

MAIN CHARACTERS' CHARACTER IN *NUSSA* THE MOVIE AND ITS RELEVANCE TO CHARACTER EDUCATION

Melinda Ariyanti¹, Eka Fitriana², Kurniawan Apgrianto³

^{1,2,3} English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

Email: melindaariyanti34@gmail.com

ABSTRACT

This study aimed to analyze main Characters' character in *Nussa* the movie, and also its relevance to character education. This study used a descriptive qualitative method. The object of this study is a movie "*Nussa*". The data was collected through documentations, and has a few activities to analyzing the data, such as identify the dialogue and scenes, classify the dialog and scenes, explain the dialog and scenes, and the last conclude the data. The research findings showed that there are 5 character that shows based on the dialog and scene such as religiosity, care for the society, honesty, compassion and curiosity. These characters make the main characters become increase his Faith in God, learns to be obey, more useful to other, dare to tell the truth, give empathy to others and the last make him always want to know something that can increase his knowledge and ability.

Keywords: character, character education, movie

INTRODUCTION

Human need to engage and converse with the social group. Language is the medium through which people communicate on a daily basis. Language is a medium through which people can communicate their ideas, emotions, and choices. Furthermore, humans are also capable of producing literary works through language use, whether it be spoken or written. These works are typically classified as novels, short stories, poems, plays, songs, and movies. Film is a type of literary work in the form of media audio visual. According to Klarer (2004), films are included in in this type of literary work because all kinds of film presentation modes are appropriate, with the features of literary texts and can also be explained within the framework textual. Besides, Susanto (1982) defines the movie combines camera technology, color, and sound effects to create a moving picture that conveys a message. These

components have a storyline that serves as the backdrop for a message the director want to get across to the audience.

Character is one aspect of the needs as well as the output of the educational process where the learning process emphasizes the inculcation of life values. Character building is an effort that is easy and fast, but it needs a process which is quite routine and continuous. In this case, a good synergy between school, family, and community is needed in instilling good character in children. According to Hidayatullah (2010), character is quality mental strength, morals or character which is a special personality as a driving force and differentiator between one individual and another individual. Moreover, Koesoema (2010), defined character as a psychosocial element associated with educational and environmental context. Character when viewed from a behavior angle emphasizes the personality elements that individuals have from birth.

Pala (2011) defines character education as the process of building schools that model and teach good character by emphasizing universal principles that all people share. This results in the development of moral, responsible, and compassionate young people. It is the deliberate, proactive work done by educational institutions, districts, and states to impart in their pupils' fundamental moral principles like responsibility, care, justice, honesty, and respect for oneself and others. Also, Azzet (2014) explains that Character education is a program designed to instill good character values in all students, enabling them to act and learn in a way that upholds moral principles. Watz (2011) claims that both official and informal character education has been an element of schooling. It has occasionally been subtly incorporated into numerous other curriculum items. For instance, early American character education initiatives emphasized teaching reading, writing, and history through the lens of the Bible. At other periods, as seen by the range of stand-alone character education programs that are being implemented in schools today, it has been a distinctive component of the curriculum.

One example that can be done for develop character through the media. Media is an alternative delivery messages in character education. Media becomes a communication channel that reaches out large public. Mass media simply consists of print media (letters newspapers, magazines, books, etc.), electronic media (television and radio), and online media. For example, in *Nussa the Movie* is a family comedy animated film produced by the little Giantz and Visinema picture. This film tells that Nussa, the defending champion of the science exhibition, wants to win back the competition with his rocket design. However, the rocket experiment failed, and friends turned their attention to the sophistication of Jonni's rocket, a new boy at school and a rival race of Nussa. This movie has many lessons that can be taken and used as examples in life for the audiences.

This study focuses on analysis main characters' character in *Nussa the movie* and the relevance of character education from *Nussa The movie*. This study asserts that the major character of reflection influences the viewers to learn the values of good character education and expected to get knowledge about character building because this movie has a lot of good character that have impact of the viewers. For example, about the etiquette of asking permission, learning to be sincere, discipline, creative, and so on. The values contained in the movie can help in forming the character of viewers. Halstead J. Mark and Monica (1996) defines those values is the standards guidelines for determining value. These are the standards by which we determine whether something a person, an item, an idea, an action, or a situation is good, worthwhile, or desirable, or whether it is awful, worthless, or disgusting. Moreover, values are everything contained in an object, such as movie, which contains good or bad values, which can change human behavior.

Therefore, this movie is expected to provide benefits for the audience, not just watching, but taking important lesson about good character building based on the characters' character in the movie, because this movie shows how to be a human being prioritizes manners and tolerance towards others.

RESEARCH METHOD

Creswell (2009) explains that a research design is a set of plans and processes that include specifics about data collection and analysis techniques. To analyze *Nussa the Movie*, this study used the qualitative method. Sandu and Sodik (2015), states that qualitative data analysis relates to data in the form of words or sentences generated from the object of research and relates to events that surround a research object. Moreover, Hendriady (2019) elaborates that qualitative research is a process naturalistic inquiry that seeks deep understanding of social phenomena experience. This study used data source from the movie story. Also, according to Bhandari (2020), qualitative research gathers and evaluates no numerical data (such as text, record, and audio) to better comprehend concepts, opinions, or experiences. It can be utilized to gain in-depth insight into a topic or to generate fresh research ideas. There are two categories or source data, primary and secondary data. The primary is the video of the animation cartoon: *Nussa*, that has been downloaded from the internet. The books that are relevant to the study provided the secondary data. The data for a movie, script, or other media can also be obtained by the writer from the internet or other sources. To collect the data using documentation, according to Yusuf (2014), method documentation is a data collection method used to trace data historical. Documents about people or groups, events, or happening in social situations which are very useful in qualitative research. There are some activities in collect the data such as watch the movie, select the dialogue and scene, and classifying the dialogue and scene. Then, there are some activities to analyze the data such as Identify the dialogue and scene, classify the dialogue and scene, explain the dialogue and scene, and the last conclude the previous description. To analyze character education in *Nussa* the movie as the chosen literary work in this study using the theory from Lickona (2012) that can be support this study. With this theory, this research will focus on the character of the main character in the film with its relevance to character education using Lickona's theory.

RESULT AND DISCUSSION

This study aimed to analyze the character of *Nussa* as the main character in the movie and its relevance to character education. Furthermore, this study analyzed its relevance to character education using theory from Lickona (2012). The first research question is about main characters' character in the movie, the research found 5 characters based on the research from the dialog and scene, they are religiosity, care for the society, honesty, compassion and curiosity. Religiosity has found when main character suggests his friend to break the fast-using dates because its *Sunnah* from the prophet. Care for the society found when main character helps his mother to prepare *takjil* for others. Honesty has found when main characters say the truth to Joni if he makes Joni's rocket broken. Compassion found for Joni stems from the fact that he is unable to compete due to a malfunction with his rocket generator. Curiosity found when main characters' wondering about the plane passing by, and *Nussa* curious so he chases the plane.

The last research question is about the relevance to character education. It is discovered that there are lessons related to character education. Religion increases his faith

in God, and he learns to obey the Prophet's teachings and the *Sunnah*. Care for the society allows him to lighten other people's burdens, to be more useful to others. Honesty makes him dare to tell the truth and admit and apologize when he is wrong. Compassion makes him understand other people's difficulties and give empathy to others. Curiosity makes him always want to know about something that can increase his knowledge.

Main characters' characters in the movie

This scene and dialogue show that Nussa break the fast-using dates in accordance with the prophet's sunnah. The sunnah itself is the attitude, action, words and way the prophet lived his life.

Religiosity

This scene and dialogue show that Nussa break the fast-using dates in accordance with the prophet's sunnah. The sunnah itself is the attitude, action, words and way the prophet lived his life. (Scene 26)

Context : Nussa and Jhoni break the fast

Nussa : Let's break the fast first.

Jhoni : Ok, let's continue late.

Nussa : Umma says we have to break the fast with something sweet. It is the sunnah of the Prophet to use dates, besides, dates contain a lot of glucose, so they can restore our energy more quickly. Read the prayer first, Bismillah...

Fragment of speech discourse "It is the sunnah of the Prophet to use dates, besides, dates contain a lot of glucose, so they can restore our energy more quickly. Read the prayer first, *bismillah*" explains that break the fast with dates as the *sunnah* from the prophet and reading *basmalah*, these attitudes show belief in God. In other words, the *sunnah* is a part of the best role model for Muslims, namely the prophet Muhammad SAW. In order to perfect the worship as Muslim, carrying out various *sunnah* is an effort to gain reward and pleasure from the God. This scene shows that Nussa has a religious character because following the sunnah from the prophet.

Care for the Society

In this scene, it shows that Nussa help Umma prepare *takjil* to be shared, this attitude is an indication that Nussa cares about others. Interacting and helping others is a caring and good social attitude. (Scene 25)

Context : Nussa help umma prepare *takjil*.

Umma : Nussa, please help umma share dates for takjil.

Nussa : Ok, Umma.

Umma : Thank you Nussa.

Umma's friend : Wow! Nussa is diligent, he always helps umma.

Fragment of speech discourse "Nussa, please help umma share dates for takjil" ... "Okay, Umma". Includes in the category of care for the society character education, in which the main character help Umma to prepare the *takjil* for others. This attitude shows action that always want to provide assistance to other people and communities in need. This is where social concern demands that every individual be able to pay attention to the environment in which they live or society.

Honesty

- Context : Nussa told Jhoni that he had dropped the Jhoni's rocket. (Scene 26)
- Nussa : Joni I'm sorry, I want to be honest. Yesterday when you weren't there, I tried to start your rocket, then I dropped it, I should have given you permission first, I'm sorry.
- Jhoni : It's okay, now my rocket is even better.

Fragment of speech discourse "Joni I'm sorry, I want to be honest.... In the conversation explain if Nussa had told Jhoni the truth that he had dropped the rocket that Jhoni had designed. This scene and conversation show Nussa's honest character. Nussa is said to have honest character because he told Jhoni the truth that he was the one who brought down Jhoni's rocket.

Curiosity

- Context : Nussa and Joni catch the plane (Scene 2)
- Abdul : Wow... fantastic.
- Nussa : What did you mean?
- Abdul : That !
- Nussa : Wow, cool. Let's catch up!

Fragment of speech discourse "Wow, cool. Let's catch up". When Nussa and his friend were building a rocket in this scene, they noticed a design plane flying by. Curious, Nussa and his friends followed the plane to find out where it landed—it turned out that Jhoni's house—and that the plane actually belonged to Jhoni. This scene shows the character curiosity and always strive to know more deeply and broadly about something learn, see, and hear. Nussa is said to have a curious character because he is curious about the plane he sees.

Compassion

- Context : Nussa give his rocket dynamo to Joni (Scene 28 Compassion)
- Joni : How about you, Nussa?
- Nussa : Don't worry, you are the one taking part in the competition, you have to show your greatness to everyone, especially your parents.
- Joni : Thank you, Nussa.

Fragment of speech discourse "How about you, Nussa?". "You are the one taking part in the competition, you have to show your greatness to everyone, especially your parents". When Jonni get the problems with his rocket design, Nussa gave Jhoni the dynamo for the rocket he had designed that would take part in the competition. As a result, Nussa was unable to take part in the competition. Includes in the category of compassion education, in which the main character help Jhoni and put empathy to join the competition.

The Relevance to Character Education

Religiosity

Religious education is a pillar of character education, because from religious education there is knowledge about faith, where faith is the basis for cultivating morals. It is these morals that lead people to become religious. This religious character really needed in

facing changing times and moral degradation, in this case students are expected to be able to have and behave with good and bad standards based on religious provisions and regulations.

In Indonesia, especially students who are just entering education, they will be instilled with religious values, such as praying before starting lessons, in order to achieve ease and smoothness in the learning process. Studying religion is not just about academics or lessons at school, but also about strengthening beliefs, correct worship and good morals. Apart from that, it is also hoped that the importance of instilling religious values in children can serve as guidance and strengthening with the aim of introducing children to the existence of God. By instilling religious education in children from an early age means creating a strong person based on religion in educating children.

Belief in God increase moral principles, such as being honest, justice, responsibility, as well as the basic principles used in life. Religion plays a very important role in regulating the aspects of human life and directing it towards the common good. In this movie shows that Nussa belief in God, praying and follow the *sunnah* from the prophet in order increase his piety as a Muslim. Religiosity is a teaching of goodness that guides humans back to their human's nature. Belief in religious teachings has an influence as motivation in encouraging individuals to carry out activity, for example follow the *sunnah* from the prophet because actions carried out with a background of religious beliefs are considered to have elements of holiness and piety. This connection will influence a person to do something good.

Care for the Society

An attitude of social care is a pivot in mutual assistance activities among fellow human being. If the social care attitude is good then then the person will be prosperous and mentally. Therefore, social attitudes are very necessary in everyday life. Concern can be expressed in the form of helping and assisting people who are experiencing difficulties such as property, money, food, and others. Concern can also be implemented in immaterial (non-material) form, such as providing affection and praying for other. Cultivating the quality of social care and empathy towards others and reacting positively to their needs and suffering. This empathy value will help build harmonious relationship with other people and encourage attention to mutual welfare. For example, a student who has empathy will help classmates who have learning difficulties and empathize with their feelings.

The character of social care is one of the characters that needs to be instilled in the future now because the social caring character is starting to fade, especially among the participants. This is evident from several problems that occur among students such as fighting, bullying and so on. character building

Social care is carried out with the integrity of self-development activities such as habituation, *infaq* activities, social service activities, and integration of subjects by entering grades social care character in social studies subjects, then school cultural integration by carrying out social activities. The social care attitude that is instilled at school will be a good example and role model for others, so that this can influence the minds of others to do the same.

Honesty

The character value of honesty is the attitude or behavior of a person who can always adjust what is said to what is in heart, so that a person can be trusted because from this honesty we can learn to be responsible for what we say and what we do. Instilling honest character values in students is very important in the learning process at school, because an honest attitude is a good and commendable attitude. In this movie shows that Nussa telling

the truth about his mistakes, this increases the courage to reveal what really happened. Honesty is very important for everyone and it must get used to instilling and applying it in everyday life.

Honesty is very necessary in various aspects of life. Instilling the value of honesty in schools can be carried out in any lesson at both elementary and tertiary levels, because the value of honesty is useful in every aspect of life. The value of honesty can be instilled when doing school assignments, so that you work honestly without cheating, be responsible and admit mistakes you make. This is done to build trust between students, teachers and school staff to create relationships and a pleasant learning atmosphere. Trust is an important foundation in building a mutually supportive learning environment.

Compassion

Compassion or empathy is an attempt to understand what another person feels. Compassion is a form of action and emotion of empathy that makes someone show concern and provide assistance to others. Building a compassionate character is an effort to show respect for students and teacher, as well as all elements in the school environment. Because compassion and respect are part of *adab* (morals).

In the world of education, we are facing a unique concept of empathy and redefining empathy into a skill that must be mastered in life. Although empathy is often seen as an attribute in a person's personality, it is actually a skill and should be taught to students. Basically, children and teenagers already have a basis for empathy, but they may not necessarily be able to develop their own empathy. They can learn how to pay attention, listen and care by seeing and hearing from adults and peers, and then they understand why empathy is so important. All adults in the school or institution have a role in helping students develop and show empathy. Another important role is to encourage students to take empathetic action. Teachers/lecturers can help children get through this gap by providing examples and encouraging them to take action, whether it's defending a colleague who is being criticized, helping to solve a problem, or as simple as listening to someone who is having a problem.

Being empathetic toward others can set a positive example and serve as a role model for others, inspiring them to follow in your footsteps. Apart from that, giving empathy to other people will provide benefits for them and also yourself, for example in this movie, Nussa give his empathy to Joni, feel sorry because Jonni got the problem, and made Nussa heartened to help Joni. This character providing a feeling of comfort and being more grateful.

Curiosity

Curiosity is a feeling that arises and is possessed by humans about something for which they have not yet received an explanation or answer. Curiosity always arises when humans are faced with natural phenomena are one aspect of the universe. The character of curiosity is very important in the learning process that will make people active thinkers, active observers, which then motivates others to learn more deeply so that it will bring satisfaction to themselves.

Curiosity has enormous benefits in learning. For students, curiosity makes learning more effective and enjoyable. Students who have high curiosity not only actively ask questions in class, but also actively seek answers. Instilling a strong desire in students to know or learn something is the life goal of every educator. Instilling the character of curiosity in children is important to foster enthusiasm in increasing knowledge.

The character of curiosity drives humans from an early age to continue to question various things that are unknown, whether observes or thinks. This encouragement shows that human will never be satisfied with the phenomena sees in surface. Curiosity can be instilled, developed, and given correct answer.

CONCLUSION

The aims of this study were to find out main characters' character in Nussa the movie and its relevance to character education use theory from Lickona (2012). It was found out that there several characters in this movie, that are religiosity, care for the society, honesty, compassion, and curiosity. Also, based on these characters, this study found the relevance to character education. Such as, makes him believe more in God, lighten other people's burdens, to be more useful to others, dare to tell the truth and admit and apologize when he is wrong, give empathy and always want to know about something that can increase his knowledge. This movie shows a lot of good characters that the audience can take as an example to increase knowledge related to character education. Also, able to provide benefits for audiences.

REFERENCES

- Azzet, A. M. (2014). *Urgensi pendidikan karakter di Indonesia*. ArRuzz Media.
- Bhandari, P. (2020). *What is qualitative research? Methods & examples*. <https://www.scribbr.com/methodology/qualitative-research>.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd edition)*. Sage Publication, Inc.
- Halstead J. M., & Monica. (1996). *Values in education and education in values*. Routledge Farmer.
- Hidayatullah. (2010). *Pendidikan karakter: Membangun peradaban bangsa*. Yuma Pustaka
- Klarer, M. (2004). *An introduction to literary studies*. Touchstone.
- Koesoema, D. (2010). *Pendidikan Karakter: Strategi mendidik anak di zaman global*. Grasindo.
- Lickona, (2012). *Character matters: Persoalan karakter (Terjemahan)*. Wamaungu & Jean Antunes
- Lickona, (2012). *Educating for character: Mendidik untuk membentuk karakter (Terjemahan)*. Bumi Aksara.
- Pala, A. (2011). The Need for Character Education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23-30.
- Sandu, S., & Sodik, A. (2015). *Dasar metodologi penelitian (Cetakan 1)*. Literasi Media Publishing.
- Susanto. (1982). *Dasar film dan seni pertunjukan*. Rosadakarya.
- Watz, M. (2011). An historical analysis of character education. *Journal of Inquiry & Action in Education*, 4(2), 244-246.
- Yusuf, M. (2014). *Metode penelitian kuantitatif, kualitatif & penelitian gabungan*. Prenadamedia group.