

Construction of Character Education portrayed in *Cek Toko Sebelah* Movie 1 and 2: The Semiotic Studies

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Abstract. The problem that is proposed in this research is about how the character education's construction of *Cek Toko Sebelah 1 and 2* movies and how the movies' symbols convey the message to the viewers. The purpose of this research is to examine, identify, and analyze the construction of character educations in the movie of *Cek Toko Sebelah 1 and 2*. Specifically, the research method used in this research is qualitative. The data analysis used is semiotic data analysis. The object of this research is *Cek Toko Sebelah 1 and 2* movies by Ernest Prakasa. The result of the research shows that the construction of character educations can be found through movies. In this case, *Cek Toko Sebelah 1 and 2* convey the important message of character educations, they are respecting and accepting diversity as an important value as people of Indonesia. Through this research, it can be concluded that the construction of character educations in *Cek Toko Sebelah 1 and 2* movies is interpreted through scenes and dialogs that contain moral messages of entrepreneurship, mutual respect, mutual understanding, resilience, and struggle for the family.

Keywords: Education; Character; Movie; Semiotics; *Cek Toko Sebelah 1 and 2*

INTRODUCTION

Character education has become a critical issue in Indonesia. Its direction and orientation play an important role in social and cultural perspectives to build the nation and state. It has been implicitly delivered by Indonesian first President, Soekarno, from his proposal "nation and character building" which is mentioning that the idea of nation-building is strongly associated with the characteristics of its citizens, in this term are values, principles, and guidance that are closely adheres to each individual or community. It eventually makes character education a strong foundation for a nation-building. Ministry of Education and Culture Republic of Indonesia once launched a

national movement for character education named Character Education Reinforcement (PPK) in 2016 (Kominfo, 2017) where it is mentioned the five main characters such as religious, nationalist, mutual cooperation (or *Gotong Royong*), integrity, and independent. In carrying out their agenda, Ministry of Education and Culture Republic of Indonesia took strategic steps in implementing Character Education Reinforcement (PPK) program particularly in formal education namely; 1). The structure of character education implementation program for primary education and school ecosystem, 2). Implementing the optimization of existing or current curriculum by strengthening the extracurricular, co-curricular, and intra-

curricular in the school environment, and 3). Building activities which support the sense, feeling, and body processing. In addition, this movement also emphasizes three main pillars such as class, culture of school, and community.

Basically, Indonesia has possessed the a quite decent and clear construction of character education. It is shown by, from time to time, the effort that the Ministry of Education and Culture Republic of Indonesia have made in improving the concept of character to create ready young generations in contributing for national development. In this case, as a part of education process, character has been continuously examined amidst of the rise of various issues related to it such as student brawl, children with drugs, corruption, terrorism, intolerance, and free sex. These issues have become this country's homework. Where is the expected direction and orientation of character education? How far this character education can help to shape the young generation with values, principles, and guidances that align with our national philosophy called Pancasila? Why does this country still deal with character crisis when numbers of agenda and program with various approaches and models has been continuously implemented? This could be started with the existing religious, civic, and character education activities. However, this approach is still considered ineffective enough to shape the character.

The complexity between conceptualization and implementation has become the bottleneck for Indonesia's character education. The school, family, and community which hasn't synergistically run has given a chance for the good implementation of character education. From an epistemic understanding point of view, it shows that the concept and construction of character education has always been placed upon the pedagogical aspects. Thus, the thinking design of character education itself is often understood as "education" rather than an ecosystem. According to Choli, the obstacle in implementing character education in Indonesia is generally caused by the misalignment between the concept of character education and the objective to revive its nation's culture and character (Choli 2020).

Since reformation era, the source of character education that is being developed in Indonesia has been dominant towards specific religious education segment. As what stated in Act no. 20 of 2003 about National Education System mentioning "noble character" and "religious spirituality" which have made the paradigm of the character education turn to a certain religious direction. This leads to several issues such as, 1). Character's universal aspects slowly losing their meaning and functions; 2). The source of learning and ideas in building the character became less variative; and 3). The source of culture and alternative in character building are not well-

explored and getting less attention. This research is critical in an effort to reconstruct the character education with alternative learning source through a visual media approach.

However, the use of film/movie as a learning tool for character education is pretty much a concern now. As emphasized by (Baran, 2012), that movie is considered an effective media communication for how it makes the viewers experiencing the life of the story. Apart from being an entertainment media, movie also plays as a learning tool for character education for its audiences considering its tendency to focus on religious aspects which eventually the moral and character implications that are highlighted tend to be more religiously centric.

Many researches regarding movie and character education have been conducted before, such as, Intrinsic Analysis of Film "Nanti Kita Cerita Tentang Hari Ini (NKCTHI)" (Asri, 2020), Content Analysis of Motivational Message in *Cek Toko Sebelah* movie by Ernest Prakasa (Fahmi, 2017), The Analysis of character education value in animation movie, "Bilal: A New Breed of Hero" (Zuan Ashifana, 2018), The Analysis of Main Character from The Great Gatsby movie (Fauzi & Yuwita, 2022). From the previous researches, no single one of them has discussed about how the construction of character education can be learned and built from *Cek Toko Sebelah* Movie 1 and 2. One of

the critical issues in character education is to teach and build people to have values, principles, and guidance in accordance with the expected moral standard in society.

Based on the relevant researches, the researcher can find the solution to the construction of character educations in the movies are 1) Choosing the story that has positive values, 2) Making the strong character and well-defined, 3) Using the main character as the good example, 4) Showing the consequences of the movies' action that can depict how the characters' action influence themselves and other people around them, 5) Using language that easy to understand, and 6) Encouraging reflection and discussion.

Based on the researcher's view, the best previous research with character study is *Analisis Nilai Pendidikan Karakter dalam Film Animasi "Bilal: A New Breed of Hero"* by Zura Ashifana. The main limitations of previous research are 1) The size of the sample is limited, 2) The limitation of time, 3) The limitation of scope, 4) Subjectivities, 5) The limitation of source data, and 6) The limitation of generalization.

Based on this research Construction of Character Education Portrayed in *Cek Toko Sebelah* Movie 1 and 2: The Semiotic Studies, the researcher hopes it can reach the limitations of previous studies by expanding the scope of research on *Cek Toko Sebelah* movie 1 and 2.

Theoretically, this article aims to build and develop the conceptual framework of construction of character education in *Cek Toko Sebelah* Movie 1 and 2. Practically, it can be utilized as material for the development of character education. Then from a policy perspective, this article can be useful as an input for The Ministry of National Education regarding character education. Then when it comes to issue and social action aspects, this article can be utilized as campaign or socialization tool for society about character education construction in *Cek Toko Sebelah* Movie 1 and 2.

The idea of construction of character education from *Cek Toko Sebelah* Movie 1 and 2 was intended as a response to the lack of strategy in implementing it. The ideal character education should focus on building good morals individually and socially among younger generation, in accordance with with the norms of society, family, and religion they believe in. To date, the examples and themes raised regarding character education have always been close to a certain dogma which reflectively and correctively poor towards the fluctuating social condition.

Reflecting to that case, this article aims to study, identify and analyze the construction of character education portrayed in *Cek Toko Sebelah* Movie 1 and 2. Specifically, in relation to the issues of the research, the research questions are formulated as follows: “How is the construction of character

education portrayed in *Cek Toko Sebelah* Movie 1 and 2?”.

The problem of this research is how the movies build and convey the character education’s values to the viewers through the signs or symbols that are shown in the movies. In this research, the signs and symbols that are shown in the movies would be explored, how they use to depict the characters of the movies, and how the character education’s values are reflected in the characters. Moreover, this research also analyses how the character education’s values are conveyed and accepted by the viewers through their interactions with the movies.

The empirical data that discussed are the data can be collected which includes qualitative data obtained through semiotic analysis of signs and symbols in the movies. The empirical data can be used to answer research questions and generate conclusions regarding the construction of character education in the movies.

RESEARCH METHODS

The method used in this research is qualitative approach. The data analysis used is semiotic analysis. The idea of using semiotic data analysis is based on the opinion of (Zoest 1993) which articulate that semiotics is a science that associated with the way of function, as well as the sending and receiving words that use it. The semiotic theory that the researcher uses is Roland Barthes because it’s

not only fixated on signifiers or signified, besides, it's analyzing the meaning denotatively and connotatively (Barthes, 2012).

Some of the analysis stages the researcher have done are, 1). Collecting screen-shoots, pictures, texts, and dialogues in *Cek Toko Sebelah* Movie 1 and 2, 2). Describing the messages, 3). Analyzing the first data of denotation which is only the objects that are visible to the eye, 4). Analyzing the data of connotation which is the researcher interpret the sign and symbols shown in the movie, 5). Analyzing the data on the meaning of myths which is obtained from the development of connotations and denotations which eventually form a new development and similarities. And lastly, researcher conducts a thorough interpretation and draw the conclusion.

The object of the research of *Cek Toko Sebelah* Movie 1 and 2 by Ernest Prakasa. *Cek Toko Sebelah* is an Indonesia comedy-drama movie which was released in December 2016 for its first series, and followed by the second series on December 2022. The unit of analysis in this study is the scenes that contain of character education values in *Cek Toko Sebelah* Movie 1 and 2. The primary data in this research is *Cek Toko Sebelah* Movie 1 and 2, meanwhile the secondary data are library materials such as books, scientific journals, researches, articles in newspaper, and both

online and offline news related to character education.

DISCUSSION

In the discussion part, the researcher explains the research's result clearly and briefly. Besides, in the discussion, the researcher also discussed the research result clearly and briefly the differences between the findings of this research and other relevant publication with its findings. Also, the researcher explains the linkage of the research findings with the theories or opinions of experts whose relevant to this research.

Film or movie is a piece of artwork with a production process in such a manner to be worth-watching. According the Act No. 8 in 1992 about movie, it is stated that movie is an artistic and cultural creation and is a mass communication audio-visual tool. It is as well made on the basis of cinematography by being recorded on celluloid tape, video tape, vinyl, and/or other technological inventions in all forms, types and sizes through chemical process, electronical process with or without sound, which can be released with mechanic or electronic projection systems. From the previous explanations, it can be concluded that movie is a form of popular entertainment tool which brings the audiences immersed into the imagination of the movie itself.

There are several types of movies based on its distribution, which is story movie and non-story movie. (Sumarno, 1996) explains

that story movie is a movie built by a fictitious story and usually are commercialized. Meanwhile, a non-story movie is a the one where its story is based upon true story or reality. In a non-story movie, Sumarno divided it into two types which is factual and documentary. Movie has become a commodity which is able to communicate the social issues by dragging their audiences' emotions, (Herget, 2019) argues that movie could influences the audience's perception and interpretations towards the movie's plot through its emotional accessory role. This view shows the abstraction of the film material ignites the certain association towards the individual that watch it.

Movie is a type of art which is able to humanizing issues in ways that are often hard to put into words. (Sumarno, 1996) stated that movie has an entertainment value that can "bind" the audiences so that they do not get bored easily. In addition, he also stated that movie has an education value delivered in the dialogues and the scenes. In that context of watching movie, it is found that there's an emotion and thought engagement in understanding the idea or feelings which appear in the dialogues and scenes.

Cek Toko Sebelah Movie 1 and 2 is the main research material this is study to describe and analyze how the construction of character education is being portrayed in this movie. In addition, the movie also contains many semiotic elements which, in terms of its

narrative and storyline, have formed a series of signs with certain messages to the audience. Semiotic elements shown in this movie are generally giving a significant role for character education process which could teach the society about living in diversity, difference and the meaning of true love.



The elements of character in *Cek Toko Sebelah* Movie 1 and 2 contained in the scenes of the movie. According to its meaning as a learning of values or virtue, character education is used as a guidance in making decisions in daily basis. In *Cek Toko Sebelah* Movie 1 and 2, it is pictured a construction of character education that provides an overview of behavioral practices which reflect universal ethical values. In line with that, (Le Breton, 2018) stated that character building can accommodate a certain intensity of life. Thus, it shows that the concept of character education has the universal ethical values that contribute dynamically towards education and belief of being human. Based on what researcher has observed in *Cek Toko Sebelah*

Movie 1 and 2, it can be deciphered in following table:

Table 1. Observation report and semiotics analysis in Cek Toko Sebelah Movie 1 and 2

Elements	Cek Toko Sebelah 1	Cek Toko Sebelah 2
Substance of the main storyline	Tells about the lives of two families with different social status, cultures, lifestyles, and try to unite in differences	Tells about the lives of two children who live in different families and they have a relationship in cultural differences, social and economic status.
Characters	<p>Koh Afuk: Koh Afuk is the main character in this film - who is the owner of the well-known grocery store. He is known as a loving father for his two children. However, his relationship with his eldest son, Yohan, was disturbed because of Yohan's dark past.</p> <p>Yohan: Yohan is the eldest son of Koh Afuk family. He is an oddball photographer who has a dark past after losing his mother. He has genuine intentions to</p>	<ol style="list-style-type: none"> 1. Erwin, a calm, cool, and hardworking person, lives within limits. 2. Natalie, a graceful figure, a dreamer, lives in luxury. 3. Yohan, a hard worker, has a strong character. 4. Ayu, a patient and loving person. 5. Agnes, who has a strong character and stands firm on her principles 6. Koh Afuk, impatient to wait for the arrival of grandchildren and daughter-in-law

continue his family's grocery store, but his relationship with his father is strained

Erwin: Erwin is the youngest child of the Koh Afuk family. He takes a study abroad and has a very well-established job. He also has an upper-class girlfriend. His main problem is when he is asked to take care of his father's grocery store, he faces dilemma since a bright future of his career awaits in his office.

Mawar: Mawar is Yohan's girlfriend who is loyal and gives him endless supports. He is also a friend of Erwin and is the link between Yohan and Erwin's family

	<p>Koko: Koko is a neighbour of the Koh Afuk family who is a successful businessman. He became a mentor and a friend to Yohan when he was going through a difficult time.</p>	<p>income for the family, but also where Koh Afuk family interact with th neighbors and customers</p>	<p>family where the facilities are not too luxurious. Natalie, usually drives a car. She once had a flat tire on the way and immediately called the staff to pick her up, and stay overnight in a luxury villa/inn</p>
	<p>Pak Kumis: Pak Kumis is a motorcycle taxi driver who is always ready to help Koh Afuk family. He is often a source of entertainment with his hilarious behavior</p>	<p>Camera: The older brother Yohan, is an old photographer who always carries his camera wherever he goes. It is also an important property in this film, especially when Yohan uses it to express his feelings about the situation he is experiencing</p>	
	<p>Mrs. Wulan: Mrs. Wulan is Mawar's mother who also often appears in several scenes in this film. She is a loving and supportive mother figure to her daughter and Yohan</p>	<p>Car: The car used by the Koh Afuk family especially the car which belongs to the younger brother, Erwin, is often used in the scenes in this film. The car is a symbol of social status and</p>	
<p>Properties</p>	<p>Grocery Store: Koh Afuk family's grocery store is the center of the story in this film. The grocery store is not only a source of</p>	<p>Erwin rides a motorbike to the office in Bali as a symbol of simplicity. It shows that he comes from an ordinary</p>	<p>House: The house of Koh Afuk family and their neighbors is also an important property in the film. The house depicts the environment in which Koh Afuk family lives and socializes with others</p>

	<p>Loudspeakers: A loudspeaker installed in front of Koh Afuk family's grocery store is an important part of the film. The loudspeaker is often used for store promotion and serves as a reminder for customers to come to their grocery store.</p>		<p>dislike each other. However, the relationship between Yohan and his neighbor later developed into a friendship.</p>
<p>Social Life</p>	<p>"Cek Toko Sebelah" movie depicts the life of a Chinese Indonesian family where they live in a community that is mostly made up of the same Indonesian people. In this environment, there is shown to have good social relations with their neighbors and relatives who also come from the Chinese-Indonesian community.</p>	<p>-Erwin comes from an ordinary family where he lives in a simple house his father. - Natalie grew up in a wealthy family, lives in a luxurious house and has her own company.</p>	<p>Ethnicity</p> <p>"Cek Toko Sebelah" Movie not clearly mentions the tribe of the family. However, it can be seen from the physical and cultural characteristics shown in the film is likely that they are a Chinese Indonesian family can be seen from the names of the characters who typically come from Chinese culture, as well as several scenes of Chinese cultural celebrations such as Cap Go Meh.</p>
	<p>On the other hand, the film also depicts tension between the family and the other one. This can be seen in the older brother's complicated relationship with a new neighbor who is a Betawi, where initially</p>	<p>Story Context</p> <p>This film tells the story of a Chinese family, Koh Afuk and his sons, Yohan and Koh Afuk is the owner of a well-known grocery store. Yohan is a photographer with a dark past and Erwin is a successful student with a stable job and has a high-class girlfriend. When Koh Afuk gets sick, he asks to take care of his grocery store, Erwin</p>	<p>- Tells about the marriage of two persons with social, economic, cultural and ethnic differences who face a dilemma due to conflict and disapproval from Natalie's family. In addition, it also tells how they develop</p>

though Yohan f conflict
 more entitled. resolution.

Based on the observation and the semiotics analysis in *Cek Toko Sebelah* Movie 1 and 2, it shows the intrinsic meaning of the distinguished family, namely:

1. From a storyline perspective, it shows the denotative meaning to display the gap of social reality in Indonesia presented from the character Erwin and Natalie, which clearly depicts the rich and the poor. On the other hand, connotatively, the movie delivers a message about the imbalance things in life such as rich-poor, superior-subordinate, as well as upper class & lower-class.
2. Property: It shows the denotative meaning of economic status of a person. Erwin rides a motorcycle every day, while Natalie takes a car daily. Natalie also owns a luxurious house, in contrast with Erwin's. Meanwhile the connotative meaning is people will deal with a difference economically, socially, and etc.
3. When it comes to social life, the denotative meaning is that Erwin has a simple social life. As for Natalie, she lives a lavish and rich social life. The connotative meaning is a social life of a person could give impact to the person's behaviour herself/himself.
4. From ethnic perspective, denotatively, Erwin grew up in a Chinese family and Natalie clearly grew up as a Javanese. These both ethnic has a totally different

culture and tradition. Connotatively, it shows that Indonesians are diverse.

For the story itself, the denotative meaning shows the 2 families of different ethnicity, culture, economy, and social status. The connotative meaning explains that the differences in the life of diversified societies will always and continue to exist, it just depends on how we act towards it.

The result of the study finds that it requires in-depth reflection of the scenes in *Cek Toko Sebelah* Movie 1 and 2 when it comes to constructing character education. It aims to make a series of decisions morally so that the character education values can be fundamentally defined, namely values, ethics, emotional maturity, and a sense of citizenship. In regards to it, (Kao, Hsieh, & Lee 2017) revealed that in improving psychological skills must be align with improving positive attitudes. On the other hand, character education consists of three things, namely knowledge (moral knowing), feelings (moral feeling), and action (moral action) (Lickona, 1991). Understanding that character is a distinctive mental quality in the construction of character education portrayed in *Cek Toko Sebelah* Movie 1 and 2, it is necessary to have a basis for social and ideological issues that can awaken actions that lead to the formation of a character personality.

The relation between (Lickona's, 1991) character education theory and the construction of character education in *Cek*

Toko Sebelah Movie 1 and 2 is on the concept of involving character education which involves knowledge, feelings and actions. In this case, in the scene of *Cek Toko Sebelah* Movie 1 and 2 consists the elements of knowledge, feelings, and actions that can be praxis, reflection, and the practice of character education. However, researcher realizes that there are other facts that emphasize the implementation of character education which only focuses on cognitive aspects rather than the psychomotor aspects. Instead, the expected outcome of character education is not only the learning materials itself but also the implementation, skills, and attitude.

Educational facilities affect aspects of self-efficacy, self-confidence, and character formation (Kazi, Aziz, & Quraishi, 2018). In this movie, it is found that there is character development from the physical attributes aspects to the background and character. They have the same portion of attractiveness. Construction of character education in *Cek Toko Sebelah* Movie 1 and 2 creates habits which form a person's character. This can be seen when the audience gains a broader understanding of the characters that they watch which they hope it could be the views and beliefs in understanding the sense of prosperity, ethical standards, and a stronger personal happiness from the angle of character education.

The main idea of character education in this movie is trying to be an intermediary tool

between religiousness and spirituality in their characters, so that there are efforts in developing the character and identity of the Indonesian people in accordance with the philosophy of the nation, Pancasila. This is aligned with the opinion of (Lantorno & Consalvo, 2023) which stated that the important element in character education is the background of the its concept. So, it is important if the scene in the movie becomes an implicit moral release as it is revealed by (Halonen et al, 2020) that the practice of character education with moral release is related to ethical reasoning, interpersonal relationship, and skills related to diversity.

The unerring character education will be able to treat others as an individual wants to be treated. In this case, (Wiedner & Mantere, 2018) stated that respect requires awareness such as values and attention as an important role. Polemic about character education is highlighted since its promotions that are able to teach values and define the pillars of character. *Cek Toko Sebelah* Movie 1 and 2 becomes an integrated model and a non-formal education tool to shape character through its educative scenes that contain moral messages so that it can contribute to building civilization with character.

To achieve the goals of character education, consistency is needed in showing good character for example, by respecting others. (Small, English, Moran, Grainger, & Cashin, 2018) stated that if the impoliteness

that contributes more, the results will not be professional. From the integration of characters in *Cek Toko Sebelah* Movie 1 and 2, to become values implementation through the activities can help to achieve the character education especially when it is done by recognizing the right of everyone to become themselves, to make decisions, to have privacy and dignity.

Several things need to be considered in order to support the practice of character education through a cultural perspective in all activities, such as views on life, philosophy of life, mindset, and life goals that can be a bridge in overcoming tensions in the construction of character education. In this regard, (Verdon, Wong, & McLeod, 2015) stated that the ability to facilitate understanding of the context of character education could build reciprocal relationships to overcome tensions in cross-cultural character practices. The basic philosophy of character education construction in *Cek Toko Sebelah* Movie 1 and 2 is freedom and independence. This helps to interpret character education as a tool for building character in various elements. As stated by (Verdeja, 2017) that character education includes three core elements, namely critical reflection, symbolic recognition, and systematic participation in the framework of character building.

CONCLUSION

Referring to the answers of research objectives, the researcher can formulate several conclusions according to the research questions, they are the construction of character education in *Cek Toko Sebelah* 1 and 2 movies is interpreted through scenes and dialogues that contain moral values of entrepreneurship, mutual respect, mutual respect, resilience, and struggle for the family. This research also concludes that the entrepreneurship character is reflected in good entrepreneurial values from Koh Afuk's life and the former workers at Koh Afuk's shop who helped Koh Yohan and Ayu's businesses. Apart from that, there is also a point of view about the rivalry between Erwin and Yohan, when Koh Afuk felt that Erwin was most appropriate to continue his business. Through this research, the researcher recommends that if there is a need for a new paradigm in character education that is in accordance with the complexity of the problems and getting out of the comfort zone on characters that are emphasized towards religion centric.

The results of the research may be applied in the study of character education. Related to the results of this study, the researcher suggests to the directorate of education policymakers, especially in curriculum development, that in constructing the need of character education, can learn the characters in the movies and apply the positive

values in real life in order to obtain positive values.

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