

STRENGTHENING OF CHARACTER VALUES IN THE MERDEKA BELAJAR ERA BY SHORT FILM *JAGAT RAYA 2* (2023)

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ABSTRACT

This study was inspired by the declining use of character education principles, particularly among adolescents, which has a negative impact on the standard of instruction in the post-Merdeka Belajar (freedom to learn) era. It is hoped that this character education will be delivered through film media as the primary purpose of the Merdeka Belajar program and result in high-quality education. The issues in this study focus on how to teach pupils moral principles and the fundamental ideas of implementing Merdeka Belajar, which integrates information based on actual experience. In this study, *Jagat Raya 2* (2023), a short film produced by the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia, which is used as an alternative educational system, is used to illustrate the significance of character values in the Merdeka Belajar era. Researchers employ a type of qualitative methodology. The methods of data research employed include documentation, analysis, and literature review methods. According to the study's findings, the short video *Jagat Raya 2*, which was produced by the Ministry of Education and Culture in 2023, contains seven different types of character values, including honesty, responsibility, intelligence, keeping one's surroundings neat and tidy, caring, creativity, and cooperation. In the Merdeka Belajar era, character development through short films gives students the opportunity to decide how they feel about their own decisions, while teachers can differentiate instruction and create stimuli that will encourage students to develop their human capital.

Keywords: *Character Values, Short Films, Merdeka Belajar*

ABSTRAK

*Penelitian ini dilatarbelakangi oleh lunturnya penerapan nilai-nilai pendidikan karakter terutama usia remaja yang secara tidak langsung berpengaruh terhadap mutu pendidikan di era Merdeka Belajar. Melalui media film diharapkan pendidikan karakter ini dapat diimplementasikan sebagai tujuan program Merdeka Belajar dan menciptakan pendidikan yang bermutu. Permasalahan penelitian ini menekankan bagaimana menanamkan nilai karakter pada siswa dan memahami konsep dasar penerapan Merdeka Belajar yang berbasis masalah, berintergrasi pengetahuan yang berdasarkan pengalaman nyata. Tujuan dari penelitian ini yaitu mengkaji dan menganalisis nilai-nilai karakter yang ditampilkan dalam film pendek *Jagat Raya 2* yang dibuat oleh Kemdikbudristek RI yang merupakan produk di era Merdeka Belajar dan dijadikan sebagai alternatif sistem edukasi. Metode yang peneliti gunakan berupa metode kualitatif. Adapun teknik penelitian data yang digunakan adalah teknik dokumentasi, teknik analisis, dan teknik studi pustaka. Hasil penelitian ini menunjukkan nilai karakter dalam film pendek *Jagat Raya 2* produksi Kemdikbudristek tahun 2023 terdapat tujuh aspek nilai karakter yaitu: jujur, tanggung jawab, cerdas, sehat dan bersih, peduli, kreatif, dan gotong royong. Penguatan karakter melalui film pendek di era Merdeka Belajar memberikan ruang kepada peserta didik untuk menentukan sikap terhadap pilihan sendiri sedangkan guru dapat memberikan pembelajaran berdiferensiasi sekaligus memberikan stimulus yang dapat menggerakkan siswa dalam membangun sumber daya manusia.*

Kata Kunci : *Nilai Karakter, Film Pendek, Merdeka Belajar*

INTRODUCTION

Thanks to the government's Ministry of Education, Culture, Research and Technology's unwavering focus, the Indonesian educational system has significantly improved. In order to raise the bar for educational quality in Indonesia, the Minister of Education and Culture of the Republic of Indonesia gave the Merdeka Belajar (freedom to learn) program's implementation of the Improved Character Education policy top priority. Presidential Regulation No. 87 of 2017 concerning "Strengthening Character Education" is an operationalization of article 3 of Presidential Decree No. 87 of 2017 which outlines the guidelines and objectives of character education policies for the Indonesian state. With these guidelines the Ministry of Education and Human Resources, we can implement character education as a fundamental principle of the Indonesian educational system in fostering the nation's human resources.

Everyone has the chance to be creative because to the "Kebebasan Belajar (Freedom of Learning)" policy. In the idea of self-learning, both intellectual independence and statistics stand out as a yardstick for evaluating and distilling learning. Nadiem Anwar Makariem emphasized that educators must first show a commitment to student autonomy over instructional decisions in his speech celebrating teachers on National Teacher's Day. The era of independent learning is one in which teachers and students are free to pursue their own educational objectives without being constrained by outside forces (Izza et al., 2020)

Teachers, who serve as learning facilitators, are free to interpret and communicate the curriculum to their students; if they are proficient in the subject, they will be better able to modify the lesson as needed (Bahar & Herli, Sundi, 2020). Teachers are expected to develop their abilities to generate exciting, inspiring, and purposeful pedagogical experiences for their students through self-directed learning. The transformation of knowledge is now presented to students in Indonesian education in ways other than face-to-face interactions. The inclusion of technological components as learning supplements in educational units is one concrete example of how dynamics will continue to affect both current and future education.

Of course, adaptable and useful knowledge is needed for the learning process in order to implement Freedom of Learning. Moving past the issue, there are numerous practices that take place in the classroom during the educational process. Teachers continue to place a high priority on completing the curriculum and engaging in other forms of educational administration. As a result, they frequently overlook understanding, meaningful education, character, and the potential of each student, which ultimately results in degradation and a decline in values. the

character of adolescent students in educational practice. Even though character education is the cornerstone of developing quality human resources, it is deemed necessary to emphasize the urgency of doing so at a young age in order to move past these issues.

Film, a component of technology that is seen as practical, will be an addition to learning materials that can draw students' attention and impart Indonesian character values. Without the use of coercion or extensive indoctrination, the foundations for enhancing character qualities such as religion, love of one's motherland, honesty, responsibility, and readiness to sacrifice will undoubtedly be more readily assimilated by students. Watching through character films is easily accepted by youngsters at school age.

According to Law No. 68 of 1992, which defines it as a visual-audience audience communication medium created by diversifying cinematography and then recording it to celluloid tape, video discs, or other technological devices, film is defined as a work of art and culture. discover materials in any form, dimension, or medium. with or without sound, using mechanical, electronic, or other projection techniques. Short movies, which are frequently under twenty minutes long, have a distinct narrative emphasis and effectively deliver their message. The events in the life of the main character or subject are frequently used to illustrate film themes. (Haq, 2019) states that short films are not stupid long narrative versions or simply training tools. Instead of being easier or less significant than feature-length films, short films have their own distinctive characteristics. Short films, strictly speaking, are films that last less than 50 minutes. Short films can take many different shapes since both the filmmaker and the spectator have creative power over the narrative's organization. The length of a short film is irrelevant as long as the concept presented and the media used are strong.

Making a movie is undoubtedly difficult, especially if school-aged children are the intended audience and the film's main objective is to convey knowledge about curriculum and education. The Directorate of Education must comply with and approve a number of requirements. It starts with equating views on Merdeka Belajar and its implementation in educational units. The following details the procedure for creating the storytelling that will be used in the movie. The Governance Sector, Directorate of High Schools, Ministry of Education and Culture of the Republic of Indonesia produces short films with the specific aim of disseminating information that is useful, pertinent, and simple to understand for the target audience, in this case, all parties involved in high school education units. Finding the best

answer to issues in their educational unit can be accomplished by all parties involved in education cooperating.

Although film is sometimes commended for its aesthetic value as a kind of educational media, this is only part of the picture (Uricchio, 2014) . Children can draw inspiration from movies by seeing the traits of the imaginary heroes they witness (Karkono, 2009). In order to promote character education, the Indonesian Ministry of Education and Culture has developed a program called Merdeka Belajar, which is intended to incorporate both students and community members.

Jagat Raya 2 (Sofyansyah, 2023) is the title of the short film that will be discussed in this study. It is the fourth production of the Governance Sector, Directorate of High Schools, Ministry of Education and Culture of the Republic of Indonesia, with assistance from the Asia Zoom Production House, South Jakarta. In creating and compiling Project Based Learning in the application of Independent Learning, this movie portrays the roles of teachers and students. The *Jagat Raya 2* film urges students to actively promote learning by implementing the principle of Merdeka Belajar in High School and supports the teacher's role as a facilitator. In this movie, a teacher is portrayed as someone who, by getting to know his students better, can better mentor them by the ideals and ideas of Ki Hajar Dewantara.

The character values in the 2023 short video produced by the Indonesian Ministry of Education and Culture were chosen by the researcher because they are seen to have considerable educational value and are particularly pertinent to the field application of Merdeka Belajar. Additionally, there are currently few teaching resources in the form of short films with character values and the contemporary character of teenagers, particularly among students. Based on the foregoing, the issue raised in this study is how to instill character values in students and help them comprehend the fundamental idea of implementing Merdeka Belajar, which is problem-based and integrates knowledge based on real experience in the era of Freedom Learning in 2023 through the short film *Jagat Raya 2*.

This study tries to define and analyze the character values presented in the short film *Jagat Raya 2*, a work from the Merdeka Belajar era, produced by the Ministry of Education and Culture of the Republic of Indonesia. Whereas it is anticipated that Merdeka Belajar will enable a paradigm shift away from the old paradigm and toward a new paradigm, namely the application of a more comprehensive heterogeneous approach to motivate students toward

producing superior human resources. The following exemplifies the research's analytical framework.

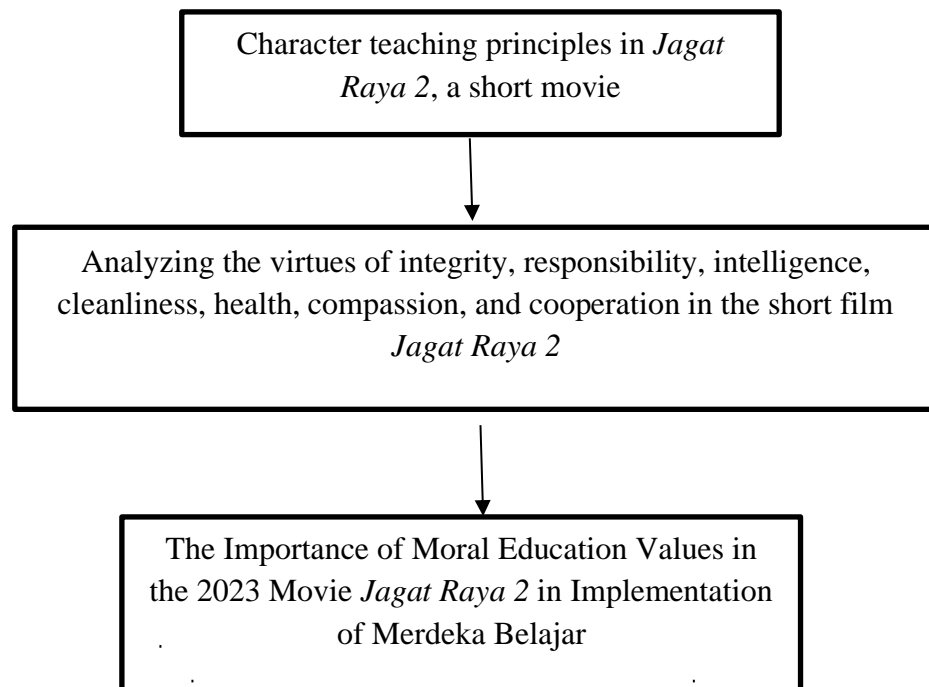


Figure 1. Research Analysis Framework

According to documents from the Ministry of National Education (Kemdikbud, 2019), Indonesian schools are mandated to instill 18 core values in students, including (1) religion; (2) honesty; (3) tolerance; (4) curiosity; (5) creativity; (6) hard work; (7) independence; (8) democracy; (9) discipline; (10) national spirit; (11) love for the motherland; (12) appreciation for achievement; (13) communication; (14) love peace; (15) desire for reading; and (16) concern for others. Meanwhile, (Samani & Hariyanto, 2013) defined honesty, responsibility, intelligence, physical health, social duty, uniqueness, and teamwork as the seven pillars of character. The short video *Jagat Raya 2* encourages the growth of the following key values: integrity, accountability, compassion, intelligence, innovation, teamwork, and concern for the environment. It is based on the aforementioned philosophy. According to the theory's justification, this study will focus on the Samani and Hariyanto character values.

Implementing a character education program requires a lengthy procedure, depending on the (Manullang, 2013). Before their newly discovered virtue can be evident in their behaviors,

students must first alter the way they believe in the value of character development. These new views must then be put into practice through acculturation. Character development is more crucial and fundamental than ever before because of the growing transition towards globalization, which is calling into question many of the nation's successor's activities. Alarming rates of national identity loss are occurring. Because it is a component of national identity, it is crucial to establish this character attribute from an early age (Mustika, 2013). The necessity of putting these character traits into practice is crucial in education; it is anticipated that doing so will prevent regress and a drop in educational quality.

The effectiveness of employing short film media to impart moral concepts was examined in a study by (Nugrahani dkk., 2019), titled “*Pengembangan Model Pendidikan Melalui Gerakan Literasi Sekolah Berbasis Film* (Development of an Educational Model Through the Film-Based School Literacy Movement)”. This study's primary goal is to offer a framework for character education that makes use of the growing trend of employing movies in the classroom (School Literacy Movement).

The results of the study demonstrate that the character education model developed here can be converted into a film-based School Literacy Movement curricular guide that is suitable, pertinent, successful, and used to raise the standard of character education in educational units. This study will examine character education in relation to the spread of the Merdeka Belajar policy, whereas the prior study concentrated on the film itself or its relationship to the School Literacy Movement.

Additionally, an analysis of character traits in the first short film from the Ministry of Education and Culture, *Jagat Raya* (2020), was done (Jerry, 2022). The distinctive feature of this study is how the film characters' reflections on the educational system and its advocates for education can be a source of learning. All of the study's findings make an effort to illustrate how education should be reflected in the social institutions of today. The narrative of the short film *Jagat Raya 2* is distinct from that of the original production, which focused more on instilling the actual Merdeka Belajar. In today's schools or educational institutions, there is a lot of freedom for experimentation, autonomous study, and creative teaching and learning. The purpose of making this movie is to use project-based learning to promote innovation and creativity in all classrooms across the nation.

METHOD

In this study, we examine movies to comprehend the phenomenon better. Any study that seeks to address urgent issues and discover solutions to urgent questions must use a research technique. Designing appropriate research methods in advance is useful for ensuring that research is carried out as intended. Research methodology, is a methodical approach to gathering and analyzing data to achieve predetermined aims (Sugiono, 2022). The four pillars that need to be taken into account are the scientific method, data, aims, and applications. Scientists follow the scientific method when conducting research, which calls for them to be unbiased, logical, and rigorous in their approach.

For the research to yield trustworthy results, the approach must be accurate. So, for this study, a qualitative approach will be used. This research technique will be used to examine the information from the 2023 short film *Jagat Raya 2* produced by the Indonesian Ministry of Education and Culture. In keeping with (Sugiono, 2022), the postpositivist philosophy is the foundation of the qualitative research approach, which is used in studies of circumstances of natural objects. This kind of qualitative study uses a methodology—a process for gathering data—to provide descriptive information, such as verbatim or written words from an observer of activity. This technique aids in the analysis of data from short films that serve as the data source. Data gathering approaches are combined, data processing is inductive or qualitative in nature, and research conclusions place more emphasis on meaning than generalization when researchers are involved as major instruments.

The implementation of this study will involve methods for gathering data, processing the data, and deriving findings. The methods for gathering data that will be employed are those for documentation, analysis, and literature review. Researchers use the documentation technique to gather data by writing down the exchanges between performers in short films that pertain to the character values in such films. The analysis method used involves gathering information in the form of speech or the behaviors of the players in the short film that are pertinent to the subject under study. The picture, textual, and electronic material used for the literature study are thought to support the research.

The process of choosing the key points, concentrating emphasis on the process of simplifying data, abstracting, and validating to conclude are some of the data processing strategies used in this study. The Ministry of Education and Culture of the Republic of Indonesia in 2023 is the primary data source for this study, which also incorporates secondary sources from the short film *Jagat Raya 2*. The researcher examines and explains how the short film

Jagat Raya 2 elevates character characteristics and their importance to Merdeka Belajar using the description and theory presented above.

RESULT AND DISCUSSION

Result

The narrative of a high school that was tasked with organizing PjBL (Project Based Learning) with the sub-subject of environmental preservation and the idea of an environmentally friendly sustainable lifestyle is told in the movie *Jagat Raya 2*. This project was carried out in groups that worked jointly under the direction of Mr. Sofyan, Mrs. Gea, and Mr. Imron. The group led by Mr. Sofyan, consisting of Sandi, Intan, Gratitude, and Adam, uses Merdeka Belajar to complete the Project Based Learning wrapped in a simple drama that demonstrates concrete action and is easily understood by other students. Students display project strategies with their characteristics, such as one-way presentations and presentations.

The Ministry of Education and Culture's short film Indonesia *Jagat Raya 2* in 2023 was examined using Samani and Hariyanto's theory of character qualities (Samani & Hariyanto, 2013). The seven pillars of character are integrity, accountability, prudence, intellect, good hygiene and grooming, compassion, originality, and cooperation.

Honesty Character Value

The actors in the movie are dependable and never sugarcoat the truth, reflecting the film's straightforward tone. Integrity is a desirable quality since it displays moral virtue. A person's basic values are demonstrated when they decide to be open and honest about their feelings, beliefs, and behavior. The following line is from the short film *Jagat Raya 2*'s cast, which highlights the importance of having an honest persona.

Mrs Gea : “*Anak-anak bagaimana hasil diskusi kalian? Sudah ada kesimpulan? (Students, how did your talk turn out? Have you made a decision yet?)*”

Sandi : “*Belum ada, Bu (Not yet, ma'am)*”

Mrs Gea : “*Kok Lambat banget sih? Yang lain sudah menyiapkan presentasi (Why is it moving so slowly? Presentations have already been produced by others)*”

Sandi : “*Maaf ya Bu, tetapi kata Pak Sofyan jangan terburu-buru, karena takutnya kita tidak memahami esensi dari masalahnya yang ada hanya menjadi teori saja (I apologize, ma'am, but Mr. Sofyan asked not to rush,*

for fear that we may not comprehend the essence of the problem, which is simply a theory)”

The dialogue from Mrs. Gea is seen by Sandi, Adam, Intan, and Syukur in the short film. Mrs. Gea, who was truthful in her admission that they had not finished the outcomes of their discussion over Project Based Learning, was apologized to by Sandi on behalf of his group. A person may always be believed because of the unity of their knowledge, statements, and attitudes, which reflects the character value of honesty.

Responsibility Character Value

Actors in movies exhibit responsibility by acting by their moral obligations. Everyone must bear the responsibility of accountability, which is a quality that exists in all people. Naturally, the other party had to stand up and take responsibility if one party refused to. Suhadi (2018: 201) asserts that responsibility is the conduct of a person who makes a genuine effort to finish his tasks and labor. In this movie, the subjects or issues that the characters must deal with and learn about are themselves and others. Mr. Sofyan trusts his students to study and investigate concepts that each student experiences since they gain learning experience by going through the conflict firsthand.

The conversation from the short film *Jagat Raya 2*'s cast, which highlights the need of having a responsible attitude, is as follows. where Adam, Sandi, Intan, Syukur, and Mr. Sofyan spoke with them about the projects they had successfully finished on schedule.

Mr Sofyan : “*Ini sebenarnya konsep kalian itu kayak gimana? Jelaskan kepada Bapak* (Is this really how your idea is presented? Describe the idea to me)”

Sandi : “*Konsepnya ini Pak, seperti kita bikin drama, teater kayak gitu, Pak. Lalu kita akan membahas Syukur yang menjadi pohon (syukur memeragakan menjadi pohon), dia (sambil menunjuk Adam) menjadi tukang kapak. Kalau yang satu lagi (menunjuk Intan) Gak tau jadi apa (sambil semua tertawa)* (Sir, it's like we're doing a drama, theater. Then we will talk about Adam who became an axe maker and gratitude who became a tree (demonstrating gratitude to be a tree). If the second one (Intan is pointed out), I'm not sure what that will be. (While everyone laughs)”

Intan: “*Lagian jelas-jelas Sandi yang nyuruh saya buat koreografi* (It's also obvious that Sandi asked me to create the choreography)”

Mr Sofyan : “*Ya sudah, sekarang kalian mainkan Bapak mau melihat* (Okay, now that you guys want to play, I want to watch)”

(everyone is making preparations to present the project in front of Mr. Sofyan)



Figure 2 Pak Sofyan Motivates Students to Finish Group Projects
(source: Youtube *Jagat Raya 2*)

Students' attitudes and behaviors should reflect a sense of responsibility, including a willingness to carry out obligations and duties in the proper manner. evidenced by students' attitudes, which include careful project preparation without regard for deadlines. Sandi and his buddies planned the project diligently and well-coordinated even if Mrs. Gea and Mr. Imran thought it was slow, ensuring that the project was effectively completed.

Smart Character Value

Rigor, correctness, speed, and an insatiable thirst for learning are valuable traits in an intellectual person. To be clever, one must think carefully and precisely, behave logically, be intensely curious, communicate persuasively and effectively, get along with people, uphold truth and virtue, and have a love for God and the environment, among other qualities. When choosing the sub-themes for the Project Based Learning exercises, the cast of the short film *Jagat Raya 2* spoke the following.

- Mr Sofyan :”Oke, teman-teman kita mulai dari mana nih ?”
(Pak Sofyan sambil berkeliling kelas menanti siswa yang dapat memberikan ide untuk subtema PBP, tiba-tiba Intan mengacungkan tangan) (Okay, where do we start from?” (Pak Sofyan while walking around the class waiting for students who can give ideas for the Project Based Learning sub-theme, suddenly Intan raises her hand)
- Intan : “Pak, Saya Pak bagaimana jika Gaya Hidup Sehat?

- (Pak Imran mengkritik jawaban Intan sambil berbicara kepada Bu Gea yang dianggap ide Intan seperti ide anak SD) ("Sir, how about a healthy lifestyle?" (Mr. Imran criticized Intan's answer while talking to Mrs. Gea who considered Intan's idea to be like that of an elementary school child)
- Mr Sofyan : "hmmm bagus itu, ada yang lain? (HmMMM that's good, is there anything else?"
- Another student : "Energi ramah lingkungan (Environmentally friendly energy)."
- Mr Sofyan : "Nah...bagus itu! Ada yang lain? (Well... that's good! Any other?"
- Sandi : "Pak...kayanya pelestarian lingkungan sih Pak, sudah oke. Karena lebih masuk akal sub temanya. Bagaimana Pak? (Sir...it's like environmental preservation, Sir, it's okay. Because the sub theme makes more sense. What do you think sir?)
- Mr Sofyan : "Ide bagus, tapi bagaimana yang lainnya? Setuju? (Seluruh siswa menyetujui pemilihan sub tema yang dipilih oleh Sandi) (Good idea, but what about the others? Agree?" (All students agree to the sub-theme chosen by Sandi))

The conversation showcases the knowledge and intelligence of high school students. Dare to voice your opinions, and appreciate those of those who have done the same. They look for concepts that are thought to be pertinent to the project's theme and are, of course, connected to experiences in real life. The goal of Project Based Learning is to inspire students to create a concrete action plan that they can use in their future daily lives.

Healthy and Clean Character Values

A clean and healthy character value is one where all components work as they should. Here, Sandi recreates the dramatic moment in which the *Jagat Raya 2* cast drinks from mineral water bottles while seated beneath a tree and then carelessly kicks the empty bottles. The state of being clean and healthy is a reflection of one's dedication to environmental protection, self-care, and a holistic way of life. The pictures in the drama highlight the value of environmental preservation.



Figure 3 Scene from Sandi and his group's dramatization of Project-Based Learning
(source: youtube *Jagat Raya 2*)

The sustainability of the universe will be impacted by what we do to the environment. Human actions like littering, tree-cutting without reforestation, and unsustainable water management are to blame for these catastrophes. For instance, the activities we perform undoubtedly encourage landslides. Landslides happened in the drama scene that Syukur recited since there was no forest to protect the area. One example of the real action is when the student's classmates are effectively taught the moral lessons from the theater scenario.

Caring Character Value

A person who goes above and beyond to assist those around him is one definition of a caring person. Everyone will value a person's ability to cooperate, willingness to take part in community activities, love of one's neighbor and other species, loyalty, and emphasis on peace in conflict resolution. The conversation between the principal and Mr. Sofyan reflects the value of caring. Whereas the principal requested that Mr. Sofyan, as the pioneering instructor of Merdeka Belajar, explain the idea of teaching Merdeka Belajar to his colleague's instructors.

- Headmaster : *"Pada pembelajaran berbasis proyek selanjutnya, saya minta Pak Sofyan untuk dapat bekerja sama dengan Ibu Dea dan Pak Imran (I asked Mr. Sofyan to be able to work with Mrs. Dea and Mr. Imran in the upcoming project-based learning)"*
- Mr Sofyan : *"Tumben Pak. (What on earth!)"*
- Headmaster : *"Zaman sudah berubah, sekarang ini kan masanya kita pakai strategi pembelajaran yang memakai masalah. Berintegrasi"*

pengetahuan berdasarkan pengalaman nyata. Pak Sofyan ini kan pionir Merdeka Belajar di sini. Jadi semoga rekan-rekan juga bisa diberi pemahaman Pak. Memang agak sulit, tapi tidak mustahil. Pak Sofyan paham kan maksud saya? (Times have changed; it is now appropriate for us to employ problem-based learning techniques. incorporate information derived from actual experience. The founder of Merdeka Belajar here is Pak Sofyan. So perhaps your colleagues will understand you, sir. It's a little challenging, but not insurmountable. Do you understand, Mr. Sofyan?)”

Mr Sofyan : *“Baik Pak, mudah-mudahan bisa (Okay, I hope that so)”*

Basically, learning is done to teach students and impart knowledge. Teachers must change with the times, including their teaching methods, to facilitate learning and keep the wheels of education turning. The school principal's goal in working on the project with Mr. Sofyan, Mrs. Gea, and Mr. Imran is nothing more than a demonstration of his concern for the long-term viability of his school's educational infrastructure. Their dissimilar personalities and pedagogical approaches will eventually lead to character growth as they learn about and adjust to one another.

Similar to this, in the scenario where Mr. Imran and Mrs. Gea purposefully chose which kids would be in each division of the Project Based Learning group, of course, different characters were there. Even though Sandi and his friends first objected, it turned out that the action indirectly brought two disparate individuals together to form one group, which is a representation of the progressive principle. According to progressivism, students (learners) solve their problems by comprehending their surroundings (Hussain, 2017). Without explicit guidance from an instructor, they are expected to learn through their actions (learning by doing) and assist one another.

Creative Character Value

The importance of a person's creative nature rests in their capacity to conceptualize and carry out novel applications for already available resources. A creative mind is characterized by its capacity for unconventional thinking, openness to novel concepts, willingness to adapt, precise situational reading, exploitation of possibilities, and creation of something truly unique. People with an original nature will create things that other people can use. If the initial try fails, it will be repeated, and if it succeeds, it will be developed. Sandi and his pals discussed the significance of imaginative characters in the short film *Jagat Raya 2* during their presentation

on project-based learning. Although they were initially thought to have a slow and haughty performance they were able to package the project into something significant, in line with their interests and talents, interesting, and more importantly, the message and the essence of learning is well conveyed, thanks to their high creativity.



Figure 4 Scene from Sandi and his group's Project Based Learning theatre performance (source: youtube *Jagat Raya 2*)

The actions Sandi and his companions took were the result of imaginative suggestions made by Mr. Sofyan. Additionally, project-based learning activities are meant to inspire students to generate ideas, examine them, and then come up with real action plans and use those plans in daily life. It would be wonderful as an educator to be able to be open with two-way or interactive teaching like what Mr. Sofyan did to guide students' critical thinking because sometimes we are always trapped in a one-way learning system.

Mutual Cooperation Character Value

A person who embodies the value of gotong royong is one who is driven to cooperate and collaborate with others to accomplish shared goals quickly and successfully. The phrase "gotong royong," according to Sudrajat (2014:14) refers to a sort of social solidarity that arises when a person assists others in achieving personal or group goals, culminating in a collective attitude of loyalty to society. As demonstrated in this brief movie, *Jagat Raya 2*, is full of collaboration among people. Despite their initial feelings of incompetence, Sandi and his pals supported and encouraged one another, and with Mr. Sofyan's encouragement, they were able

to produce highly creative work. The discussion in the short video *Jagat Raya 2* that follows exemplifies cooperation and teamwork in choosing the title of a group project in project-based learning.

- Mr Sofyan : “*Terkadang hal penting itu berasal dari penjelasan yang sederhana. Yah.. Sandi, Syukur, penjelasan itu tidak salah kok, tapi gimana agar lebih seru lagi nih kita gali lebih dalam. (Sometimes, simple explanations reveal the most significant details. Okay, Sandi Thankfully, the answer is accurate, but let's go further to make it even more intriguing.)*”
- Sandi and friends : “*Setuju..setuju. Wah..asyik nih! (Agreed. Wow, that's fun)*”
- Intan : “*Berarti Pak Sofyan, kelompok kita ini fokusnya lebih ke air sebagai sarana pelestarian lingkungan, gitu kan Pak? (You mean to say, Mr. Sofyan, that our group is more interested in the preservation of the environment through the usage of water, sir?)*”
- Mr Sofyan : “*Loh..jangan tanya Bapak, kan yang diskusi kalian (don't ask me, it's your discussion).*”
- Adam : “*Tunggu..tunggu idemu bagus sekali Intan. Air untuk pelestarian lingkungan. Mantap nih cocok-cocok (Wait.. wait, Intan, that's a great idea. Water for protecting the environment. It is wonderful that it fits).*”
- Mr Sofyan : “*Ayo lanjutin..lanjutin! (Let's continue)*”
(*Sandi dan kawan-kawan pun kembali disibukan dengan mempersiapkan projek PBP*) (Sandi and his friends are again preoccupied with preparing Project Based Learning projects)

When Mr. Sofyan, Mrs. Gea, and Mr. Imron work together to assist students in forming dependable, inventive, and significant Project Based Learning groups, the spirit of mutual cooperation is also evident. Positive interdependence between attitudes is evident, demonstrating the attitude that underpins each person's interpersonal communication abilities. With this principle of reciprocal collaboration, it is possible to promote social contact in an effort to achieve meaningful learning.

Discussion

Each school or classroom is given more freedom to experiment with novel methods of self-teaching with Merdeka Belajar. The primary goal of Merdeka Belajar is to look into the unrealized potential of academic institutions, individuals, and teachers to create and put into practice innovative methods to raise educational standards. Mandiri adheres to typical

educational bureaucracy practices, which are commendable, but what is actually required are aggressive measures toward innovation. There are numerous educational methodologies available, and both teachers and students have unrestricted access to material.

The development of an educational system and culture that is more proactive in its approach to learning and teaching, as well as more creative, inventive, independent, and contextual, is our goal at Merdeka Belajar. Four major themes make up our structure. corresponds to the current global educational environment. To do this, the Ministry of Education and Culture considers it necessary to restrict procedural and administrative concerns that are thought to be obstacles to the effectiveness and significance of learning.

The concept of Merdeka Belajar, a philosophy in the shape of a method, embodies the long-term objective of Indonesian education. The "father" of Indonesian education, Ki Hajar Dewantara, shared this attitude of freedom to learn. The paradigm of independence, which serves as the system's objectives and means, should be internalized by all parties concerned with Indonesian education. Students grow organically. Teachers' only responsibility is to foster and encourage this innate interest. Academic freedom in this sense is not defined by the absence of limits but rather as a way for everyone to better their future.

The character of Mr. Sofyan is portrayed as a teacher with a distinct and modern learning approach in the movie *Jagat Raya 2* (2023). The trio of Mr. Sofyan, Mrs. Gea, and Mr. Imran are brought together in the classroom to show off the best teaching techniques and to establish a productive learning atmosphere. A teacher with a progressive educational attitude is Mr. Sofyan. This line of reasoning seeks to shift the emphasis of education away from learning content and onto the students themselves. Mr. Sofyan's generosity and expertise allow him to instruct his students without regard to any lines separating the identities of teacher and pupil. A perfect educational reflection can be seen in all of Sofyan's activities as a teacher and in all of his teaching techniques.

An innovation based on the use of Merdeka Belajar is depicted in the short film *Jagat Raya 2*. Focusing on foundational knowledge can help students gain experience and develop reliable, effective competence, to name one. Ideas and creativity are easily formed. Second, as Mr. Sofyan observes, teaching freedom is consistent with kids' developmental phases and levels of achievement. Because of this, Mr. Sofyan is well-liked by his students. Third, using project-based learning to create characters who solve problems and introduce collaborative learning.

Merdeka Belajar subject in *Jagat Raya 2*'s short film cannot be divorced from the creation of a learning model that has long served as a teacher's manual. Simply said, it must be made simple for every educator to be open to trying novel approaches and embracing change in the classroom. When introducing self-study, there are still many things to take into consideration. General approaches to learning, specialized teaching techniques, general teaching strategies, and—most importantly—specific teaching methods are only a few examples of teaching methods. a setting where several elements might come together to demonstrate how character education is supported.

A dedication to the desired outcomes is the key message that may be expressed through the medium of cinema about Merdeka Belajar. Rather, mastery and the core of knowledge itself are realized, not in the shape of numbers. Students' aptitudes and capabilities are manifest, not written down. Contextual learning is carried out by Merdeka Belajar with a strong sense of autonomy (Wina, 2011). Each lesson should be evaluated by both the teacher and the students at the end of the session. Through Merdeka Belajar, it will be possible to explore the potential of human resources (HR), culture, and the environment, allowing teachers and students to build educational capabilities that are specifically relevant to their communities.

CONCLUSION

The introduction of Merdeka Belajar (freedom to learn), by the prior discussion, will free teachers and students who have been constrained academically by the centralization of the curriculum and a set of rules. Through Merdeka Belajar, the potential of human resources (HR), cultures, and the environment will all be available to be examined, allowing teachers and students to build on pertinent educational skills to produce quality human resources.

The short film *Jagat Raya 2* is analyzed using Samani and Hariyanto's definition of character values. The seven pillars of character are integrity, responsibility, intellect, physical health, empathy, originality, and teamwork. The short film *Jagat Raya 2* is the proper one, this article says and may be utilized as direction and guidance in creating positive characters that need to be realized in daily life. This is supported by the seven factors listed above. This is so that the movie, which can be utilized as supplemental teaching material for film courses with character values, can potentially help students' characters, especially those of students.

A study regarding the character's role as the ideal educational reflection is based on this discussion. This movie aims to develop educational concepts that will benefit both teachers and

their students in a classroom setting. Overall, this movie highlights the progressivist educational theory, which holds that teachers should pay more attention to their students' personalities than to the lessons' subject matter. Based on this conversation, a study was done on the character's role as the best possible educational reflection. This movie seeks to provide educational concepts for teachers and their students that are expected to be successful in the classroom setting. Overall, this movie highlights the progressivist approach to education, where teachers must pay more attention to their students' personalities than to the lessons' content.

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