

CHARACTER EDUCATION VALUES IN THE FILM “NAGA NAGA NAGA” BY DEDDY MIZWAR

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Abstract

This study aims to describe the values of character education in the film *Naga Naga Naga* by Deddy Mizwar and describe the implications of learning the values of character education in the film *Naga Naga Naga* by Deddy Mizwar. The research employed a descriptive qualitative method. The results of the study showed seventeen of the eighteen values of character education put forward by Zubaedi in his book, namely: (a) religious values (8 data points), (b) tolerance values (3 data points), (c) honesty values (12 data points), (d) discipline values (1 data point), (e) hard work values (1 data point), (f) independence values (2 data points), (g) creativity values (2 data points), (h) curiosity values (4 data points), (i) democratic values (4 data points), (j) love of the homeland (4 data points), (k) national spirit values (1 data point), (l) friendly/communicative values (5 data points), (m) appreciation of achievement values (5 data points), (n) peace-loving values (2 data points), (o) love of reading values (1 data point), (p) social care values (5 data points), and (q) responsibility values (11 data points).

Keywords: Character Education Values, *Naga Naga Naga* Film, Implications, Indonesian Language Learning

1. INTRODUCTION

Education is a cultural process that must be carried out to improve human dignity. This process takes place from birth to death. As stated by Suwarno (in Nurhuda, 2022), education is a continuous process of self-development that can occur anytime and anywhere, ultimately bringing happiness and safety to individuals and society.

Similarly, Sujana (in Raming et al., 2024) emphasizes that education is an ongoing process aimed at producing quality individuals who are ready to face the future. However, the character of today's young generation is increasingly concerning, with many deviant behaviors reflecting a decline in positive character in education (Malik Iskandar & Kasim, n.d.-a).

Various phenomena, such as student conflicts and promiscuity, indicate that the young generation is losing good character, which could endanger the nation's future. Therefore, character building should start from an early age through daily habits. *Character* education is crucial to guide the younger generation in developing positive values. These values form the emotional dimension that shapes a complete personality (Komalasari & Saripudin in Juliarti et al., 2022). Character education is a process focusing on developing character values so that students internalize and implement them in everyday life (Gunawan, 2012).

The school environment is the ideal place for character education, serving as a space to develop character through the learning process. One effective medium is film, which can capture students' attention and enrich thinking skills (Pujawati et al., n.d.). Films that contain character education values can be used to achieve educational goals (Handika & Septia Dewi Briginting, n.d.).

The film *Naga Naga Naga* by Deddy Mizwar, a sequel to a previous film, tells the story of the challenges faced by the Bonaga family in raising their child, Monaga. The film conveys deep messages about life and family, making it relevant as a learning medium for character building in senior high school students.

Based on this background, this study aims to explore the character education values in the film *Naga Naga Naga* and their implications for Indonesian language learning in senior high schools. The study will describe these values and describe the learning implications of character education values in the film *Naga Naga Naga* by Deddy Mizwar.

2. METHODOLOGY

The approach used in this research is a qualitative approach. Qualitative research focuses more on scientific data, which is examined according to the context or situation in which the data is located. In short, this research cannot use quantitative methods. In this case, it describes the educational values of the characters in the dialogue excerpts used by the characters in the film *Naga Naga Naga*.

This study employed the listening and note-taking techniques. The listening technique involved the researcher carefully and attentively observing the film, followed by noting various findings that contained character education values, which were then classified.

According to Sudaryanto (in Muhammad, 2011:222), data analysis is the researcher's direct effort to address the problems present in the data. This study adopted a descriptive qualitative data analysis technique, which essentially entails discussing the conceptual aspects of the research problem. In practice, the data were analyzed by reviewing and interpreting excerpts that carried meaning. The data were drawn from fragments of sentences, conversations, and paragraphs in the film *Naga Naga Naga* that were related to character education values. Each excerpt was analyzed using a qualitative approach and subsequently explained in descriptive form.

3. RESULTS

According to Zubaedi's (2011) theory, there are 18 character education values. However, based on the findings of this study on the film *Naga Naga Naga* by Deddy Mizwar Basri, 17 character education values were identified, as presented in the table below.

Table 1. Percentage of data

No	Character Education Value	Data Count	Percentage
1	Religious	8	11.11%
2	Tolerance	3	4.16%
3	Honesty	12	16.66%
4	Discipline	1	1.38%
5	Hard work	1	1.38%
6	Independence	2	2.77%
7	Creative	3	4.16%
8	Curiosity	4	5.55%
9	Democratic	4	5.55%
10	Love of the homeland	4	5.55%
11	National spirit	1	1.38%
12	Friendly/communicative	5	6.94%
13	Appreciating achievement	5	6.94%
14	Peace-loving	2	2.77%
15	Love of reading	1	1.38%
16	Environmental care	–	–
17	Social care	5	6.94%
18	Responsibility	11	15.27%
Total		72	100%

Based on the conducted research, a total of 72 instances of character education values were identified in the film *Naga Naga Naga* by Deddy Mizwar. According to Zubaedi's theory, one value environmental care was absent from the film. This absence is due to the fact that environmental care was only depicted through actions or scenes, rather than explicitly conveyed in dialogue.

In *Naga Naga Naga*, there are 17 character education values that play an important role in shaping students' attitudes, behavior, and morals. Instilling these values from an early age is essential for building a high-quality young generation. In Indonesian language learning at the senior high school level, films can serve as an engaging medium. The implications of the research results for Indonesian language learning in high school, particularly for Grade 10 students in Phase E, are in line with the learning achievement elements in understanding constructive criticism, reading skills, listening skills, and writing skills. The material relevant to this research is hikayat texts. Hikayat texts contain hikayat values presented through stories, tales, fairy tales, and history. Like films, films can incorporate

character values within their storylines. Therefore, this research is relevant to hikayat texts and CP because it helps students read and understand character values, so that these values can be applied in their lives.

Therefore, this study is expected to help students recognize character education values and adopt them as guidelines in daily life, while also enhancing the quality of the learning process and educational outcomes.

CONCLUSIONS

Based on the research conducted on the film *Naga Naga Naga* by Deddy Mizwar, this study identified 72 data points representing sixteen character education values. Referring to Zubaedi's (2011) theory, seventeen values were found, though only sixteen were used as references. The identified values include religious (8), tolerance (3), honesty (12), discipline (1), hard work (1), independence (2), creative (2), curiosity (4), democratic (4), love of the homeland (4), national spirit (1), friendly/communicative (5), appreciating achievement (5), peace-loving (2), love of reading (1), social care (5), and responsibility (11).

This study shows that the film *Naga Naga Naga* is effective as a medium for instilling character education values, which are essential in shaping a quality young generation.

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