
3. Some students cannot form strong characters for themselves elsewhere.
4. Prepare students to respect the parties or others and be able to live in a diverse society.
5. It departs from the root of issues relating to social moral problems, such as immorality, dishonesty, violence, sexual activity slimming, and low learning ethos.
6. It is the best preparation to meet the behavior in the workplace.
7. Teaching cultural values is a part of the work of civilization.

Moreover, in order to strengthen the implementation of character education, the government analyzed there are 18 values developed in character education, as quoted by Syarbini (2012:25) in the Ministry Curriculum Center National education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the national spirit, love the homeland, appreciate achievements, friendly or communicative, peace, love of reading, caring environmental, social care, and responsibility. Here, the descriptions of the values the character's education are described:

1. Religious: Act and behave obediently in carrying out the religious teachings that he has adopted, be tolerant of the implementation of other religious worship, and live in harmony with the adherents of other religions.
2. Honesty: Strive to make themselves a trustworthy person in word, action, and work.
3. Tolerance: Should be able to respect the different religions, tribes, ethnicities, opinions, attitudes, and actions of others.
4. Discipline: Have an orderly attitude and obedient to various provisions and rules.
5. Hard work: Be able to overcome various learning barriers and tasks, and accomplish the task well by working hard.
6. Creative: Be able to think and do something new or innovate.
7. Independent: Have attitudes and behaviors that do not depend on others and accomplish their own tasks independently.
8. Democratic: Have a thinking mindset and acting which assesses the same level between the rights and obligations of himself and others.
9. Curiosity: Have a strong desire and encouragement to know something more deeply and more pervasive than something is learnt, seen, and heard.
10. Spirit of Nationality: Have a high thought, acting, and insightful pattern, which puts the interests of the nation and the country above the interests of its self and its group

and has self-awareness as a citizen.

11. Love of Country: How to behave by demonstrating a sense of loyalty, caring, and high appreciation of the nation's language, physical, social, cultural, economic, and political environment.
12. Rewarding achievements: Have good behaviors and actions that drive themselves to produce something that is useful to the community and recognizes and respects the results that have been achieved or the success of others.
13. Friendly or communicative: Have an attitude that expresses the feeling of happy speech easily understandable, socializing, and collaborating with others.
14. Peaceful: Be calm and peaceful in action that causes others to feel happy and safe over his presence.
15. Love Reading: Habits that are done at any time to read various types of books that provide benefits or kindness to him.
16. Environmental Care: Be care and act to prevent damage to the surrounding natural environment and develop efforts to repair natural damage or reforestation.
17. Social Care: Be, desire, a sense of attention to give help to others and communities in need.
18. Responsibility: A person's attitude and behavior to carry out his duties and obligations that he should do to himself, the community, the environment, and the state responsibly.

Based on the above-mentioned descriptions, character education is the fact of the educational purpose itself; An education that contains positive values and prioritizes the formation of child characters in addition to develop skills in the field of knowledge (cognitive) as well as skills (psychomotor).

Film is a moving image and one example of a literary work that uses audio-visual media (see – listen). In addition, film is as a mass communication which is a combination of various technologies such as photography and sound recording, art and theater literature and architecture as well as music art. As Effendi said (1986:239), film is the cultural and artistic instrument of expression. Film became a mass communication, a mixture of various kinds of technology, such as photography and sound recording, Art of Fine arts and theater of literature and architecture and music art.

Franklin J. Neil in The Consolidated Webster Encyclopedia Dictionary says: "A form of drama produced by means of photograph capacitance upon A screen to give an illusion of continuous life motion." It is explained that movies are part of photography or images, where they can move on the screen.

According to the Oxford Dictionary (2000:160) that "film/film/n I [C] cinema Picture: Movie". It is explained that the film is a picture of cinema or live image in the screen film; Be displayed by moving.

Commonly, the variation of film is related to the purposes of film maker itself. Some are aimed at entertaining, either with aesthetic motivation or not, there are also aims to provide information and foster social awareness of society. Broadly, film can be distinguished into action movies, psychodramas, comedy, music (theatrical), documentaries, and animations.

From the explanation above, it was concluded that film is a work of art and culture, which functions as one of the tools of communication in the community by using images or movements live on the screen. Film uses modern technology in its manufacturing process, resulting in a fantastic work with audiovisual that is buried in celluloid bands, video bands, or video discs. The more the technology develops, the more sophisticated energy of technology used.

The method used by the researcher is a method of qualitative descriptive approach. The data gained and then analyzed which were the data in the form of words or sayings and images in COCO film. The Data contains the values of the character education contained in the film. The Data will be analyzed to further explain the values of character education clearly and in detail, using the theory stated by Syarbini (2012:26). From the results of the analysis, hopefully that the values of character education in COCO film existed, then be studied if the film is appropriate for Indonesian children's character formation or not.

The source of the research data is COCO film, an animated film for children, produced by Pixar Animation Studio and Walt Disney in 2017. In a qualitative descriptive study, the study was the main instrument (Sugiyono, 2010:222).

The Researcher took several steps to analyze the data, namely:

1. Watched the movie COCO up to several times to get the educational values of the character contained in it
2. The Data gained was classified into the values developed in character education. The values are as stated by Syarbini (2012:26) indeed.
3. Concluded it based on the findings obtained.

FINDINGS AND DISCUSSION

After a few times watching the film, researcher found the following educational values:

Table 1. Finding and Content of character education values in Coco Film.

No.	Findings in the Film	Content of character values
1	Miguel's family celebrated his De Los Muertos (the Feast of Death in Mexico) each year. Aims to celebrate the spirits of deceased ancestors.	Religious
2	Miguel's family puts photographs of deceased family members in Ofrenda as the symbol that the surviving family sang to their deceased.	Religious
3	Miguel said, "I wasn't steal that guitar. It was my great great grandfather."	Honesty
4	Woman: "Is it too copious?" Miguel: "I think it is not too copious."	Honesty
5	Miguel said, "I wasn't there because of Hector. He was there because of me. He tried to get me home."	Honesty
6	Miguel said, "Hector is the real musician. You just murdered him and stole his songs."	Honesty
7	Miguel told the truth about Hector to Mama Imelda.	Honesty
8	Miguel's grandmother asked him to be a shining shoes. He obeyed it.	Discipline
9	Miguel helped his family by working.	Hard Work
10	Miguel's grandmother always worked hard: tried to make shoes, candies, and fireworks.	Hard Work
11	Miguel said, "No more hide, Dante. I've got to seize my moment."	Hard Work
12	Miguel said, "Can I borrow your guitar?" He tried to get a guitar in order to join the contest.	Hard Work
13	"I need your guitar just for a little bit." Said Miguel to a man.	Hard Work
14	Miguel said, "I wanna be a musician. I need a musician's blessing. We've got to meet my great-great grandfather."	Hard Work
15	Miguel said, "I need to get my great-great grandpa's blessing. Do you know where can I get a guitar?"	Hard Work
16	Hector tried to borrow a guitar from Chic for Miguel. Then, Hector sang a song for Chicchoroon.	Hard Work
17	Miguel said, "I need to do this. If I cant't play full	

	one song, how can I call myself a musician?"	Hard Work
18	Miguel tried hard to talk and entertained his Mama Coco who was senile.	Hard Work
19	Miguel fixes the old guitar that was not worn in his home.	Creative
20	Miguel starts strumming the guitar with his fingers by following gay Ernesto de La Cruz in his tivi.	Creative
21	Hector renders Miguel's face by drawing Miguel's face resembling a skull.	Hard Work
22	Miguel walked as a skeleton	Creative
23	Miguel said, "You can use some music, oh what about 'tun tun tun tun? And add 'da la la-dalala-dalala-dalala'?"	Creative
24	Miguel attempts to be able to enter the festival of De La Cruz by going into the trumpet band that wins the race.	Creative
25	Miguel stands on the balcony and plays his guitar while singing. The goal was to draw the attention of Ernesto de La Cruz amid the festivities.	Creative
26	Miguel said,"I might know the way."	Creative
27	Miguel got an idea to sing a song "Remember Me" in front of Mama Coco. He tried hard to make her remember to her dad, Hector.	Creative
28	Miguel said that if Hector couldn't help him, so Miguel could do it alone.	Indepen Dent
29	Miguel said, "What's about tonight?"	Curiosity
30	Miguel said, "I was just..."	Curiosity
31	"My great-great grandfather, what am I supposed to do?"	Curiosity
32	Miguel said, "What happen if that sunrise?"	Curiosity
33	Hector: I'll get you there. Miguel: How?	Curiosity
34	"Wait. What happened? Where does he go? Miguel said to Hector.	Curiosity
35	"No gracias", Miguel said it his grandmother.	Love the Country
36	Miguel said,"Hola".	Love the Country
37	Miguel sang a song alone at Plaza de La Cruz contest with Mexican language.	Love the Country
38	Miguel called Ernesto "Senor".	Love the Country
39	"Hi, you are looking good. I'm proud of you."	Appreciate Achieve Ment
40	Miguel said to Mama Coco and gave a cake to her.	Friendly/

		Communi Cative
41	Miguel said,"Mama Coco has trouble to remember everything, but it's good to talk her anyway. So, I tell her very much everything."	Friendly/ Communi Cative
42	Miguel continues to entertain Mama Coco.	Friendly/ Communi Cative
43	"I can help you. You can help me."	Friendly/ Communi Cative
44	Hector: I am Hector. Miguel: That's nice to meet you.	Friendly/ Communi Cative
45	Papa Julio said happily,"Miguel, you are here? You can see us?"	Peaceful
46	Papa Julio said, "Come on, Miguel. It's okay."	Peaceful
47	Miguel felt comfortably when he performed on the stage.	Peaceful
48	Migueld's Dad, "You have a family to guide you."	Social Care
49	Mama Imelda said, "Let me help you."	Social Care
50	Hector gave some advices to Miguel when he wanted to perform at Plaza de La Cruz.	Social Care
51	Ernesto helps Miguel who falls into the pool. He is melting himself into the pool.	Social Care
52	Imelda releases Miguel and Hector in a very deep hole.	Social Care
53	"I need to find de la Cruz to get Hector's photo back.	Social Care
54	The Miguel's family in the World of Death collaborated to take the photograph of Hector in the hands of Ernesto.	Social Care
55	Miguel's parents worked to fulfill the family's needs.	Responsibi Lity
56	Father said,"Where are you, Miguel? Come home."	Responsibi Lity
57	"No, I can't leave you. I've promised to put your photo up. I promised to get seeing Coco." Miguel said to Hector.	Responsibi Lity

From the results of the research, researcher found 57 data containing characters education in the COCO film. In the following, researcher will analyze more details of each of the character education values found:

1. Religious

Data on number 1 and 2. In this data there is a religious attitude that is demonstrated from the Miguel family. Starting from ancestors to surviving posterity. Miguel's grandmother and parents taught Miguel to pray and take care of ancestral photographs at the Ofrenda table and celebrate him de Los Muertos (Feast of Death in Mexico).

2. Honesty

Data on number 3, 4, 5, 6, and 7. The value of honesty in Coco's film is reflected by Miguel's words that tell how he tells the true circumstances of his desire to become a musician. He delivered it throughout his family members. In addition, he also conveyed the real thing about the existence of Hector to the Mama Imelda. The Mama Imelda, who is considered wrong all about Hector, is finally resolved thanks to the true things that Miguel has presented.

3. Discipline

One of the disciplinary values is the adherence to the prevailing rules and regulations. Miguel was obedient to his family when he was asked to work as a shoemaker. It was already a characteristic of his family. Although Miguel had ambitions to become a musician, he attempted to obey his parents and grandmother. The disciplinary value is on number 8.

4. Hard Work

Data on Number 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18. The Miguel family was a hard worker. They worked together to live hard work. He tried hard to be a musician like his grandparent. It can be seen when he tried to borrow guitar in order to contest and met Ernesto de La Cruz, his idol. In the end, he was able to meet Ernesto and also met his grandparent, Hector, the real musician.

5. Creative

Data on number 19, 20, 21, 22, 23, 24, 25, 26, and 27. The creative value means doing something to produce new work from something that existed before. It needs innovation and creative thinking of course. Miguel had the idea of fixing his old guitar to be used again. He tried and thought creatively to meet Ernesto de La Cruz by singing over the balcony and breaking down a lot of crowds. It was successful. He was also assisted by

Hector in order to enter the world community of deaths. His face in the makeup resembled a skull and his path resembled the dead body. Miguel as a child had a good creative power.

6. Independent

The independent value of the film is on number 28. Miguel and Hector who met in the world of death had plans and interests of each other. Here, Miguel was determined to complete his own mission, when he wanted to meet Ernesto. Although Hector was not willing to help him, he still did. Doing something by himself without others is an independent attitude.

7. Curiosity

Data on number 29, 30, 31, 32, 33, and 34. Miguel was eager to know who are photographed in his family frame. The photograph was thought to have been his grandparent, a famous musician. Miguel was named Ernesto de La Cruz in his own grandfather. It turned out to be wrong, Hector was his true grandfather. In his journey of finding out the truth, he was assisted by the spirits of his deceased family, by the way he was in the world of death. He also had a way to return Hector's photos to Ofrenda and succeed.

8. Love the Country

The players or characters in the film spoke English, but there are a few words that use the language of Mexico. Like Hola, Gracias, Senor, and songs performed. It showed that they did not forget the language of the mother and love it as well. Data contained in numbers 35, 36, 37, and 38.

9. Appreciate Achievement

The value is presented in data number 39. When Miguel appeared in the show De la Cruz, he was praised for his performances by Hector. Value of achievement means that it contains an element of recognizing and appreciating one's achievement.

10. Friendly/Communicative

Data on number 40, 41, 42, 43, and 44. In this film there is a passage that shows a friendly or communicative attitude. It was evident when Miguel spoke to Mama Coco who had been senile and comforted him. In addition, when Hector and Miguel first met, they both spoke intimately and helped each other.

11. Peaceful

Data on number 45, 46, and 47. The main cast of the film was Miguel, the little boy who was a peaceful love. People who got along and closed him feel happy for his presence. Miguel's family was very happy when he returned home. At that time he disappeared and was in the world of death. Similarly, the spirit of the Migue's family was very pleased when he returned.

12. Social Care Value

There are data on number 48, 49, 50, 51, 52, 53, and 54. Social care means having a helpful attitude or giving help to others who need it. These attitudes exist in several characters, such as Miguel, Miguel's father, Mama Imelda, Hector, and Ernesto. Ernesto, for example, helping Miguel who was splashed into the pool. Though Ernesto was not his true grandfather.

13. Responsibility

Data on number 55, 56 and 57. The responsible attitude can be seen from the father's figure. Miguel's father sought the existence of Miguel who disappeared several days. As a father, he was responsible for the safety of his underage son. Miguel disappeared suddenly for wanting to pursue his dreams and enter the world of death. His father felt anxious about his son. Also, as a father, he fulfilled the needs of his family by working as a shoemaker.

CONCLUSION

After conducting the analysis of the grouped data, there were 13 grades of character education in the COCO film. Those 13 such values as described above, relating to 18 grades of character education written in the details of the Curriculum of National Education. The findings of the data (57 data) will be described in the form of a percentage, as follows:

Religious (2 findings = 3.5%), Honesty (5 findings = 8.8%), Discipline (1 finding = 1.8%), Hard Work (10 findings = 17.5%), Creative (8 findings = 14%), Independent (1 finding = 1.8%), Curiosity (6 findings = 10.5%), Love the Country (4 findings = 7%), Appreciating Achievement (1 finding = 1.8%), Friendly/Communicative (5 findings = 8.8%), Peaceful (3 findings = 5.3%), Social Care (7 findings = 12.2%), and Responsibility (3 findings = 5.3%). There are 5 values of character education referred to in the national

education curriculum, not evident in the film *Coco*. However, the finding data of the character education value found is a whole unit that has been analyzed completely.

After performing a series of processes to analyze the value of the characters contained in the movie *Coco*, it can be concluded that the film contains 13 types of character education values from a total of 18 of the quotations in the Education Curriculum developed by education in Indonesia. The 57 findings have been carefully analyzed and produced figures in the form of a percentage. Based on the existing percentage, it is evident that the value of hard work is the highest of all. It shows that the main character in the film is Miguel who likes to work hard in achieving his dream or the things he worked on to succeed later. The value of this character must be implanted in children. In addition to hard work, the percentage of creative value is under the value of hard work. Indonesian children are expected to have a high level of imagination and creative power, in order to produce new works or to cultivate something new again. Hard work and creative going hand

The character values found in the film are the implications of the value of Indonesian children's character. Value of religious, honest, discipline, hard work, creative, independent, curios, love of homeland, appreciating achievement, friendly/communicative, peaceful love, social care, and responsibility are positive values. It can be concluded that *COCO* film, Pixar Animation production, contains a sublime educational character value that is well-suited for implanted in children early on. To embed the educational value of one of the characters by watching *Coco* movie, where can educate the child while watching. Don't miss out on choosing the right movie for children. Parents and teachers should accompany the children while they are watching. Choosing the right film will give you a fun spectacle and educate them too. Eventually, researcher appealed to the children to watch *COCO* film, as it contains the value of characters education that could be implanted and applied in everyday life.

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