

CHAPTER I

INTRODUCTION

This chapter provide about research context, research focus, research objectives, significance of study, definition of key term, previous study, and review of related literature.

A. Research Context

Education is essential for every child in Indonesia. Every child has the right to get the opportunity to learn without exception. According to Ki Hajar Dewantara, education is a demand in the life of children's growth. As for the meaning, education is to guide all the natural forces in children so that they as humans and as members of society can achieve the highest safety and happiness.¹ To increase a good education, it is necessary to have a teacher who can carry out the teaching and learning process. Learning is a process that contains a series of teacher actions and students based on reciprocity applicable in educational situations for achieve goals, interactions or relationships an exchange between teachers and students is the main requirement of learning interaction in the teaching process and learning has a broad meaning.² Not only the relationship between the teacher and students, but also in the form of interaction educational, in this case, not only convey messages in the form of content lesson. Growth and development gaining knowledge of presently very have an impact on the premise of ways the teacher the use of gaining knowledge of strategies that suitable so

¹ Siti Shafa Marwah, "Relevansi Konsep Pendidikan Menurut Ki Hadjar Dewantara Dengan Konsep Pendidikan Islam," *Tarbawi: Indonesia Journal of Islamic Education* 5, no.1 (2018), 16²

² Zaifullah, Hairuddin Cikka, M. Iksan Kahar, "Strategi Guru Dalam Meningkatkan Interaksi dan Minat Belajar Terhadap Keberhasilan Peserta Didik Dalam Menghadapi Pembelajaran Tatap Muka Di Masa Pandemi," *Guru Tua: Jurnal Pendidikan dan Pembelajaran* 4, no. 2 (November, 2021): 10.

that it can be understood and accepted with the aid of using students in receiving and perform the coaching and gaining knowledge of the process.

As a teacher, teaching methods are needed for the smooth learning that takes place. Teachers have the right to use teaching methods according to the conditions in which they teach. Education is not only in a proper place like at school, but teaching and learning can be anywhere because not all children have the opportunity to study in a proper place like children in general. One example is children who live in hard-to-reach areas such as in the interior of the forest. Therefore, the teacher must have a teaching method according to the conditions when he teaches so that the teaching and learning process can run smoothly. The teaching methods may be an arrangement or a pattern that's used as a guide in effecting learning within the tutorial. Teaching methods refer to the learning approaches used, such as the purpose and stage of learning activities, the learning environment, and classroom management.² That way, when the teacher knows what teaching method will be used, the teaching and learning process goes according to expectations. In addition, the definition of teaching methods is also fixed by Yamin. According to Yamin, teaching is a way to create or present learning materials and outline students to achieve their goals.³

Nowdays, developmental teaching methods are starting to apply technologybased media according to the current era. However, this cannot be generalized

² Yuwinda, M. Yusuf Ibrahim, Hj. Sulistyarini, "Analisis Penggunaan Metode Mengajar Guru Pada Mata Pelajaran Sosiologi SMAS Taman Mulia Sungai Raya," Jurnal Untan, accessed from <https://jurnal.untan.ac.id/index.php/jpdpb/article/download/3776/3781>, on April 5, 2022 at 8:45 pm.

³ Jamil Suptihatiningrum, *Strategi Pembelajaran: Teori dan Aplikasi* (Jogjakarta: Ar-Ruzz Media, 2017), 281.

when looking at different conditions. Environmental and economic conditions also impact the teaching methods used by teachers. There are still remote areas that apply traditional teaching methods due to environmental conditions that do not support current technological developments. So, the adjustment of conditions with the teaching method that will be used by the teacher needs to be considered so that the material provided is conveyed properly.

Teaching and learning are processes of educational activity. This educational value colours the interaction between teachers and students. Teaching is the science of studying how teachers and students engage in systematic activities in an environment where they interact in the learning process.⁴ Along with the development of the times, we gain knowledge not only based on the books we read, but we can get knowledge from the mass media, for example, films. A film is a type of literary work that depicts the life and is reflected in social life. The film can also be seen as a medium of communication that influences the target audience, thanks to the audiovisual characteristics of the power of video, image and audio.⁵ *Sokola Rimba* is one example of a film that we can use as a subject in research, namely from the teaching method used in this film. *Sokola Rimba* is a film directed by Riri Riza and produced by Mira Lesmana; where this film is from Indonesia and has won international awards and several domestic awards. *Sokola Rimba* is thick with educational and human values. *Sokola Rimba* tells the story of a teacher named Butet Manurung who is willing to leave his hometown and teach in the interior, known as the jungle

⁴ Ali Mudlofir dan Evi Fatimatur Rusyidah, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Depok: PT Raja Grafindo Persada, 2016), 105.

⁵ Phil Astrid S dan Susanto, *Komunikasi Massa* (Bandung: Bina Cipta, 1980), 58.

people located in Jambi. More precisely, the Jungle people live upstream of the Makekal river in the forest of the Twelve hills. Butet teaches how to read, write and count using teaching methods according to the existing environmental conditions. Of course, this is not easy for Butet to see that the current ecological needs and the learning interests of rural children and their thoughts regarding education are different from children in general. This is a challenge for Butet Manurung to be able to realize his goals in the teaching and learning process. Based on previous study of this research is the first researcher who has the same object as my research is "Metode Pengajaran Dalam Film Whiplash (Analisis Semiotik Tentang Metode Pengajaran Otoriter dalam Film Whiplash) in 2017 by Muhammad Pascal Lisoni Putra. In this study, there are similarities in an analysis of the teaching methods, whereas the difference between this research and our research is the approach used. The previous study used a semiotic analysis and focused on authoritarian teaching methods, while our research used mimetics analysis and focused on teaching method. The next research is entitled "An Analysis of Erin Gruwell's Methods to Teach Her Student's in Richard Lagravenous Film Freedom Writers" by Sujarwo Bayu Santiko in 2017. The similarity of this research with our research is focus on an analysis of teaching methods. However, the difference between in this research and previous study is the result of teaching methods itself. The previous study used a qualitative with an objective approach, in this study using content analysis and mimetic approach.

From the background above, we as prospective teachers can pay attention to Butet Manurung as an inspiring teacher. The researcher chose "Sokola Rimba" Film as the research subject. Apart from the context of the existing teaching

methods, the researcher wanted to introduce that there are Indonesian films that have occupied the international realm with educational backgrounds. In addition, the researcher also wants to inform through the film that a teacher is not only referred to as a teacher when teaching at school, but teaching and learning activities can be anywhere. There are still areas that need proper education out there so they too can know what it means to study like other children. Like Butet Manurung, who is willing to go abroad and sincerely teaches rural children to read, write, and count. The researchers have an interest in making "Sokola Rimba" the film as a research subject and Butet Manurung as an object of research.

B. Research Problem

In educational research that covers about topic of concern, researcher should focus the research in order to researcher can study it easily.⁶

Based on the description above, the research problem is:

1. What are the types of teaching methods performed in Sokola Rimba Film?
2. How does Butet Manurung, performs the teaching method in Sokola Rimba Film?

C. Research Objectives

The research purpose is the answer that will be obtained from the research problem through data collection. Based on the research problem above, the researcher aims to:

1. To identify the types of teaching methods found in Sokola Rimba Film.

⁶ Donald Ary, *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2006), 53.

2. To describe how Butet Manurung performs the teaching methods found in Sokola Rimba Film.

D. Significance of Study

The purpose of this research is to contribute to learning both theoretically and practically. The problem may fill in gaps current knowledge or help solve some of the inconsistencies in previous research.⁷This research is expected to provide several advantages for:

1. Theoretical significant

The result of this research can give benefit to the development of teaching learning program.

2. Practical significant

- a. For Researcher

The purpose of this study is to find what the teaching method who use by character “Butet Manurung” and to know how the character “Butet Manurung” performs the teaching method found in Sokola Rimba. Practical significant

- b. For Teacher

This research will help the teacher know types of teaching method who can used when they teach they students.

⁷ Donald Ary, Lucy Jacobs Cheser, Chris Sorensen, *Introduction to Research in Education*, (Canada: Nilson Education, 2010), 49.

E. Definition of Key Terms

Definitions of key terms explain about some terms that used in the research to give clear explanation. In this research the researcher would like to give explanation about :

1. Main Character : Main characters is a characters who play an important role in a story.
2. Teaching methods: The teaching method is the method used by the teacher to convey the material so that the material can be delivered properly according to the conditions in the classroom.
3. Sokola Rimba : Sokola Rimba is a film directed by Riri Riza and produced by Mira Lesmana; where this film is from Indonesia and has won international awards and several domestic awards. Sokola Rimba is thick with educational and human values. Sokola Rimba tells the story of a teacher named Butet Manurung who is willing to leave her hometown and teach in the interior, known as the jungle people located in Jambi. More precisely, the Jungle people live upstream of the Makekal river in the forest of the Twelve hills.
4. Film: The film is a type of literary work that describes the life and is reflected in social life. The film does not only show a storyline that is only enjoyed but in the film, there is also a message that is conveyed implicitly to the audience.

F. Previous Study

Researching film for educational purposes is no longer new. There is a lot of research dealing with films to observe information that includes values and personalities, or is used for educational purposes. The researcher discover some relevant research as her previous study.

In 2017, Muhammad Pascal Lisoni Putra conducted research entitled "Metode Pengajaran Dalam Film Whiplash (Analisis Semiotik Tentang Metode Pengajaran Otoriter dalam Film Whiplash) is related to the topic that the researcher will be looking into. The same point of this research is the same focus on an analysis teaching methods in film, whereas the differences are the object of analyzing teaching methods itself, Muhammad Pascal Lisoni Putra research focused on the Whiplash film, but this study focused on Sokola Rimba film, also he focused on authoritarian teaching methods and semiotic analysis, while this research used mimetics analysis and try to analyze the teaching methods used in Sokola Rimba Film.. As a result, Muhammad Pascal Lisoni Putra takes two aspects focusing on research. Nine scenes were obtained from these two aspects. This should represent the focus of this research. There are four scenes of authoritarianism chosen to explain how Mr Fletcher's teaching method applies to his students. In addition, there are five scenes in the second problem statement regarding authoritarian teaching interactions.⁸

The similar next research, in 2017 Sujarwo Bayu Santiko conducted research entitled "An Analysis of Erin Gruwell's Methods to Teach Her Student's in Richard Lagravenese Film Freedom Writers", this will be a second previous study that is relevant to this research. The differences is focused itself. The previous study used objective approach, whereas in this study used content analysis. The previous study also focused on what are teaching methods that successfully and problem faced when Erin teaching her students. Furthermore, the result of this

⁸ Muhammad Pascal Lisoni Putra, "Metode Pengajaran Dalam Film Whiplash (Analisis Semiotik Tentang Metode Pengajaran Otoriter dalam Film Whiplash)" (Thesis, Universitas Jenderal Soedirman, Purwokerto, 2017).

research is Erin showed that there are two teaching methods that have been successfully practiced by Erin Gruwell, there are learning community languages and direct methods. Later, there was a problem that Erin Gruwell faced while teaching her students. They were discipline, interest, and personal consciousness. However, Erin solved the problem in two ways. They did the best for their students and looked for the root cause of the problem.⁹

From the previous studies above, there are many similar studies on films, but it has a different focus itself. The films analyzed by researchers and other researchers are different.

G. Review of Related Literature

1. Teaching Methods

a. Definition of Teaching Methods

Education is divided into two types, formal and non-formal. Formal education is a structured and tiered educational flow consisting of basic education, secondary education, and higher education. Usually this formal education is carried out in schools where everything is scheduled. While nonformal education is education carried out in the community. In non-formal learning, appropriate and time is not tied like formal education in general, here the teacher tries to teach according to the needs and circumstances that occur in society. Non-formal education is certainly a new challenge for a teacher, where teachers must have innovation and preparation before learning. In managing the teaching and learning process, the teacher acts as a facilitator

⁹ Sujarwo Bayu Santiko, "An Analysis of Erin Gruwell's Methods to Teach Her Student's in Richard Lagravenese Film Freedom Writers" (Thesis, Universitas Muhammadiyah Malang, Malang, 2017)

who tries to create sufficient conditions by developing suitable teaching materials so that the teaching and learning process can be carried out correctly. The method comes from the Greek "Greeks", namely "Metha" which means through, and "Hodos" means way, tool or style. In other words, method means way or the way that must be taken to achieve certain goals.¹⁰ Ahmad Tafsir also defines that method as a term used to express the meaning of the way most precise and fast in doing something.¹¹ While teaching has the definition put forward by Arifin, namely a series of activities to deliver learning materials to students so that they can receive, respond to, master and develop the learning materials. Another response regarding the definition of teaching was put forward by Tyson and Carroll, they defined teaching as a way and a process of reciprocal relations between students and teachers who both play an active role in carrying out activities¹².

Based on the above statement, the teaching method has the definition of a structured way in which the teacher engages in the learning process activities, where students and teachers interact with each other in learning activities to achieve good learning goals.

b. Kinds of Teaching Methods¹³

1) Lecture Method

¹⁰ H. Muzayyin Arifin, *Filsafat Pendidikan Islam* (Jakarta: Bina Aksara, 1987), 97.

¹¹ Ahmad Tafsir, *Metodologi pengajaran Agama Islam* (Bandung: PT. Remaja Rosdakarya, 1996), 34

¹² Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: PT Remaja Rosdakarya, 2014), 179.

¹³ Ali Mudlofir dan Evi Fatimatur Rusyidah, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Depok: PT Raja Grafindo Persada, 2016), 106.

The lecture method is a teaching method in which the teacher conveys information and knowledge orally to several students, the teacher becomes the centre and students follow the learning process passively.

Advantages of the lecture method :¹⁴

- a) It is easy for the teacher to master the class, this is because the class is the responsibility of the teacher who gives lectures.
 - b) It is easy for teachers to explain large amounts of subject matter, because teachers can summarize the main issues of the subject matter to be conveyed to students in a short time.
 - c) Can be followed by a large number of students.
 - d) It is easy and cheap to implement because this method only relies on the teacher's voice and does not require a lot of media.
 - e) Discourse do not require a variety of class settings and do not require complicated preparation.
- Disadvantages of the lecture method :

- a) Making students passive and what is gained will be limited to what is mastered by the teacher.
- b) It is difficult to control the extent to which students learn.
- c) Teaching activities become verbalism because in the presentation process the teacher only relies on his auditive abilities. The problem is that each student has different abilities in capturing subject matter through hearing.
- d) If the teacher does not have good speaking skills, discourse can be considered a boring method.

The steps that must be taken so that the lecture method is successful:

¹⁴ Ibid,107.

- a) The preparation stage includes formulating the goals to be achieved, determining the main points of the material to be lectured and preparing the tools used.
- b) The implementation stage includes the opening of the discourse which essentially explains the learning objectives, the presentation of the learning material and the closing of the lecture which is a means to evaluate the success of the delivery of the subject matter.

2) Demonstration Method

Demonstration method is learning method by demonstrating items, events, rules, and sequences of carrying out an activity either directly or through the use of relevant teaching media. Advantages of the demonstration method ¹⁵:

- a) Help students understand clearly the course of a process or work of an object.
- b) The learning process is more interesting and not boring so students can easily understand.
- c) Errors from the discourse results can be corrected through observations and concrete examples.
- d) Learning experiences and impressions are more inherent in students.

Disadvantages of the demonstration method:

- a) The demonstration method requires more preparation, the teacher is expected to demonstrate first before being carried out in class.
- b) Demonstrations require adequate equipment and materials.

¹⁵ Ali Mudlofir dan Evi Fatimatur Rusyidah, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Depok: PT Raja Grafindo Persada, 2016), 109.

- c) Not all objects can be demonstrated.
- d) It is difficult to understand if the teacher has abilities that are less mastery than what is demonstrated.

The steps that must be taken so that the demonstration method is successful:

- a) The preparation stage, formulating the goals that students must achieve after the teaching and learning process ends, preparing an outline of the demonstration steps that will be carried out, conducting demonstration trials to strengthen.
- b) The implementation stage includes, the preparation stage, namely setting the student's sitting position so that they can pay close attention, the implementation stage, which starts with activities that stimulate students to think and provide opportunities to be more active, and the last stage is the final stage, where students are given certain tasks. related to the implementation of the demonstration.

3) Discussion Method

The discussion method has a meaning, namely the learning method by encouraging students to dialogue and exchange opinions with each other so that students have the opportunity to express their thoughts but remain within the existing ethics.

Advantages of the discussion method¹⁶:

- a) Give students the opportunity to practice solving a problem together.

¹⁶ Ali Mudlofir dan Evi Fatimatur Rusyidah, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Depok: PT Raja Grafindo Persada, 2016), 112.

- b) Make students aware that in their discussion they express opinions constructively so that they get better decisions.
- c) Familiarize students to listen and respect the opinions of others.
- d) Train to dare to express opinions verbally.

Disadvantages of the discussion method:

- a) Cannot be used in large groups, because the more people involved, the wider the discussion.
- b) Often the conversation in the discussion is controlled by one or two students who have good speaking skills.
- c) There are often differences of opinion between participants in an emotional discussion.

The steps that must be taken so that the discussion method is successful:

- a) Perform physical preparations such as arranging tables and chairs so that students are comfortable in discussing, determining the procedure so that students can quickly adjust and join without wasting time.
 - b) Involve students in choosing topics to be discussed.
 - c) Determining the discussion leader by choosing several students who want to take the initiative but not those who dominate the discussion, students are asked to choose several topics or subtopics, suggesting the discussion leader to make passive student activities.
 - d) Provide direction so that the class can agree on certain rules.
 - e) In particular, give direction to leaders on how to raise questions about new ideas.
 - f) Evaluate various things about the discussion.
- 4) Assignment Method

The assignment method is a method of presenting material using the teacher giving assignments to students so that the teacher can find out students' understanding of the material that has been conveyed by the teacher. This activity can take place in the classroom, home, laboratory, library, etc.

Advantages of the assignment method¹⁷:

- a) Motivate students to carry out individual learning.
- b) Can develop the independence of students.
- c) Can foster responsibility and discipline.
- d) Can develop the creativity of students.

Disadvantages of the assignment method:

- a) Students are hard to control whether they do it themselves or not.
- b) If the assignment is a group, then only a few are actively participating.

It's not easy to assign tasks that match your abilities.

- c) If the assignment is not varied, it will tend to be boring.

The steps that must be taken so that the assignment method is successful:

- a) The assignment phase identifies the goals to be achieved, the types are clear and appropriate according to the abilities of the students.
- b) Steps in carrying out the task, the teacher guides and encourages students, monitors students in carrying out assignments.

5) Simulation Method

¹⁷ Ali Mudlofir dan Evi Fatimatur Rusyidah, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Depok: PT Raja Grafindo Persada, 2016), 120.

The simulation method has the understanding that this learning method presents a learning experience using certain situations. For example, students who attend a flight school before doing field practice must do a simulation first and the events that occur are facts in the field. Examples of simulation methods such as games, role playing, drama, etc.

Advantages of the simulation method¹⁸:

- a) Simulations can foster courage and confidence in students by playing roles, skits and playing games.
- b) Simulations can be used as a provision for students in dealing with real situations in the future.
- c) Simulation can increase student enthusiasm in the learning process.
- d) Simulation makes it easier for students to form, work and process a job.

Disadvantages of the simulation method:

- a) Careful preparation is needed so that the simulation process can run according to the planned scenario.
 - b) The experience gained through simulation is not always appropriate and in accordance with the reality on the ground.
- 6) Outdoor Study

Outdoor study is a method where the teacher invites students to learn outside the classroom to see events in the field with the aim of familiarizing students with their environment. Through outdoor study environment outside the classroom can be used as a resource study. The teacher's role

¹⁸ Ali Mudlofir dan Evi Fatimatur Rusyidah, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Depok: PT Raja Grafindo Persada, 2016), 118.

here is as a motivator, meaning teacher as a guide so that students learn actively, creatively and intimately with the environment.

Advantages of the outdoor study¹⁹:

- a) Outdoor learning gives children the freedom to learn using all the senses, and can encourage creative and imaginative mindset.
- b) Outdoor learning helps improve learning abilities, behavior and understanding of children in the classroom.
- c) Can foster a sense of pleasure, confidence, self-esteem, self-control and motivation towards certain objects.
- d) Provide input on school programs.
- e) Bringing students closer to the environment so that they can provide a powerful, practical learning experience.

Disadvantages of the outdoor study:

- a) It takes quite a long time.
- b) Requires extra strict supervision and guidance of
- c) student activities.
- d) If it is not controlled then students play alone rather than learning. The steps that must be taken so that the outdoor method is successful:
 - a) The preparation stage, at this stage the activities carried out are determining the intended goals and objectives with the aim of students being able to explore students creative ideas in expressing ideas. This

¹⁹ Muhammad Afandi, Evi Chamalah, dan Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah* (Semarang: Unissula Press, 2013), 117.

preparation stage also includes the aspects investigated, equipment, assistant personnel, as well as objects and time.

- b) The implementation stage, at this stage the activities carried out are site visits, problem posing, group work and work monitoring.
- c) The reporting and improvisation stage, at this stage the activities carried out are presentations, discussions and evaluation.

7) Discovery Learning Method

The Discovery Learning method is learning to seek and find for yourself. In this teaching and learning system, the teacher presents lesson material that is not final, but students are given the opportunity to seek and find themselves by using a problem-solving approach.

Advantages of the discovery learning method²⁰:

- a) Considered to help students develop or increase inventory and mastery of skills and students cognitive processes, if the student is continuously involved in guided discovery. The power of the discovery process come from seeking to find; so someone learn how to learn it.
- b) The knowledge gained from this strategy is very personal in nature and maybe a very good knowledge strong, in the sense of deepening of understanding, retention, and transfer.
- c) Discovery strategies excite students. For example, students feel the effort of their investigation, find success and sometimes failure.

²⁰ Muhammad Afandi, Evi Chamalah, dan Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah* (Semarang: Unissula Press, 2013), 101.

- d) This method gives students the opportunity to move progress according to their own abilities.
- e) This method causes students to direct their own way learning, so that he feels more involved and motivated alone to study, at least for a project special discovery.
- f) This method can help strengthen students' personalities by increasing self-confidence through the process discovery process.
- g) This strategy is child-centred, for example providing opportunities to them and teachers participating as peers in check ideas. Teachers become friends in learning, especially in discovery situation for which the answer is unknown previously.
- h) Helping students develop towards positive skepticism healthy to find the ultimate and absolute truth.

Disadvantages of the discovery learning method:

- a) There is a requirement that there must be mental preparation for the way learn this. For example, slow students may be confused in his efforts to develop his mind when faced with abstract things, or find each other dependence between meanings in a subject, or in an effort to compile an invention in the form of written. Smarter students might have a monopoly discovery and will cause frustration in students who other.
- b) This method is less successful for teaching large classes. For example most of the time can be lost for helping a student discovers theories, or discovers how to spell certain forms of words.

- c) The hope that was shed on this strategy might be disappoint teachers and students who are used to traditional planning and teaching. Teaching by discovery might be viewed as too concerned with gaining understanding and less pay attention to the acquisition of attitudes and skills. While attitudes and skills are needed to gain understanding or as emotional development socially as a whole.
- d) In some sciences (eg science) the required facilities to try ideas may not exist.
- e) This strategy probably won't give a chance to think creatively, if you think creatively, if you understand the meaning that will be found has been selected first by the teacher, thus the processes under his guidance. Not all troubleshooting guarantees successful discovery full of meaning. Problem finding can be tedious mechanization, formality and passivity as the worst form and verbal expository method.

The steps that must be taken so that the discovery learning method is successful:

- a) Identification of student needs
- b) Preliminary selection of principles, understanding of concepts and generalization of knowledge
- c) Selection of materials, problems/tasks;
- d) Help and clarify (tasks/problems to be studied, the role of each student).
- e) Prepare class settings and the necessary tools.
- f) Checking students' understanding of the problems to be solved solved and student assignments.

- g) Provide opportunities for students to make discoveries.
- h) Assist students with information/data if required by students.
- i) Leading self-analysis with questions that directing and identifying processes.

8) Field Trip Method

The field trip method is a teaching method by utilizing the environment, location, or places that have a source of knowledge for students. This teaching method is carried out with assistance by teachers or parents if they are too young. Mentoring is done to show the sources of knowledge that students need to understand. This field trip method can be done in historical places, in nature, or otherwise.

Advantages of the field trip method²¹:

- a) Learning activities are more interesting and not boring for students sitting in class for hours, so that students' learning motivation will higher.
- b) The nature of learning will be more meaningful because students are faced with with the actual situation or condition natural.
- c) Materials that can be studied are richer and more factual so the truth is more accurate.
- d) Student learning activities are more comprehensive and more active.
- e) This can be done in various ways, such as observing, ask or interview, prove or demonstrate, test facts and so on.

²¹ Muhammad Afandi, Evi Chamalah, dan Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah* (Semarang: Unissula Press, 2013), 85.

- f) Learning resources become richer because an environment that can be learned can be varied, such as the social environment, natural environment, artificial environment and others.
- g) Students can understand and live life aspects that exist in their environment, so that they can form a person who are familiar with the life around them, and can foster love for the environment.

Disadvantages of the field trip method:

- a) Learning activities are not prepared in advance which cause when students are taken to their destination not carry out the expected learning activities so that there is an impression play around. This weakness can be overcome with proper preparation mature before the activity is carried out. For example, determine the learning goals that students are expected to have, determine how students learn it, determine what to learn, how long to study, how to obtain information, record the results obtained, and others.
- b) There is an impression from teachers and students that learning activities environment takes a long time, so spend time studying in class.
- c) The narrow view of the teacher that learning activities only occur in the classroom. Teachers forget that student learning assignments can be carried out outside class hours or lessons either individually or groups and one of them can be done by using study the state of the environment.

The steps that must be taken so that the field trip method is successful:

- a) In the preparatory step, the teacher and students determine the expected learning objectives obtained by students related to the use of the

environment as a medium and source of learning, determine the objects that must be studied and visited, determine how students learn at the time of the visit done. For example, noting what happened, observing something process, ask or interview. Students are divided into several groups and each group is given a worksheet in learning activities, teachers and students prepare permits if needed, technical preparations needed for learning activities such as the rules of travel, at the destination, study equipment to bring and arrange questions to be asked.

- b) The implementation step, in this step is to carry out learning activities at the destination according to the plan that has been prepared that is, learning activities begin with the teacher's explanation of object visited, students should be able to ask some questions through their respective groups, students record all the information obtained from the teacher's explanation, the teacher gives LKS to each group, then the students in the group discuss their learning results to better complete and understand learned material.
 - c) Follow-up, follow-up of the above learning activities are study in class to discuss and discuss the results learn from the environment, each group reports its learning outcomes to discussed together, the teacher asks the impressions that students get from these learning activities, in addition to concluding the material obtained and associated with teaching materials field of study, the teacher distributes evaluation sheets to students and done individually.
- 9) Experimental Method

The experimental method is a method of providing opportunities for individual students or groups to be trained to carry out a process or experiment.

Advantages of the experimental method²²:

- a) This method can make students believe in the truth or conclusions based on their own experiments rather than just accepting the words of the teacher or books.
- b) Students can develop attitudes to conduct exploratory studies (exploring) about science and technology.
- c) With this method, humans will be developed who can bring new breakthroughs with discoveries as experimental results which are expected to be beneficial for the welfare of human life.

Disadvantages of the experimental method:

- a) Insufficient tools resulted in not every student having the opportunity to conduct experiments.
- b) If the experiment requires a long period of time, students should wait to continue the lesson.
- c) This method is more suitable for presenting the fields of science and technology.

10) Peer-teaching Method

The method of teaching fellow friends is a method of teaching that is assisted by his own friends. So the function of this method is to help friends

²² Muhammad Afandi, Evi Chamalah, dan Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah* (Semarang: Unissula Press, 2013), 95.

who have difficulty understanding the material presented by the teacher. In this method, students become the center because students play an active role in the learning process.

Advantages of the peer-teaching method²³:

- a) Increase student learning motivation
- b) Improving the quality and learning process
- c) Improving students' social interactive in learning
- d) d. Encouraging students towards higher order thinking
- e) Develop skills to work in groups
- f) Increase the sense of responsibility for self-study
- g) Build a spirit of working together
- h) Practice communication skills
- i) Improve learning outcomes
- j) Strengthening relationships between students so as to strengthen social feelings and a sense of solidarity between students.

Disadvantages of the peer-teaching method:

- a) Requires a relatively long time
- b) If students do not have the relevant knowledge base then this method becomes ineffective
- c) Possibly dominated by students who like to talk, are smart, or want to stand out
- d) Not all teachers really understand how each student works in groups

²³ Muhammad Afandi, Evi Chamalah, dan Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah* (Semarang: Unissula Press, 2013), 103.

- e) Need to be modified to suitably applied to elementary school students
- f) Requires extra strict teacher attention

The steps that must be taken so that the peer-teaching method is successful:

- a) Before implementation, there are several steps that must be evaluated by the teacher before the learning process with the peer teaching strategy, these things are to review the material and objectives to be achieved in learning using the peer teaching method, explain several things related to aspects assessing students, considering the types of students in learning, explaining what feedback should be made by students, explaining some aspects of peer assessment that must be filled out by other students.
- b) During implementation, the assessment steps that can be carried out in the process are assessments carried out by teachers and assessments carried out by peers based on the instructions that have been explained before the peer teaching process is carried out.
- c) End of Implementation, at the end of the peer teaching implementation, the teacher can invite students to provide feedback and reflection on the strategies that have been implemented. Students are asked to submit their responses to the strategies that have been implemented. Disadvantages and advantages. In addition, the teacher can convey the results of the evaluation of the peer teaching process in front of the students for improvement, or students can present the results of their observations to their peers.

2. Film

a. Definition of Film

Education is divided into two types, formal and non-formal. Formal education is a structured and tiered educational flow consisting of basic education, secondary education, and higher education. Usually this formal education is carried out in schools where everything is scheduled.

While non-formal education is education carried out in the community. In non-formal learning, appropriate and time is not tied like formal education in general, here the teacher tries to teach according to the needs and circumstances that occur in society. Non-formal education is certainly a new challenge for a teacher, where teachers must have innovation and preparation before learning. Films are an audiovisual communication medium used to convey a message to a group of people who in gathered in a particular place. Films are also considered an effective media medium for the targeted public because of their audiovisual characteristics. Movies can tell a lot in a short amount of time. As we know, some people think that films are just entertainment shows, but films can serve as a medium that the audience can learn. According to Redi Panuju, films can be good learning media for the audience is not only entertained, but Film can also deliver direct messages through pictures, dialogues, and plays, so that is the most effective medium for spreading missions, ideas and campaigns,

whatever that is.²⁴

Based on the above understanding, the film is an audio-visual communication medium that displays images and sound as entertainment and can also be a lesson for the audience.

b. Kinds of film

There are several genre kinds of film. Moreover, genre is type of film, they are:²⁵

1) Action Film

Action films are films that show events related to exciting, tense, dangerous scenes and have a short story tempo in the story. These action films mostly have scenes against time, shootouts, fights, races, explosions, chases and physical actions in another tense. Examples of action films are Fast & Furious series, Olympus Has Fallen, Bad Boys, etc.

2) Drama

Drama is a widely produced genre due to the range of stories displayed being very wide. Drama films generally have a relationship with settings, story themes, characters, and atmosphere that frame life authentic. Conflict in this type of drama can be formed by the environment, oneself, or nature. The story is also often emotional, dramatic, and capable of making the audience is crying. Examples of drama are Sokola Rimba, Miracle in Cell No. 7, Whiplash, Little Women,

²⁴ Rahman Asri, "Membaca Film Sebagai Sebuah Teks: Analisis Isi Film Nanti Kita Cerita Tentang Hari Ini (NKCTHI)," *Jurnal Al Azhar Indonesia Seri Ilmu Sosial* 1, no. 2 (Agustus, 2020): 74.

²⁵ Handi Oktavianus, "Penerimaan Penonton Terhadap Praktek Eksorsis di dalam Film Conjuring," *Jurnal E-Komunikasi* 3, no. 2 (2015): 4.

etc.

3) Historical Epic

This type of film is generally themed from the past (historical) period with a background story of a kingdom, event or great personage that became a myth, legend or biblical story. Large-scale (colossal) films are often shown lavishly and majestic and involve hundreds, if not thousands of extras, of costume variations with unique accessories and various war attributes such as swords, shields, spears, helmets, chariots, arrows, and so on. Examples of historical epic are *The Lord of The Rings Trilogy*, *Gladiator*, *Ben-Hur*, etc.

4) Horror

In general, the primary purpose of making horror films is to arouse fear, provide surprises and terror that can make an impression on the audience's hearts. Generally, the plot of a horror film is simple, such as showing a story about business humans in the fight against evil forces related to the dimension supernatural or human dark side. In general, this horror film used an antagonist character (not a human) in a scary physical form with perpetrators of terror in the form of humans, supernatural beings, monsters, to creatures foreign. Examples of horror films are *The Conjuring*, *Insidious*, *The Possession*, *The Shining*, etc.

5) Comedy

One example of the type of film that many people are interested in because of its exciting plot is a comedy film. Comedy films are the most popular genre among all other film genres because comedy is a type of

film that has the purpose of provoking laughter from the audience to provide entertainment for the audience. In general, comedy films contain light dramas containing exaggerated actions, situations, language and characters. Besides that, comedy films also always have a satisfying ending (happy ending). Examples of comedy films are *My Stupid Boss*, *Comic 8: Kasino Kings Part 1*, *Koala Kumal*, etc.

6) Musical

Films with musical genres refer to elements of music, songs, dance and choreography that blends with the story. The use of music accompanied by lyrics that blend with the song supports the storyline presented in the film. Films with musical genres usually carry more stories in ordinary light like romance, success and popularity in everyday life and experienced by many people. This musical has a target audience more aimed at family audiences, teenagers, and children. Examples of musical are *Encanto*, *Cinderella*, *The Greatest Showman*, etc.

3. Sokola Rimba Film

a. Characterization

Characters are related to other people or someone, so they need to be a clear description of the character. Characters are divided into two related types in the whole story, namely the main character and additional characters.²⁶ The main character is the central character in storytelling, always in touch with other characters, and is the character who appears and is told the most. The main character is the actor in any important

²⁶ Nurgiyantoro, Burhan, *Teori Pengkajian Fiksi* (Yogyakarta: Gajah Mada University Press, 176).

events and conflicts that affect the development of the plot. While the additional characters are present less in each event, their presence if there is only a relationship with the main character, either directly or indirectly indirect. The book *The Norton Introduction To Literature* by Jerome Beaty understands that a character is someone who acts, appears, or in a story is called a role in literary works. Characterization is an attempt to present a character's character in a story.²⁷

The researcher will explain several figures that showed in *Sokola Rimba* film, there are:

1) Butet Manurung

Butet Manurung in *Sokola Rimba* film which is played by Prisia Nasution was an inspiring teacher. Butet is a main characters in this film. She is an activist who works at a nature conservation agency. She sincerely devoted herself to teaching reading, writing, and arithmetic to rural children who previously did not know what education was. Butet has an independent, courageous, responsible character, does not give up easily and is consistent with her stance.

2) Nyungsang Bungo

Nyungsang Bungo as Nyungsang Bungo are rural children who do not know what education is. After meeting Butet, a teacher, he is determined to be serious in learning, especially in reading. Bungo is depicted with the figure of an inland child in general who lives freely in the forest, wears typical traditional clothes, and acts like an inland tribe.

²⁷ Jerome Beaty, *The Norton Introduction to Literature* (United State: Norton & Company, 2002), 51.

Bungo also has a strong character when he is serious about learning, and his sincerity produces results and influences Bungo's friends who take part in learning. Thus, Bungo's character also plays an active role in this film.

3) Bahar

Bahar is one of the characters opposite the main character, namely Butet Manurung. Bahar is played by Rukman Rosadi. The depiction of Bahar's character is enough to make the audience angry with his behaviour, unfriendly attitude and only concerned with a good reputation in front of journalists. Of course, Bahar's thoughts are not in line with Butet's seriousness in imparting knowledge to children who live in rural areas.

4) Beindah

Beindah is played by Beindah is an outback child, a friend of Bungo. Beindah is a typical child who is cheerful and fun. The depiction of his character is not far from Bungo's as well as his daily life; it is just that his courage is not as brave as Bungo.

5) Nengkabau

Nengkabau is played by Nengkabau is an outback child, a friend of Bungo. The depiction of his character is not far from Bungo's as well as his daily life; it is just that his courage is not as brave as Bungo.

6) Andit

Andit are supporting characters who support the main character. Andit is played by Nadhira Suryadi. She is a kind-hearted girl, gives

realistic input to Butet and loves Butet Manurung, whom she considers an older sister.

7) Butet's Mother

Butet's mother is played by Ratnauli Rajagukguk; the portrayal of the character in Butet's mother is that she is a loving mother to her child, she also supports the decisions made by her child, she also gives good advice and input to Butet. Her sincere smile radiated like a mother who sincerely loves her child.

b. Setting

According to Kennedy and Gioia, the set consists of four elements. There is a place and time to show how the character behaves, how the character interacts with others, and how the character shows the audience their humanity when they see them.²⁸ So the researcher will explain the setting of time and setting of place in Sokola Rimba film.

1) Setting of Time

This film is set in Indonesia post-reform at 1999, starting from Butet Manurung decided to leave Jakarta to hinterland in Jambi province and struggle to teach the children of the jungle, who later succeed in the end of the story. After struggling to continue imparting knowledge to jungle children, in 2004, Butet received an award in the form of Women of the Year, commensurate with what she did to produce a change for jungle children.

²⁸ Dinah Indriani, Surya Sili, Setya Ariani, "An Analysis of Elements in Mama film by Andres Muschietti," *Jurnal Ilmu Budaya* 3, no.1 (Januari, 2019): 15.

2) Setting of Place

This film is set in Jambi, more specifically in the forest interior near hill twelve, headwaters of the makekal river, wanaraya office, butet's house, traditional market, and pariyad's house.

c. Critics

Film criticism is the comparison, analysis, interpretation, and evaluation of films. The film critic attempts to apprehend why the film works, how it works, and what impact it has on people, whilst the film reviewer appears to film manufacturing values in preferred enjoyability.²⁹ So it means that film critics is input is given by the audience related to the value contained in the film, which will be also helpful for the author in making a storyline for the next story.

Riri Riza said that Prisia Nasution plays Butet's character. Like *Laskar Pelangi*, Riri again involves local people in her film this time. They are Nyungsang Bungo, Beindah, and Nengkabau, and assisted by about 80 jungle children from the interior of the Bukit Dua Belas forest. Although not a professional actor, Riri admitted that he had no difficulty directing their roles. In addition, Riri said, to get a complete picture of the life of the jungle people, he and his research team went to the field before starting the series of shooting processes. They lived for days in the forest, experiencing life with the jungle people. Mira Lesmana, a producer of *Sokola Rimba*, admitted that she had known and admired Butet Manurung

²⁹ Waidner-Spahr Library, "Criticism: Literature, Film & Drama: Film Criticism," *Dickinson*, accessed from <https://libguides.dickinson.edu/criticism>, at 18 April 2022, 16:03 pm.

for a long time. Seeing the struggles that the actors and crew involved went through, this film successfully won international awards, namely the Asia-Fukuoka International Film Festival and several domestic awards.

4. Autobiographical Author

Riri Riza is an Indonesian director, film producer and screenwriter. Mohammad Rivai Riza or commonly known as Riri Riza was born in Makassar on October 7, 1970. Riri Riza is the son of Mohammad Riza and Hajerah Dg Tongi. Riri Riza is an alumnus of the Jakarta Arts Institute (IKJ), Faculty of Film and Television. Riri Riza then continued her studies and earned a Master's Degree in Screenwriting for Feature Films at Royal Holloway, University of London. Riri Riza has been in touch with the film world since childhood.

His father, Mohammad Riza, was an employee at the Sulawesi Information Department. As a child, Riri Riza often accompanied her father to remote areas of Makassar to show films about Family Planning (KB), transmigration, and other New Order government programs at that time. Riri Riza's first film was a short film for her college final project, entitled *Sonata Kampung Bata* (1994). The film *Sonata Kampung Bata* then received an award at the short film festival in Oberhausen, Germany and then screened at several festivals in Asia, Europe and America. *Kuldesak* (1998) is Riri Riza's film which tells about the lives of Jakartan teenagers with their respective dreams.

The film *Kuldesak* was produced for three years by Riri Riza who collaborated with Mira Lesmana, Nan Triveni Achmas, and Rizal Mantovani. Riri Riza directed the film *'Petualangan Sherina'* (2000) which became her first feature-length film with the theme of a musical drama. Two years later, Riri Riza became a screenwriter and director for the film *'Eliana, Eliana'* (2002). The film *'Eliana, Eliana'* (2002) won the Young Cinema Award and the NETPAC/Fipresci Jury Awards at the Singapore International Film Festival. Riri Riza again collaborated with Mira Lesmana on the film *'What's Up With Love?'* (2002). *'Gie'* (2005), *'3 Days Forever'* (2007), and *'Atambua 390 Celsius'* (2012) are also collaborations between Mira Lesmana as producer and Riri Riza as director. Riri Riza became a screenwriter and director in the film *'Gie'* (2005). The film *"Gie"* later won awards for Best Film, Best Actor and Best Cinematography at the 2005 Indonesian Film Festival, the Special Jury Prize at the 2006 Singapore International Film Festival and the Special Jury Prize at the 2007 Asia Pacific Film Festival. Riri Riza has also been involved in international film production.

