

Finding Early Identity for Children in the Film 'Laskar Pencerah'

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1 **Finding Early Identity for Children in the Film 'Laskar Pencerah'**

2 Abstract. This research aims to reveal the message in the film 'Laskar Pencerah'. The
3 news of how a child's struggles are limited can find his true self early on. Besides, it
4 provides an overview of the wider community and how non-formal education can
5 provide alternatives and educational inspiration through the learning community.
6 The method used is descriptive qualitative to build the meaning of the message in
7 the film 'Laskar Pencerah' and to understand the phenomenon by describing it in
8 the form of words. The method descriptive qualitative is also done by making
9 observations, namely collecting data on the film 'Laskar Pencerah' which viewed
10 through the youtube channel. The data used to explore the meaning of the film's
11 story, explain, give, and detail the film's message. The analysis creates a detailed
12 description in a solid description that reveals everything to understand the findings
13 obtained. This research shows that the main character of a child who wants to
14 continue to learn even though it is limited in his life can achieve what he aspires to
15 with continuous efforts. His efforts and hard work shape the child's character and
16 help him find his identity early on. The film 'Laskar Pencerah' can be an inspiration
17 to encourage in the learning process for anyone, both those whose lives are limited
18 and those who have facilities.

19 Keywords: Identity, Children, Film, Character Building, Learning Community
20

21 **Introduction**

22 Education aims to explore every character and know the identity of children from an early
23 age. Universally, education also aims to improve cultural values (Moulin-Stožek, 2020). Character
24 education aims to encourage participatory children to identify and form good character under
25 certain conditions (Baiocchi, 2019). Character education can foster intellectuality and morality in
26 children (Kotsonis, 2019). The approach of character education depends on the child to develop
27 through his/her environment (Bates, 2019). Character education is a learning process by promoting
28 values and fostering ideology to build fighting power (Hetemi, 2020). The approach of character
29 education depends on the child to develop through his/her environment. Although character
30 education emphasizes morality in children's education in formal schools, character education is
31 minimal in a film story (Halimah et al., 2020). The challenge in education is to empower the wider
32 community (Morin, 2019). Every human being has the power of the soul, namely copyright, works.
33 Full human development demands the development of all power in a balanced manner.
34 Development that is too focused on one power alone will result in incomplete development as a
35 human being. Education that emphasizes the intellectual aspect will only keep learners away from
36 their society. Education can be grown by providing emotional developmental stimuli to children
37 (Yuan et al., 2020). Education until now has only emphasized the development of copyright and
38 less attention to taste development. If it continues, it will make human beings less humanist or
39 humane.

1 The identity of each child is unique because each child is different from the other. Identity
2 is part of children's social status to express their abilities in society (Wagner, 2019). Children can
3 creatively find themselves adapting to their social environment (Yan, 2019). Children are a valuable
4 asset to the state; therefore, it needs support in the educational process (Nieminen, 2019).
5 Education should not govern, but education should be supportive. So that in the learning process,
6 children are not unfettered in a curriculum. Education doesn't have to be expensive either. Cheap
7 education can be a strategic program that aims to subsidize education-related costs for students
8 from low-income families to remain complete in completing education (Wekullo, 2020). Alternative
9 process education can see in the film 'Laskar Pencerah', which describes the learning process in the
10 learning community that is different from formal schools. The film is a medium of mass
11 communication of listening. The film can also be a pedagogical tool for people's enlightenment.
12 The film can build images of children aimed at children's wellbeing (Nieminen, 2019). The film can
13 shape the power of attitudes and behaviours to society according to its context (El-Khoury et al.,
14 2019). The film can also motivate in a more specific direction (Pookaiyudom & Tan, 2020). The
15 filmmaking process also requires writing, acting, and cinematographic techniques, which require
16 collaborative work between the experienced and the inexperienced to create an atmosphere that
17 can fill each other's shortcomings (Chapin et al., 2019). Mass communication is a tool to develop
18 education in the community (Blom et al., 2018). Mass communication through a medium is a
19 process of information from the sender to recipient involving profound sociocultural
20 transformation (Moll, 2020). Mass communication always requires critical and updates in specific
21 contexts (Amiradakis, 2019). Mass communication provides a broad perspective to describe the
22 mass communication process and its dynamics (Walther & Valkenburg, 2017).

23 The film is not only a medium of entertainment, but it also provides educational value. Film
24 as a medium of entertainment can also contain cultural elements and representations of norms and
25 social values (El-Khoury et al., 2019). Also, the public's entertainment programs many used to
26 anticipate the direction of radicalization (Lakomy, 2017). Realizing the value of education can be
27 taken from the surrounding environment, and there is no reason not to learn (Haider & Hunter,
28 2020). Education's importance can be repeated and requires collective knowledge (Battilana &
29 Dorado, 2010; M. T. Lee & Raschke, 2018). Experience has the value of independent education to
30 achieve a particular political goal (Martin, 2019). The film is also able to communicate using a
31 distinctive cinematic language. The film has a significant concern for understanding how it creates
32 cinematic language in building ideas (Akhter, 2019). Cinematic language can capture how
33 phenomena can see firsthand and what humans do (Gupta, 2019). The cinematic language can
34 construct powerful narratives and communicate to a broad audience (Wong et al., 2020). Not a few

1 children who are in formal school are lazy to learn if not told. Formal education tends to equate
2 learning ways and is even narrower than just instructing in the classroom (Akiva et al., 2020). The
3 school arranges for children to learn according to the system and not learn what they want. The
4 school has a goal applied to students to achieve a predetermined educational program (Liu, 2019).
5 The school also assesses by providing the child's best order (Adair & Kurban, 2019). The effect is
6 that the average child experiences a psychological burden in the learning process. School is a means
7 of learning and as a place of social interaction (Yunus, 2019). Formal schools tend to study in a
8 classroom and dress in uniform. An excellent classroom needs funds to build it, as well as school
9 uniforms. The school is a problem for the underprivileged; getting an education must pay for
10 building money and expensive uniforms.

11 There are not many film stories that focus on education, especially non-formal education,
12 in the learning community. This problem is one reason why the general public rarely knows learning
13 models in the learning community. Most of the film spectacles that happen are only limited to
14 entertainment. The film that focuses on the entertainment element looks for the maximum profit
15 as the film entertainment industry is one of the fastest-growing business sectors (Lakomy, 2017).
16 As a medium of entertainment, films can promote social issues' greater good (Khoo & Ash, 2020).
17 Many people doubt the film's impact if it only serves as entertainment (Marquis et al., 2019).
18 However, the entertainment function can be an unpredictable success in the film (Walls &
19 McKenzie, 2020). In a film that focuses only on the entertainment element, the goal is to make the
20 most profit. Indeed, when viewed from the distribution aspect, entertainment films are the most
21 profitable segment and arguably the most in-demand feature in society. Therefore, it is not
22 surprising that films that only concern the entertainment element become the fastest growing
23 business (Lakomy, 2017). However, entertainment films usually do not attach importance to the
24 educational component. In films that do not attach importance to education, the impact can plunge
25 the audience. Film education can provide alternatives and offers towards the development of film
26 production with educational elements.

27 The film becomes essential as a widely accessible medium of communication. Through the
28 film 'Laskar Pencerah', the story of education in the learning community can be an alternative
29 solution for the community. Besides, films containing educational elements can help to accelerate
30 the formation of the character of a nation. Films that tell the story of character education need
31 support from the wider community. Character education is essential as a foundation in the
32 community (Bates, 2019). The character education will be better if it grows early, starting from the
33 child. Therefore, the district must feel responsible for the education of children. Character
34 education aims to teach the values and virtues necessary for human development, both for

1 fulfilling the character of human physical and mental potential in life (Arthur et al., 2016; Paul
2 et al., 2020). Films about education regarded as stereotypes of films that focus only on the school
3 environment, depicting teacher-centred teaching and learning processes. In contrast to the film
4 'Laskar Pencerah', which prioritizes the education process centred on children. Therefore, films
5 with educational themes such as the film 'Laskar Pencerah' are essential to be discussed and
6 conveyed to the public.

7

8 **Methods**

9 This research uses descriptive qualitative to explore the meaning of the film 'Laskar
10 Pencerah'. This qualitative research also intends to understand the phenomenon by describing it in
11 the form of words. 'Laskar Pencerah' is a film about a poor student named Laskar. Laskar always
12 strives to learn and excel even though his parents still prohibit him if Laskar goes to the learning
13 community. The ban was due to his sickly father and required Laskar to help his mother find money
14 to treat her father. A writing competition held by the learning community motivated Laskar to
15 prove to his parents that what the Laskar did could provide pride and benefits. The learning
16 community shown in the film 'Laskar Pencerah' emphasizes that the learning process does not have
17 to be in a room or building. The learning process can be done anywhere and in any way.

18

19 ***Research Design***

20 This research begins with how the film is observed, namely collecting data on the film
21 'Laskar Pencerah' through the youtube channel. The data used to explore the meaning of the film's
22 story, explain, give, and detail the film's message.

23 ***Data Collection and Analysis***

24 The research data the film 'Laskar Pencerah', get from youtube. The duration of the film
25 'Laskar Pencerah' is 24.01 minutes. The analysis is to create a detailed description in the form of a
26 definite report that reveals everything to understand the findings obtained. First, look for film
27 material on youtube. The second saw the film 'Laskar Pencerah'. The third analyzes the storyline of
28 the film. Fourth, the storyline is studied then done, concluding the message of the film story.

29

30 **Findings**

31 An educational model in the learning community that suits ⁴the child's needs and freeing the
32 child to learn anything with a companion as a facilitator is an alternative in the learning process.
33 Children can evaluate themselves, know their identity early on, and develop them to benefit their
34 environment. Laskar's character in the film 'Laskar Pencerah' is a child who wants to progress and

1 excel but always gets obstacles from his parents and friends in the learning community. The efforts
2 made by the Laskar to be able to continue to go to school and excel show when the Laskar always
3 writes down ideas or ideas of the problems they face, even if only one sentence. Writing is already
4 considered for some people to be a tedious and lazy thing to do. Many say they want to write, but
5 they also give to answer why they have not written yet. There is no reason not to write. For some
6 people writing is a troublesome thing, when if examined more in-depth, writing includes simple
7 things, something noble that can indirectly enlighten anyone who reads it. Writing is the fruit of
8 writing and is the result of real evidence that can change civilization.

9 Writing in the sense of communication is conveying knowledge or information about the
10 subject. Writing means supporting the idea of saying that writing creates one sentence or just a few
11 unrelated things, but produces a series of organized things that relate to each other and in an
12 individual style. The sentences' sequence can be short, perhaps only two or three sentences, but
13 they are placed regularly and relate to each other, and form a reasonable unity. Writing is hard work,
14 but it is also an opportunity to convey something about yourself communicating ideas to others,
15 even learning something unknown.

16 Laskar never gave up hope despite their limited circumstances. But these limitations make
17 the Laskar more eager to achieve what they aspire. He travelled through limited conditions by
18 working hard to keep writing to keep up with the writing competition held in his learning
19 community. Efforts in the process of education carried out continuously will shape the character
20 of the child.

21

22 **Discussion**

23 Education in the learning community based on the surrounding environment can help
24 children find their identity early on. Not always, the child wants to be conditioned in a formal learning
25 atmosphere. Learning should be fun and doable anywhere. The purpose of learning is to find
26 yourself. Education is not to pursue passing the exam but to fulfil the learner's curiosity, especially
27 in the child. Children should have freedom in learning, which is free to express themselves. The
28 film 'Laskar Pencerah' can be an inspiration in the learning process. The motivation shown in the
29 film 'Laskar Pencerah' is patient, obedient to parents, unyielding. Despite all Laskar's problems in
30 both the family and the learning community, Laskar still showed patience by carrying out all his
31 parents' orders and writing ideas on a piece of paper. The next inspiration is that Laskar always
32 obeys his parents' orders without resentment and still accepts the situation by continually trying to
33 carry out his parents' demands. The last inspiration that can be picked in the film 'Laskar Pencerah' is the
34 unyielding attitude to finish the writing that it wants to include in the learning community's

1 competition. Another picture of the form of inspiration obtained in the film 'Laskar Pencerah' that
2 learning does not have to be in an enclosed space or classroom, education does not have to wear a
3 uniform, and learning does not have to be with a lot of material.

4 Non-formal education through a learning community can be an alternative in the learning
5 process. Non-formal education in the learning community applies a different learning model than
6 formal schools in general. Community learning can help to improve teaching and reduce dropouts
7 (Rima et al., 2019). The learning community is an independent educational process to explore the
8 character, where the companion is only as a facilitator (Hamilton et al., 2019). The learning
9 community aims to improve children's understanding and involvement in the face of daily life (T.
10 Lee et al., 2018). The education process in the learning community based on Lave and Wenger's
11 ideas lies in social practice (Walton et al., 2019). The learning community provides an alternative
12 for the lower middle class, significantly so as not to drop out of school. The learning community
13 becomes a bridge of educational solutions in the local environment that can be relevant by
14 producing and responding to learning materials in the surrounding environment (Macintyre et al.,
15 2020). The learning community has a distinctive character by learning to get closer to the ground
16 (Cantwell, 2018).

17 A powerful learning intention show by the character of Laskar in the film 'Laskar Pencerah'.
18 Learning can achieve the goal with firm confidence to achieve what is said (Ciampa & Wolfe, 2020).
19 Education is necessary to explore the potential and see children's development (Pardo & Opazo,
20 2019). The relationship between the facilitator and the child requires a deep focus on learning
21 (Oakden et al., 2020). The Independent learning process can express the value of children's
22 character (Peterson, 2019). The essence of a child named Laskar in the film 'Laskar Pencerah' can
23 motivate children his age who want to progress and excel but have limitations. Motivation by
24 showing the Laskar's desperate efforts to continue to learn and excel can make, namely writing
25 down ideas or ideas of the problems he faced even if only one sentence. Motivation needs to be
26 grown and done with the self-awareness to become accustomed to it (Grumley, 2019). Increasing
27 motivation can also show a person's morals to benefit others (Kotzee, 2019). In this context is how
28 the cause continues to communicate through the film 'Laskar Pencerah'.

29 One of the famous educational communication media is film. The film can be a creative
30 and positive message to change one's audience experience (Reigada et al., 2019). The film, as a
31 medium of communication, can provide a compelling message. A film like seeing a process in flight;
32 the messages conveyed clearly (Real, 2020). The news got through the film can also inspire the
33 audience. The film becomes an essential means and source of inspiration in producing meaning.
34 The film is not only presented only entertainment but to enlightenment. Enlightenment can

1 contribute based on universality (Wessels, 2020). Enlightenment is something that is ingrained in the
2 hearts and heads of its audience. A good film in the context of the film 'Laskar Pencerah' can
3 provide contemplation materials and offer an alternative perspective in looking at life and various
4 social realities of education.

5 The film 'Laskar Pencerah' gives an overview of the message of how the process of non-
6 formal education in the learning community can be an inspiration. Inspiration can provide new
7 insights to offer further educational value (Cui et al., 2019). The push in the film 'Laskar Pencerah'
8 depicts a Laskar character who can encourage the audience that limitations are not an obstacle.
9 Limits can be a useful experience for the audience (Anderson & McCreary, 2020). The child
10 character named Laskar can be an inspiration, that an educational goal can be achieved through
11 strong efforts and never give up even though it has many limitations. A respectful attitude to parents
12 is also an inspiration for children of their age to remain appreciative and grateful for the learning
13 process. The learning process can do anywhere, as done by Laskar figures. A learning process can
14 help solve problems through mentoring by teachers as facilitators (Guilherme, 2019). The learning
15 process should understand how education can be built together (Schiffeler et al., 2018). The learning
16 process also does not have to be in a classroom or a luxurious building. The learning process also
17 does not have to wear fancy uniforms. Uniforms are not the final goal in the learning process.
18 Likewise, learning materials also do not have to know many things that are not the child's interest.
19 The most important thing is how a companion can facilitate what the child wants.

20 The child's character in the film 'Laskar Pencerah' can be an example of an educational goal
21 through strong efforts and never giving up despite having many limitations. Education is essential
22 for children's needs to realize through the values taught (Han, 2020). Although no formal education
23 can see in the film 'Laskar Pencerah', the child character's learning process in the film can indicate
24 that the efforts made continuously will shape the feeling he wants. Scientific discourse and discourse
25 in the community show that education is responsible for forming a character to realize an
26 independent and prosperous society (Martin, 2019). The film 'Laskar Pencerah' describes how the
27 character education process can form through children who continue to write even though it can
28 forbid their parents to participate in competitions held in their learning community. Education is
29 the formation of character in children that becomes a sign of modern social history in an
30 international context-oriented towards politics, society, and economics (Bates, 2019). For good
31 quality of character education for children, it is necessary to support the nearest environment,
32 especially parents. Every parent will see the benefits of getting recognition in the community for
33 their identity (Almagro & Andrés-Cerezo, 2020). Children who have aspirations need to be
34 encouraged so that they are quick to find his/her identity early on.

1

2 **Conclusion**

3 The film 'Laskar Pencerah' provides an overview for the wider community, how the process
 4 of non-formal education through the learning community can provide an alternative. The learning
 5 process in the learning community encourages children to discover their identity early on. The
 6 character of a child named Laskar in the film 'Laskar Pencerah' can be an inspiration in anyone's
 7 learning process despite having limitations in his life. Inspiration for those who have limitations and
 8 motivation for those who have complete facilities. Patience, obeying parents, and never giving up
 9 in the face of all these limitations, is not an obstacle to continue learning. Boundaries can be
 10 conquered by effort and hard work continuously. The child named Laskar's effort and hard work
 11 in the film 'Laskar Pencerah' can form a strong character. The surface is the child's motivation to
 12 continue to achieve what he aspires to and encourage finding his identity early on.

13

14 **Disclosure statement**

15 No potential conflict of interest was reported by the authors.

16

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