

**THE ANALYSIS OF EDUCATIONAL VALUES IN DENIAS,  
*SENANDUNG DIATAS AWAN* MOVIE**

**THESIS**

**Submitted in Partial fulfillment of the Requirement  
for the Degree of “Sarjana Pendidikan” (S1)**

**by**

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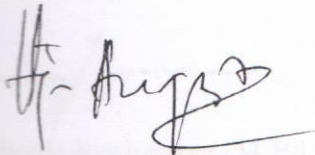
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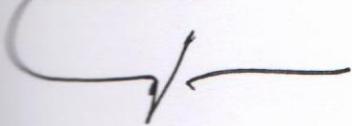
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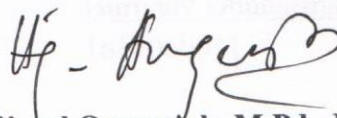
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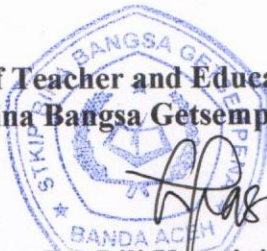
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## DECLARATION

The researcher hereby declares that this thesis is her own writing, and it is true and correct that there is no other's word or statement, except words or statement that is referred in the references. All cited words were quoted in accordance with the ethical code of academic writing.

Banda Aceh, August 13, 2020



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Banda Aceh, August 13<sup>th</sup>, 2020

The Researcher



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*Keywords: Education, Values, Characters, Perspectives, Movie*

## ABSTRACT

Huriyaty Duhaisna. 2020. The Analysis of Educational Values in Denias, *Senandung diatas Awan* Movie. Thesis, English Education Department Teacher Training and Education College (STKIP) Bina Bangsa Getsempena, Advisor (I) Hijjatul Qamariah, M. Pd, M.TESOL, Advisor (II) Mulyadi Syahputra, M.Pd.

This study is aimed to analyze the educational values in Denias, *Senandung diatas Awan* Movie. It is conducted to know what are the educational values in Denias, *Senandung diatas Awan* Movie, and to find out the characters' perspectives toward education in Denias, *Senandung diatas Awan* Movie. The method used in this study was qualitative research. The research design of the study was content analysis. The primary data were the action and utterance from the characters in the movie Denias, *Senandung diatas Awan*. The technique used in collecting the data was Seven-Step Model by Onwuegbuzie and Frels, namely; (1) Exploring the Topics, (2) Initiating the Search, (3) Storing and Organizing Information, (4) Selecting/ Deselecting Information; (5) Expanding the Search, (6) Analyze the Information, and (7) present the Report. The data were analyzed by employing semiotic analysis based on Roland Barthes Theory and the steps of John Fiske. The result revealed that (1) Denias, *Senandung diatas Awan* Movie has one hundred and five values that were divided into four dimentions. The dimentions were religious values which had three values (3%), moral values had sixty seven values (67%), social values have twenty six values (27%) and cultural values have eight values (8%). (2) Denias, *Senandung diatas Awan* Movie had eight characters who showed the perspectives toward education which were divided into two dimentions. The first dimention was positive perspectives which are shown by the characters' of Denias, Maleo, Pak Guru/teacher, Denias's mother, Enos, and Ms. Sam/ibu Gembala. The second dimention was negative perspectives which are shown by the characters' of Mr. Samuel / Denias Father and Noel.

Keywords: *Education, Values, Characters, Perspectives, Movie*



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## **CHAPTER I INTRODUCTION**

This chapter focuses on the background of the study, the research problem of the study, the objectives of the study, the scope of the study, the significant of the study and definition key of term.

### **1.1 Background of the study**

Education is important for the human because through the education, people get a knowledge that eases them to do anything in the world. In addition, the education will determine someone's future and character that makes her learn anything for fulfilling her ambition. For instance, someone who want to be a doctor will learn about health and its problem, a teacher had learn about her majority and the concept of education before she got her passion, etc. In another cases, the educated individuals will easier to adapt in different environments and situations. For examples, they know how to communicate with the strangers, understand about the new culture, and know what have to do in the certain situation. Therefore, education is important in this life.

Moreover, people try to introduce the education by the various ways, like educational institution, workshop, socialization, and the literature in order to make everyone knows about the importance of education and its values. Firstly, educational institution is a place where people of different ages gains an education, including preschools, childcare, elementary schools and universities (Igi Global Dictionary). In addition, all countries obligates the children to go to school for getting the education from elementary school until senior high school, and then people can continue their study in the university as an optional for

focusing and learning more about their majority. Secondly, workshop is a meeting of people to discuss and/or perform practical work in a subject or activity (cambridge dictionary). Usually, there are the invitation participants that join in the workshop for getting the new information and knowledge from the speaker. Thirdly, another way on promoting education is socialization which is a counting process whereby an individual acquires a personal identity and learns the norms, values, behavior and social skills appropriate to his or her position (dictionary.com). Socialization has the purposes to help individuals develop a conscience, to teach individuals how to prepare for and perform certain social roles and cultivates shared sources of meaning and value. The last but not least is literature. Literature is the writings in which expression and form, in connection with ideas of permanent and universal interest, are characteristic or essential features, as poetry, novels, history, biography, and essays (dictionary.com). Literature is also defined as books and other written works, especially those considered having creative or artistic merit or lasting value (yourdictionary.com). Hence, all definitions of the platforms contain different ways on promoting the education itself, because all of things which is done by someone are part of education.

Based on the platforms of promoting the education above, the most popular and interesting platform is the literary works. Literary work are someone's idea that telling the values that are implied in the environments. Besides, someone can improve her/his creativity, imagination, knowledge and personality through the literary works itself (Imara, 2019). It can be happened



because the literary works have a great influence toward the audiences, because it also has the close emotional with the audiences. For supporting the idea, Siswanto (2008) consider that the literary works are the life's exposure, philosophy and psychology problem that are considered as art work that have emotion, imagination, thoughts and it is useful for the consumption of emotional and intellectual. Those kinds of things make the literary works always interested to be consumed by the audiences.

Additionally, the literary works are the best way on promoting the idea toward the audiences, because there are the messages and advises that always contain in the literary work itself. The messages and advises are generally expressed implicitly, indirectly and has a complex analytical character, being created by the interaction of numerous implications which the different elements of the literary works have. It is only by analysis of those implications that one may reveal the message of a literary work. Therefore, the messages of literary are not something that is stated in a particular sentence and easily located, it is something that is comprehended upon reflection (Studfiles, 2015). The examples of values that often be promoted in the literary works are the religious values, social values and so many else (Ganggang, 2016). Therefore, we can learn so many things through literary works.

Besides, one of the popular works of literature is the movie. The movie is part of the transformation of the literary works itself (Eneste, 1991). Movie is a recording of images that tells a story and that people watch on a screen or television (Meriam-Webster Dictionary). Generally, so many literary works that

have been transformed into the movie whether from novels, short stories, fairy tale, biography, autobiography or folklore, such as *Ayat Ayat Cinta* novel, the Cinderella, Story of Mouse-Deer and Crocodile, and so forth. Usually people use the movie for the entertainment. Obviously, the audience of the movie has consumed the values that implied in the movie itself even influence someone's mindset indirectly. For example, when the children watch the Cinderella movie, after that they will think that Cinderella is a kind person, and the stepmother and her daughters are the bad individuals that cannot be followed. Through the Cinderella movie, the audiences want to be a Cinderella and never wish to be the stepmother or her daughters. For this reason, the literary works and movies cannot be separated.

However, the researcher will choose the movie in this research, because the movie is so interesting to be discussed. Movie can deliver the message easily because it is shown through audio-visuals that involve two of human senses, they are sight and hearing. It makes the audience can see the situation and the activity on the movie itself, and also can hear the conversation on it and the back sound that supports the situation of the movie itself. So, the audiences will be easier to catch the messages from the movie itself. On the other hand, the popularity of the movie will never die, because the people always follow the trend of the movie. Nowadays, people are not only able to watch the movie from theatre or television, but also through the platform in the internet. There are so many platform that support the movie itself, for examples, Netflix, Viu, Vidio, Iflix, Hooq, etc (<https://jalantikus.com/tips/aplikasi-nonton-film-gratis-android/>). Through those

platforms, people can watch the movie easily. Therefore, the researchers believe that the movie is the most interesting thing to be learned in this study.

In addition, the researcher will take one of the popular movies in Indonesia; it is Denias, *Senandung diatas Awan* movie. It is so important to analyze this movie as the research because of several reasons. First, this movie was adapted from the real story that makes the messages are believable. Second, this movie was involved in the situation in Papua, the conditions of society and their point of view about the education. It is so interesting and touchable. The last one, this movie was against the trends of national cinema in the era. Majority cinema showed the condition of metropolitans as the setting of place. Meanwhile this movie showed the conditions of remote villages that still lack of modern technology (Rasanae, 2013). Those points differs this movie with another movie. That is why the researcher believes that this movie is so important to be analyzed.

Denias, *Senandung diatas Awan* or its meaning is "Denias, singing on the Cloud was adapted from the true story of someone who is from Papua, his name is Denias. It is pictured about the struggled of Denias on getting the education in order to reach his dream. So many barriers that faced by Denias to get the education in the school It starts from studied in the shack in his village, then his teacher back to their town and the children over there do not have the teacher anymore, until he ran away from his house to go to the city for getting the education over there. He should go on foot for several days in order to arrive in the city. So, it is the touching story that should be prided.

Consequently, it is so important to highlight the movie Denias, *Senandung diatas Awan* as the research, because it has the educational value that can motivate and send the signals to the audiences about the importance of education and it should be gotten even have to face so many obstacles , and also never give up whatever will be. Through this movie, the audience can learn about the struggle and give thanks for the life. Because of those kinds of reasons, so the researcher takes this movie and analyzes it as the research. Therefore, the researcher takes the title "**The Analysis of Educational Value in Denias, *Senandung diatas Awan* Movie.**"

## **1.2 Research problem of the study**

1. What are the educational values in Denias, *Senandung diatas Awan* Movie?
2. What are the characters' perspectives toward education in Denias, *Senandung diatas Awan* Movie?

## **1.3 The objectives of study**

The purpose of this study is:

1. To know the educational values in Denias, *Senandung diatas Awan* Movie.
2. To find out the characters' perspectives toward education in Denias, *Senandung diatas Awan* Movie.

## **1.4 The scope of the study**

The researcher scoped the analysis of this study toward educational values. Moreover, the researcher limits the problem of study to the action and the

utterance of the actors which infer the educational values and characters' perspective in the movie.

### **1.5 Significance of the study**

The significance of study can be explained from theoretically and practically aspects, as described below:

#### **1. Teachers**

Teachers can use this research as the teaching materials and additional references while teaching the students, especially in literature course and English course.

#### **2. Students**

This research will be useful for students as additional references in the literature course and movie analysis.

#### **3. Researchers**

This study will be helpful for the researchers who need the additional idea or information, and also new references about the educational values or the literature in their study.

#### **4. Other Stakeholders**

The result of this study is expected to be helpful for all stakeholders, whether for the references, fun, or new inspiration. It also can contribute to the development of value education.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains some theories based on the experts' definition of novels, characteristics of novels, definitions of educational values, kind of educational values, definition of cultural differences, relevant references, and frameworks of thinking.

#### **2.1 Concept of Education**

Etymologically, education comes from The Greek "Paedagogike", which consist of the word "Pais" meaning "Child" and the word "Ago" mean "guide" (Hadi, 2003: 17). Education is the process of educating, and guiding people to be better. Besides, the function of education is to educate a person into maturity. Through the education, the individuals can develop their abilities in terms of mentality, physical and their mindset in order to be better in the social life. Hasbullah (2005: 10) said that education is an activity that has purpose and it can guide people toward the purpose they want to achieve. He also added the purpose of education is to differentiate good and bad, and it can develop someone's personality, work with others and they can distinguish themselves with others. Moreover, the educational process is the process of realizing human existence in the community (Latif, 2009: 11). It can be stated that the targets of education are teaching someone about knowledge that can improve their abilities, and also teach them social and cultural values that will be useful for their lives later. Therefore, the education is the process on improving someone's ability, quality and also responsibility in the social life. It has a purpose to make individuals understand



about everything that happened in their environment and face it wisely, and also make them understand about human characters, moral, social, cultural, and religious that always exist in the social environment.

## **2.2 Concept of Value**

In addition, value is self-potential to be real, the example of potential is the ability to be rational, moral, and reasonable (Latif, 2009). It means if everything in this world has its own values, and values are used to measure someone's character in their actions to run their life. Therefore, humans have their own role in making others to be the object of the assessment and humans create the value to measure someone's attainment. Value refers to one's behavior and assessment, but it does not judge whether a particular behavior is wrong or true (Setiadi, 2011). As a subject of assessments, humans have different values and have their respective functions to assess something. They have different opinions about something that must be judged to be good or bad. Because of those reasons, people have different characters and points of view according to the value that they applied.

## **2.3 Concept of Educational Values**

Educational value is education in the concerned with the development of the total personality of the individual intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the thought and action (Seshadri, 2005). Permanasari (2016) also stated that educational value is the limit of everything that educates toward maturity and both good and bad so

that it is useful for life through the educational process and also creates the quality of human beings. Besides, Aziz (2012) defined the educational value as a valuable understanding of something that can be used as a guide for every human life.

Based on the experts above, the researcher concluded that the educational value is the values contained in the process of someone development both physically and mentally which are useful to achieve the goals in their lives. Educational value follows in the daily life of humanity, because education is thoroughly related to the moral, religious, cultural and social. Therefore, the educational values must be appreciated and understood by humans, because they lead to good things that are beneficial in the social life.

#### **2.4 Educational Values in Literary Works**

Movie is not only becomes the entertainment for the audience, but it also can give advice, values, and the insight for the audiences. As the same as the other literary works, the movie also has the educational values inside of it. Literary works always present the values of life that can be taken as learning by the reader. The values of life in literature are always related to life problems that are experienced by humans. Nurgiantoro (2002) also added that the live value of human relationships with himself can be said as a moral value, the example is fair, honest, humble, hard work, and the others, Besides, the value of live related to the human relationship with others and the environment is social and cultural values, the example is tolerance, empathy, believe, habit and so on. Noer in Romika

(2016) said that educational values divided into four parts, those are; religious values, moral values, social values and cultural values.

#### **2.4.1. Religious Values**

Religion is one of the consciousness's symptomatically in the depths of the human heart as part of human nature. Religion is also concerned about all of personality and spirituality that is integrated with the existence of God. The purpose of religion is to educate the human to follow all regulations in the religion and always remember the God. In the literary works, religious has a purpose to make the audiences have the reflection in their lives that comes from religious values. Besides, religious values have also been divided into two parts, those are: faith and worship.

##### **a. Faith**

Faith means beliefs that are related to religion which are believed in God with determination and heart (Ali, 2001: 130). Literally, faith is interpreted as a belief about the existence of God as the Creator, the Giver of rizeki, the Preserver, the Protector, the Almighty and all other great qualities (Labib, 2002: 1). Believing in God means trusting every pillar of faith, pillars of faith are: Believing in God, His angels, His holy books, His prophet and the judgment day and believing in good (qada) and bad (qadar) destiny (Marzuki, 2006: 6).

##### **b. Worship**

Worship is asking something good to God such as ease of sustenance and long life. Based on Oxford dictionary (2015: 1739) worship is the practice of

showing respect for God by saying prayers. Further, worship is to get closer to God by carrying out all His commands and avoiding all His prohibitions. According to Sunardi (2013: 36) stated that humans are created by Allah solely to worship Allah SWT by carrying out all His commands and avoiding all prohibitions which aim to the happiness of people in the world and the end. It not only runs five daily prayers but can also give alms, blessings and so on. Worship is a mandatory thing that must be done by humans to be closer to God to achieve happiness in the world and the hereafter.

Religious values are values that include the heart, thoughts and actions of humans that are useful to improve human behavior to obey the teachings of their religion. As a result, the religious values are values that can improve someone's behavior in carrying out all of his God orders and avoiding all prohibitions. Moreover, religious values teach humans to always worship to their God.

#### **2.4.2. Moral Values**

Moral is something related to good and bad that happens in social life. According to Wibowo (2009: 160) moral is an advice, standard, regulation both oral and written about how humans must live and act to be good person. In addition, moral is something that is contained in the literary work which is a suggestion for the reader (Nurgiyantoro, 2002: 320). Moral is related to nobility people, fighting for human rights and dignity. Moral values related to the behavior of everyday life. The value of moral education shows the rules of behavior and customs of individuals of a group that includes behavior. Hence,

moral value is the values of consciousness about the positive and negative things that become the guideline of this life. Generally, moral values divided into two parts, those are individual moral and social moral.

**a. Individual Moral**

Individual moral is moral that concerns human relations with their own life or it is about the way humans treat themselves. It underlies human actions and becomes the guidelines and rules for humans in living their daily lives. Individual moral includes: obedience, bravery, willingness to sacrifice, honest, fair, wise, respect, keep promising, and humble (Sulistyarini, 2011: 4).

**a) Obedience**

Obedience is a form of social influence that involves performing an action under the orders of a person of higher status within a social hierarchy (<https://www.verywellmind.com>). Taylor (2009) also stated that obedience is an action for fulfilling the requests of others. Based on Carole in Imara (2019), obedience has three forms of behavior, those are: (a) Conformity, it is a type of social influence which individuals change attitudes and behavior to match with existing social norms, (b) Acceptance (compliance) is the tendency of people to be influenced by persuasive communication from people who are educated or people they like. It is also an act that is done with pleasure because they believe in social pressure or norms in a group or society, (c). Obedience is a form of behavior to surrender completely to those who have authority, not lies in anger or aggression that is increased, but more in the form of their relationship with the authorities. Briefly,

obedience is an action that is done for following the regulations in order to show the respect to the authority.

**b) Bravery**

Bravery is the quality or state of having or showing mental or moral strength to face danger, fear, or difficulty ([www.merriam-webster.com](http://www.merriam-webster.com)). Brave also can define as one of action to struggle and maintain something which believed as something good and right with pass a danger, difficulty and weakness. Brave can apply to oppose the flow is moving towards one, courage to say no, provide, admit the mistake and require apologize. To measure bravery from someone, it can know from the action also can know from the statement too (Suryati, 2018). Thus, bravery is an action to fight the fearness and keep facing the challenges, threats, difficulties and pains.

According to [www.viacharacter.org](http://www.viacharacter.org), There are three types of bravery, those are: (a) Physical bravery (e.g., firefighters, police officers, soldiers), (b) Psychological bravery (e.g., facing painful aspects of oneself), and (c) Moral bravery (e.g., speaking up for what is right, even if it is an unfavorable opinion). Based on those points, an individual may possess one of these or a combination in accordance with the situation of individual itself.

**c) Willingness to sacrifice**

According to Merriam-Webster Dictionary, sacrifice is a destruction or surrender of something for the sake of something else. Sacrifice is usually done for the sake of a better cause. Willingness to sacrifice is defined as the



propensity to pass by immediate self-interest to promote the well-being of a partner or relationship. Sacrifice may entail the forfeiting of behaviors that might otherwise be desirable, enacting of behaviors that might otherwise be undesirable, or both (Lange, *et al*, (1997). Additionally, willing to sacrifice in social life means willing to give something (energy, wealth, or thoughts) for the benefit of others or the community, although sacrificing will cause the suffer for them. Furthermore, people who are willing to sacrifice are (a) people who never give up in facing anything, (b) never expect compensation, they are always sincere in providing help, (c) spirit and always enthusiastic and glad to help others (Riyanto and Firmansyah, 2017:93).

**d) Honest**

Honest is someone or something that is truthful, trustworthy or genuine ([www.yourdictionary.com](http://www.yourdictionary.com)). Romika (2016) also stated that honesty is a condition when there is no contradiction between thoughts, words and actions. Additionally, honesty means telling the truth admit the actions even if it will get in the trouble, and explain how situation really happened (<https://talkingtreebooks.com>). Therefore, honesty is one of individual moral when people have the nature of sincere, not lying and not cheating.

**e) Fair**

Fair is treating someone in a way that is right or reasonable, or treating a group of people equally and not allowing personal opinions to influence its judgment ([dictionary.cambridge.org](http://dictionary.cambridge.org)). In other side, fair define as

agreeing with what is thought to be right or acceptable. Moreover, Fuady in Imara (2019) stated that, measures of fair including; 1) someone who does not violate the applicable law, the law must not be violated and the rules must be followed, 2) someone must not take more than their right, so fair means equal rights. Imara (2019) also stated that a fair person is someone who cares about the same equality that must be obtained by every person without having to discriminate one another. Therefore, fair is where everyone gets their right and obligation equally.

**f) Wise**

Based on Oxford dictionary (2015:1727), wise is the people who are able to make sensible decisions and give good advice because of the experience and knowledge that someone have. Besides, wise people are more prepared to deal with problems and uncertainties in life (Baltes & Kunzmann in Sahrani, 2014). Hence, wise is the best action to be taken by thinking carefully in facing something.

Basri in Sahrani (2014), found five common characteristic of a wise man, those are: (a) spiritual-moral condition (pious, religious, virtuous, kind, humble, soft spoken/gentle/polite, tough, firm), (b) interpersonal connection ability (generous, willing to sacrifice, loving, sincere, nurturing, forgiving, understanding), (c) ability to judge and make decisions (viewing problems from various points of view, putting other people's interests first rather than personal interest, being able to decide specifically, philosophical/holistic view of life, fair), (d) personal condition

(introspective, responsible, consistent, self-confident), and (e) exceptional/specific ability (smart/competent, intuitive, knowledgeable, insightful, empathetic).

**g) Respect**

Respect is an admiration felt or shown for someone or something that you believe has good ideas or qualities (dictionary.cambridge.org). Suryati (2018) also defined that respect is the actions in a way which shows the awareness of someone's right, wishes etc. In addition, respect can applied for property rights, respect for the father and mother, respect for elders, respect for nature, and respect for the beliefs and rights of others cultured and polite behavior. Moreover, respect for others can be reflected by; 1) treat other people appropriately and in accordance with applicable norms and regulations, 2) provide space or a way for others to advance and develop their talents, and also motivate them to keep improving, 3), do not damage or steal people's property, whether material or non-material assets, 4) accept all the weaknesses and strengths of others sincerely (Panjaitan, 2014:89-90). Consequently, respecting others is an action where someone tries to accept the others' opinions, weaknesses and strengths with pleasure without violating the applicable norms.

**h) Keep promising**

Keep promises is the act of someone who does what he says. According to Oxford dictionary, promise is the action to tell others that someone will definitely do or not do something that will definitely happen.

Keep promises is a part of honesty that is someone who keeps his word that he promised. Besides, based on theidioms.com, keep promise has some meaning, those are, be faithful to the words, fulfill a promise that have made, make good on something that have agreed, and to give ground for expectation. Therefore, people who keep promising are the honest people who always do something that they are determined to do it, and never lie or break the words that they ever say it.

**i) Humble**

According to Imara (2019) humble is someone's attitude which is not too proud of him in an excessive way. A humble person does not look at himself more than anyone else. Besides, Humility is one of the context of educative values, namely the attitude of being strong and maintaining self-strength and not willing to control the others. Humility shows being able to appreciate people around with different personalities. Humility also describes personally adjusting to the environment (Romika, 2016). Furthermore, the point is that someone who can see their own shortcomings is someone who has a high-minded thought to accept criticism and suggestions from others to him.

**b. Social Moral**

Social moral is moral that is related to human relations with others in the surrounding environment (Sulistyarini, 2011: 4). In the social life, humans need to understand the norms that apply in society so that their relationships can run smoothly and there is no misunderstanding among them. According to

Sulistyarini (2011: 5) social moral is divided into; cooperation, kind hearted, love, harmony, giving advice, care about the others and helping others.

**a) Cooperation**

A cooperative attitude is an activity carried out by two or more people together to achieve a common goal. These activities bring results based on the mutual agreement through discussion with an open mind and unite the thoughts and opinions of each group member to achieve common results and goals (Nursianawati, *et al.* 2019:244). In Merriam Webster Dictionary, cooperation is defined as the actions of someone who is being helpful by doing what is wanted or asked for. Moreover, according to Zagumny (2013:1), cooperation includes both behavioral and instrumental components. The behavioral component is that people are working or acting together, while the instrumental component involves a common purpose or benefit for those involved. Therefore, cooperation is an occurrence involving two or more people who share an activity for the purpose of achieving a goal that benefits all of those involved.

**b) Kind hearted**

Kind is a good attitude having people to others or things. It is aware friendly and caring attitude is more commendable than the rough and tough attitude. Based on Cambridge Dictionary, kind-hearted is (a person) showing a lot of care and kindness to other people. Kind-hearted can be shown by tenderness, especially on the younger or weaker, capable of making new friends and maintain the friendships, awareness that friendly

and caring attitude is more admirable than the rough and tough attitude, and the tendency to understand instead of confrontation. Hence, kindness is a sincere feeling of giving help to others without feeling heavy.

**c) Love**

Love and affection is a positive feeling that should be expressed for other people or things. According to Oxford dictionary (2015:898) love is affection or a strong feeling of deep affection for something, especially a member of your family or a friend. Love leads to a shared desire to realize something that is considered appropriate (Romika, 2016). Therefore, love is a limitless feeling that continues to occur in human life where those feelings are given to others, whether it is children, mothers, family, and friends that are caring, responsible and respect each other

**d) Harmony**

Harmony is a situation in which people are peaceful and agree with each other, or when things seem right or suitable together (dictionary.cambridge.org). Based on Pratiwi (2012:1) harmony is the personification of behavior that has been patterned and applies in social life. There are several things that we need to responded and to implemented it in the diversity of social relationships, those are: 1) complying with the value system and norms that apply in the communities in which we live, 2) adapt (adjust) in our words and actions with values and the fundamental norms, 3) Following the rules that apply so that social harmony occurs within the family, community, nation, and country, 4) mutual respect among friends is

an action that can prevent us from disagreement, especially in the middle of the diversity of social relationships in the society, 5) trying to understand the differences that exist in the society to avoid the conflicts that do not bring any benefit (Pratiwi, 2012:2). Moreover, living in harmony can be realized with tolerance. Tolerance is an attitude in a person. It reflects the existence of the act of respecting the lives of each human being (Romika, 2016:16).

**e) Giving Advice**

Advice is an opinion that someone offers you about what you should do or how you should act in a particular situation (<https://dictionary.cambridge.org>). Imara (2019:37) also stated that giving advice is someone's action in reminding others if they are on the wrong path that aims to bring the person back to the right path. Thus, giving advice is an action where someone gives the ideas and suggestions that are useful to the others.

**f) Care about the Others**

Caring is a basic value and an attitude of caring and acting proactively towards conditions or conditions around us and is also an attitude of partisanship to involve ourselves in problems, circumstances or conditions that occur around us (Kompas.com, 2010). Besides, according to Kompasiana.com (2017) caring is an attitude of paying attention to something, both on oneself and outside of it. Caring is also defined as fundamental character or philosophy for humans, which contain principles,

values, and attitudes that can bring about a good life and right actions (<https://mediaindonesia.com>, 2019). Therefore, caring about the others is an attitude of willingness to provide solutions to community problems.

**g) Helping Others**

Help is defined as to give or provide what is necessary to accomplish a task or satisfy a need, contribute strength or means to render assistance to the others (dictionary.com). Individuals who provide help to others without any expectation of receiving something in return are more satisfied with their lives than their counterparts who expect help to be reciprocated (Oagra, 2015:251).

Additionally, there are four forms of helping behavior based on the level of interest based on Utomo & Minza (2016:52); the first is casual helping which is one form of helping behavior in the form of small assistance to unknown individuals. Furthermore, the second is substantial personal helping, which is helping behavior in the form of assistance on a larger scale given to individuals that we know and have relationships with us such as friends and family members. Third is emotional helping, which is a form of helping behavior by providing emotional support to people we know, usually people who are close to us. The last one, emergency helping which is a form of helping behavior that is quite difficult because this behavior is carried out in critical and emergency situations such as helping people in traffic accidents, or on a larger scale is helping individuals in emergency situations natural disasters. Usually, the form of helping



emergency is given to people who are not known in the emergency situation.

#### **2.4.3. Social Values**

According to Sudarmi and Indriyanto (2009) social value is an award given by the community to something that is considered good, noble, appropriates and it has functional uses for the community. Social value is also the quantification of the relative importance that people place on the changes they experience in their lives (<https://socialvalueint.org/social-value>). Furthermore, social value is something that is considered good or not and it is valued by the community, Social values are born as part of human needs as social beings that created and agreed to achieve peace of life with others. Hence, social values refer to consideration about something, the ways to make the decision whether something is valuable and true. Social value is divided into five parts that are economic, recreational, association, physical, and character values. Therefore, Social value is the value that comes from the community and it refers to how they behave.

##### **a. Economic Values**

Economic values are the values related to the economy system. This means that the value follows the market prices (Sudarmi, 2009: 22). Moreover, McConnell and Brue (2005: 3) said that economy is the social science concerned with the efficient use of resources to achieve the maximum satisfaction of economic wants. Economy is related to the human need that is associated with money in terms of production, use and management of an item.

Meanwhile, value is something that is valuable and it has an exchange rate. Furthermore, economics values are the values related to the use of goods that have an exchange value in the community. For example: gold or precious metals have economic value rather than zinc, and its usefulness.

**b. Recreational Values**

According to Sudarmi (2009: 22), recreational values are the values of the joy during leisure time, so they enjoy life and provide physical and psychological freshness to themselves. Recreational values are the values needed by humans to rest their bodies and minds when they are free. For example: enjoyment of recreation, harmony of music, harmony of tone.

**c. Association Value**

Association value defines as the extent to which a stimulus is associated with other ideas, memories, or values (<https://dictionary.apa.org/association-value>). Association value is also the values that cover various forms of human union such as their family life, friendship, and international relations level (Sudami, 2009: 22). Thus, association values are the values that are related to social relations that humans have with each other. For example, like harmony, friendship, brotherhood, welfare, justice, populist, and unity.

**d. Physical Values**

Physical values are the values related to someone's physical condition (Sudarmi, 2009: 22). According to [vocabulary.com](https://www.vocabulary.com), physical value is the cost of reproducing physical property minus various allowances, especially depreciation. Moreover, physical values relate to the amount of space we need

to feel comfortable and our desire for possessions ([www.smartaboutmoney.org](http://www.smartaboutmoney.org)). Hence, physical values are about feeling comfortable in our bodies, homes and environments. For example: fitness, health, and cleanliness of the body.

#### **e. Character Values**

Character values are values that cover all challenges, personal and social mistakes including justice, willingness to help, joy in truth, and willing to control themselves (Sudarmi, 2009: 22). Furthermore, character and personality cannot be separated from humans. Samani (2011: 43) argued that character can be interpreted as a basic value that builds a personal person, someone personality that is formed by the influence of heredity and the influence of the environment, which distinguishes someone from other people, and is showed in attitudes and behavior in human daily life.

Moreover, character is also defined as something that is found in individuals and that are their personality which are different from others in the form of attitudes, thoughts, and actions For example: honesty, simplicity, and loyalty. Thus, character value is a value that related to someone personality so that they can adjust to the community environment

#### **2.4.4. Cultural Values**

According to Dennick-Brecht (2000) culture is a complex system consisting of behavioral patterns and thoughts of a group of the community. Culture is behavior and habits that are created in a group of people and become a habit for them. Additionally, Dennick-Brecht (2000:38) also stated that culture

includes ways of thinking (beliefs, knowledge, language, art, laws) as well as patterns of behavior (customs, habits, fashion). This explains that culture contains the way human thought about beliefs, knowledge, language, art, and laws patterns based on customs, habits and fashion. In other words, culture reflects human thought and their behavior patterns.

**a. Beliefs**

Beliefs are something believed by humans. Further, based on Oxford dictionary (2015: 123) belief is a strong feeling that something exists or it is true. Beliefs are the attitude shown by humans when he feels confident in the truth he has gotten. Belief has the same meaning as trust, trust is the belief of something that is good and sincere (Oxford, 2015: 1621). In other words, trust is the attitude shown by humans when he feels confident enough with the conclusions he has achieved (Dani, 2008: 5). Therefore, trust is something that someone believes and something that feels good enough in their live.

**b. Knowledge**

Knowledge is what humans know all going through the learning process. Moreover, knowledge is the information, understanding and skills that you gain through education or experience (Oxford, 2015: 841). Knowledge is one of the important elements in culture, because culture is related to society, therefore knowledge is important factor in cultural life Besides, the higher the knowledge gained by the community, the higher their development in terms of education and technology. Community culture comes from the community itself, it means that the results of the community to create the technology and

other things that have the function to protect them (Teng, 2017: 72). Moreover, the development of knowledge depends on the development of culture, while the development of knowledge can influence the culture.

The cultural development is something that cannot be limited by humans, and the development of culture affects education. Additionally, the more one's knowledge develops, the more understanding of other things also develops. As well as the learning process carried out by the instructors, it involves a process where there is an interaction between teacher-student and mutual communication that occurs in the educational situation to achieve the learning goals (Rustaman, 2001:461). The result of learning is creating a smart society and able to compete with others. Therefore, the learning process must follow the development of culture, because culture is part of knowledge.

### **c. Language**

Language is a system of communication in speech and writing that is used by the people of particular country or area (Oxford, 2015: 848). Language is a communication tool used by humans to interact with one another. According to Chaer (2003: 61) the way of thinking and culture of a society are determined or influenced by the structure of the language. In other words, language is part of culture in a system of society. In addition. Sunaryo (2000: 6) said that language has a dual position, functions and roles in human life, namely as a product of culture created by humans that also functions as a means of supporting growth, science and technology. Besides, language is also known as a communication tool that is used by various multicultural

communities in the society to communicate each other. Therefore language becomes an important thing in the multicultural society to recognize and appreciate others.

**d. Art**

Art is the use of imagination to express ideas or feelings, particularly in painting or drawing (Oxford, 2015: 69). Art is something created by humans that contains elements of beauty. It reflects a society and arts is a character of society. Besides, art is the result or process of work and human ideas that involve sensitivity, skill, creativity, sensitivity of heart and mind to produce a work that has a beautiful, harmonious and artistic value (Sumanto in Imara, 2019:43). Moreover, a work of art is an imitation of an object that exists in nature or it is a work that already exists.

**e. Law**

Law is the whole system of rules that everyone in a country or society must obey (Oxford, 2015: 855). Furthermore, Masriani (2008: 6) explained that the law is a set of direct instructions that govern the order in society and it must be obeyed by members of the community concerned, because violations of the law can cause the government to act to impose sanctions. In social life, legal is an important rule for regulating people to live peacefully and harmoniously with one another. Moreover, Mawardi (2015:278) stated that law has some function such as; 1) creating the society to be achieved in concert with the objectives of the public, 2) raising the national unity, 3) maintaining

and guarding the harmony and stability in social life, 4) as a complement to the tasks of public management.

**f. Custom**

Custom is an activity, a way of behaving, or an event which is usual or traditional in a particular society or in particular circumstances (collinsdictionary.com). Based on Islamic Encyclopedia (2008:22) custom is the "tradition" of society that has been carried out repeatedly for generations. In addition, tradition is a legacy of the past that is still preserved, practiced and believed to this day. Custom is also known as a guidance of society law. thus, custom is a habit carried out continually by particular society and it becomes a tradition in their community.

**g. Habits**

Habit is a behavior pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility of performance (Merriam-Webster Dictionary). Habits are also all things which are done automatically, even doing them without thought or a continuous activity (kompasiana.com). Although habit is similar to custom, but both of them are different. Habit is an individual phenomenon which is unbound by the law of the society, meanwhile custom is a social phenomenon which is bounded by the law and becomes the parameter of behavior in the society.

**h. Fashion**

Based on Oxford dictionary, fashion is a popular style of clothes, hair and so on at particular time or places. Basically, Fashion is someone's clothes

that function to cover a part of him. In addition, fashion is a language which tells a story about the person who wears it and it creates a wordless means of communication that we all understand (Durcanin, 1999). Fashion accompanied human life throughout totally different era until this moment and fashion continues to be progressing and dynamical human mode of expression (Choudhary and Pandey, 2016:69).

Culture has a huge role to play in deciding the fashion of particular region and being a mirror of the fashion trends in a society ([www.fibre2fashion.com](http://www.fibre2fashion.com)). As the culture changes, fashion changes. In contrast to alternative aspects of socio-cultural life, fashion focuses on the most recent trends and the change occur even quicker than socio-cultural shifts area unit accomplished (Choudhary and Pandey, 2016:69). Therefore, fashion can impact the culture of a region to certain extent although the progress of recent trends are following the development of era.

## **2.5 Definition of the Movie**

Movie is a series of moving pictures and often tells a story, usually shown in a theater or on television; film (Cambridge Dictionary). Movie is also the pictures in the frames where those frames will be projected through the projector lens mechanically so that on the slides the pictures look alive. It moves quickly and changes so that it gives the continuous visual effects. Movie is often labeled as having power to influence individuals believe and value. Through the movie, people can enjoy their time and make the movie as their entertainment or looking for the inspiration. But some people watch the movie for looking the



inspiration. For its beneficial functions, Indri (2011) portrayed that the film is on mass media that can be used as learning media in order to install the positive values from the movie itself toward the audiences.

## **2.6 Movie and Literary Works**

Cinema has the ability to translate deep and abstract ideas and thoughts to the screen as brilliantly as literature does. Furthermore, Brito (2006) states that "In the era of interdisciplinary, nothing is healthier than trying to see the literature's verbally from the perspective of cinema and the movie iconicity from the perspective of literature". In literature, the reader fills in the blanks himself, imagining the space and the characters; cinema provides the audience with ready-made characters, in blood and flesh, and a definite outline of space. Usually, the literary works that are adapted into the movie are novels. Movie as an adaptation of literary works may make the understanding of an already read classic novels. The characters are alive and tangible as well as the whole context. Stam and Raengo (2005) showed that adaptations do not make young people more interested in reading books. The opposite is more frequent. Young people are interested in watching adaptations of books already read. Watching an adaptation of novels or of classics does not necessarily make people read more. Still, adaptations may inhibit the imagination because everything is shown on the screen, there is no place left for imagination (Alqadi, 2015).

Therefore, the creation of cinema has brought new considerations as well as new techniques and approaches of the literary text. Films have been greatly

influenced by literature. Adaptations of classics confirm the fact that novels have widely inspired film-makers. Classics provide cinema with ready-made, pretested material, especially successful classics. Cinema is considered to be a visual and aural narrative. Adapting a novel is thus translating words into a succession of moving pictures, telling a story.

## **2.7 Denias, *Senandung diatas Awan* Movie**

This movie was directed by John De Rantau and produced by Alenia Pictures and it was produced in 2006. This movie was successful to achieve the reward of Oscar trophy' in 2008. Besides, this film tells about the struggle of a Papuan inland tribal boy named Denias to get a proper education. Denias (played by Albert Fakdawer 'AFI Junior') is a figure who never gives up in his life. The 110-minute film lifts the life story of a young man named Janias Miagoni who came from Papua and received a scholarship in Australia. Denias's determination made his life story even better and more beautiful. The film, directed by John De Rantau, also introduces ordinary people to several traditions in Papua, including the ceremony to use *koteka* and the funeral ceremony for mud bathing and cutting of fingers.

Actually, Denias is the same as other children his age, but what makes him different is the sensitivity and resilience of a Denias. Education is very important and valuable for Denias, which was his mother's last advice before he edited. Denias, who felt guilty about the death of his mother, was eager to realize the last message. Denias became increasingly devastated after being followed by the departure of a teacher who became Denias's fancier to Java because of his sick

wife. Even though it was the teacher who gave the spirit of education and more attention, which made Denias believe that village children could also advance with the education he had.

In order to continue his education, Denias with his willingness to walk from the village to the city. In fact, he was willing to hide in the back of a car to achieve his life's goal. But upon arrival in the city, Denias had to work hard to be able to attend the school he was going to because he came from an ordinary tribe. His meeting with Enos made Denias more confident that he could attend school there. His hard work and extensive knowledge made one of the beautiful young teachers (Marcella Zalianty) support and fight for Denias to be able to go to school in such a facilitated school. (Kompasiana, 2016).

All filming locations are in Papua. Most of the filming locations are in the working area of PT Freeport Indonesia, a foreign mining company engaged in copper and gold mining in Papua. The location of the village of Denias takes place in the Wamena mountain range. The houses used for filming are the original houses of the local people but also partly built for filming needs. Some local residents also act as extras. Whereas for the Denias school shoot, all of them took place at YPJ Kuala Kencana Elementary School. Most of the extras in the school scene in this film are YPJ Kuala Kencana students while some teachers appear as cameos. YPJ Kuala Kencana is one of two elementary and junior high schools managed by the Jayawijaya Education Foundation, and is under the auspices of PT. Freeport Indonesia. The reason for choosing this school was because one of the actors and producers of this film (Ari Sihasale) was an

alumnus from another YPI school, YPJ Tembagapura. The second reason is because Janias is an alumnus of YPJ Tembagapura too. Other places that are also used in this film are the cities of Timika and Kuala Kencana.

### **2.7.1. Background of Producer and Director of Denias, *Senandung diatas Awan* Movie**

The producers of this movie are Ari Sihasale and Nia Zulkarnaen as the owners of Alenia Pictures. This couple of producers got the inspiration of this movie after having a chat that talks about the life story of Denias, one of Papuan that has the eagerness on changing his fate through the education (Liputan 6 Pagi, 29/10/2006).

Ari Sihasale or Juharson Estella Sihasale was born in Tembagapura, Papua, October 5th 1973. He has Papuan - Ambon blood. He got married with Nia Zulkarnaen in 2003. He is an actor, singer and movie director. In Denias, *Senandung diatas Awan* Movie, Ari Sihasale was not only as the producer, but also as one of the actors in this movie. His cast was as Maleo, an army that was assigned in Papua. His Papuan background made him easier on creating this movie. In addition, Nia Zulkarnaen or Vanya Zulkarnaen, an Indonesian artist was born in Jakarta, June 19h 1970 as a wife of Ari Sihasale also had a role on creating this movie. She helped her husband on making the movie. Besides, they are also the owner of Alenia Pictures, the platform of creating the movie. One of the movies is Denias, *Senandung diatas Awan* Movie (Wikipedia.org).

However, the making of this movie had the collaboration with John De Rantau as the Director of this movie. John De Rantau was born in Padang. West

Sumatra, on January 2n 1970. He finished his study at the Jakarta Art Institute, then began directing television serials. even though the making of this movie was delayed because of the minimization of the budget, but they were never giving up and trying to look for the sponsor, so that this movie has been successfully played in the theaters movie (Liputan 6 Pagi, 29/10/2006).

## **2.8 Intrinsic Elements of the Movie**

According to Nurgiantoro (2012) in Wahyuni (2017:6), the intrinsic elements cause literary works to appear as literary works, factual elements will be found if the author reads literary works. Furthermore, Sukada in winarti (2009:12), analysis of the intrinsic elements of a literary work is an analysis of the literary work itself, without seeing its relation to data outside the literary work. Therefore, Elements that make up the literary work itself.

Indriani, at al (2019:14) stated that there are five classifications of intrinsic elements in the movie, those are plot, character, setting, point of view, and theme.

### **a. Plot**

Plot is the way in which events are arranged in a work of literature. Winarti (2009:14) stated that plot is a construction made of a series of events that are logically and chronologically interrelated and which are caused or experienced by the actors. further, Indriani, at al (2019:14) stated that there are five kinds of plot such as exposition, rising action, climax, falling action, and resolution.

Firstly, exposition is the introduction of and the characters, arranges the scenes the relationships between the characters (Wahyuni, 2017:7). Secondly, Rising action is the attention, excitement, or involvement in various situations which causes the character to increase the difficulty. Thirdly, Climax is moment of greatest tension the characters must face in the story. It is the peak of story where the result of this situation will cause an effect that has to be accepted for the characters. The fourth is falling Action which is the tension of the story going down or calm down. The last one is resolution. As the ending of the story, this section contains an explanation of the fate of the characters after experiencing the peak event. But there are also films where the ending of the story is left to the audience's image. So, the end of the story was left hanging without any resolution.

#### **b. Character**

Characters are the important part of a story. It helps to send the message of the story through the behaviour and expression of the character. Besides, characters can be classified into minor character (antagonist) and major character (protagonist). The antagonist characters are usually known as a bad character in the story, meanwhile Protagonist is a good character who usually solves the problem of a story and fights against the antagonist.

#### **c. Setting**

Is divided into two dimension, there are setting of place and setting of time. The setting of the place is the location of the events that are told in a

work of fiction. meanwhile Setting of time deals with the question of "when" the events that are told in a work of fiction occur.

**d. point of view**

Point of view is the angle from which a story is told, the intelligence through whose authority we view the characters and the action. Point of view refers to the narrator or teller of the story. Moreover, All films and television shows present their stories from a certain point of view, and if that changes, it can completely alter the story or at least how the audience feels about a character or situation. McGregor (2017)

**e. Theme**

Theme is the general idea insight the story. Theme is also the message which the author wants to communicate by making a story and telling the story. According to Webster's Encyclopedic Unbridged Dictionary of the English Language, theme is a subject of discourse, discussion, meditation, or composition. In other words, a theme is the idea, premise, or purpose of a movie. It is the whole reason why movies are made.

### **CHAPTER III RESEARCH METHODOLOGY**

This chapter presents the method of the study which is composed of data design, source of data, technique of collecting data, technique of data analysis and technique of data validity.

#### **3.1 Research Method**

The method of this study is qualitative research to describe the educational values in Denias, *Senandung Diatas Awan* Movie. Additionally, this research was present in form of description and interpretation from the observation data without any number that involves it. This statement is supported by Williams (2007:67) who stated that qualitative research involves purposeful use for describing, explaining, and interpreting collected data.

This research analyzes the educational values in Denias, *Senandung Diatas Awan* Movie according to what happened in the movie, including the beliefs and thoughts which appear in the movie. Koh, et al (2000:219) supported the statement by saying qualitative research has an emphasis on process, or how things happen, and a focus on attitude, beliefs, and thoughts - how people make sense of their experiences as they interpret their world. According to Nassaji (2015:129), this method often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.

#### **3.2 Research Design**

Research design of this study is content analysis by using semiotic analysis technique. The analysis used to examine the certain object in order to



understand its meaning objectively and in accordance with the context of its use. It was supported by Krippendorf (2004:18) who said that content analysis is a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use.

According to Williams (2007:69), content analysis is designed to identify specific characteristics from the content in the human communications. According to that statement, the researcher believes that content analysis is appropriate with this research which is analyzing the educational values and characters' perspectives in Denias, *Senandung diatas Awan* Movie, that is why content analysis is used in this research in order to achieve the purpose of study.

One technique that is close to content analysis is semiotics. Kaplan (1943:246) stated that content analysis marks the most promising direction along which the semiotic might proceed to formulate and substantiate precise empirical hypothesis about sign usage. Thus, semiotics analysis is the technique that used in for analyzing the signs or symbol that appear in this study. It supported by Nordquist (2020) who stated that semiotics is the theory and study of signs and symbols, especially as elements of language or other systems of communication and littlejohn (2019) also said that semiotics composed a mix theory about how the signs represent the things, idea, condition, situation, feeling, and the conditions outside the signs itself.

Prasetya (2019) revealed that the purpose of semiotics is to know the meanings contained in a sign or interpret that meaning, so that it is known how communicators deconstruct messages. This is in accordance to the aims of this

study which is to identify the educational values and characters' perspectives that appear in Denias, *Senandung diatas Awan* Movie. The educational values in the movie will be interpreted according to the cultural concept and belief of the society in the movie. It is supported by Prasetya (2019) who said that this concept is not apart from the perspective or the ideological values and also the cultural concept that becomes the realm of public thought where the signs created.

### **3.3 Source of Data**

The source of data is the sources where the data was obtained. According to Suryati (2018:28), the source of data can be divided into two parts; those are primary and secondary data. Therefore, this research uses both kinds of source of data.

#### **3.3.1 Primary Data**

Sugiono (2012) stated that primary data is the source that directly affords data to the data collector. So, the data is pure come from the source itself. In this research, the primary data is the action and utterance from the actor in the movie Denias, *Senandung diatas Awan*. It is in line with the statement of Ahmad (2018:9) who said that content analysis must observe the phenomenon of communication both verbally and visually by formulating precisely what is studied and all actions must be based on these objectives.

#### **3.3.2 Secondary Data**

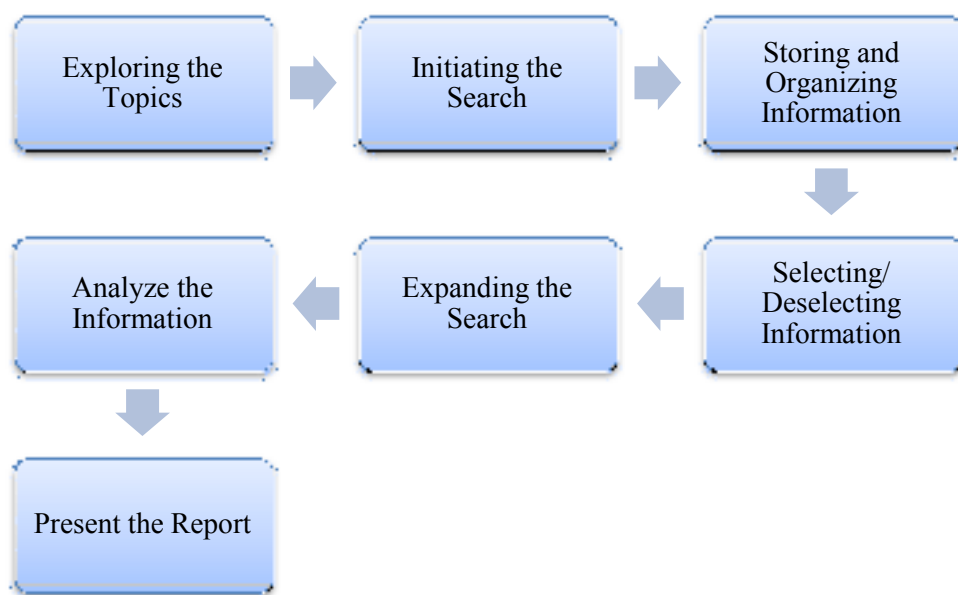
Secondary data is the data that is obtained from the other sources except the primary data. It can be found in the book or media through learning or understanding the sources itself. Although it comes from the other sources, it has

the parameters that become the reference (Siswanto, 2010). In this research, the secondary data is coming from the library, in the form of literatures related to research such as articles, documents, and books related to the theory in the research.

### 3.4 Technique of Collecting Data

Data collecting technique is the writer ways in collecting the data. Definitely, this research uses the ‘Seven-Step Model’ as the technique of collecting data. According to Onwuegbuzie and Frels (2015:54), the Seven-Step Model comprises seven steps, which are; (1) Exploring the Topics, (2) Initiating the Search, (3) Storing and Organizing Information, (4) Selecting/ Deselecting Information; (5) Expanding the Search, (6) Analyze the Information, and (7) present the Report.

**Chart 3.4 Technique of Collecting Data**



### 1. Exploring the Topics

According to Onwuegbuzie and Frels (2015:57), this step should explore the topics of interest, using various means to explore initial key terms associated with this topic to inform the information searches. For following this step, researcher will watch whole Denias, *Senandung diatas Awan* Movie at least five times. By wathing the movie, the researcher will find the informtion about which part is containing the educational values in the movie.

The purpose of watching the movie at least five times is to ensure the validity of the information. It is supported by Marczyk, G. At al (2005) who stated that observation refers to process of making careful and accurate measurements in order to avoid the bias information. Therefore, this step will bring the researcher to find the trustworthy information without any biased on it.

### 2. Initiating the Search

Mishra (2017:106) stated that ‘Initiating the search’ involves multiple tasks and documentation to perform an initial search, explore information about the selected topic, and identify potential literature databases and key terms associated with the topic. In this step, the researcher initiate to look for parts that contained educational value in the movie, involving religious, moral, social and cultural values.

### 3. Storing and Organizing Information

Onwuegbuzie and Frels (2015) suggest that this process of storing and organizing can range from the basic (using note cards) to more complex

(technology-based strategies). Based on this suggestion, the researcher will take notes for the information of educational values in Denias, *Senandung diatas Awan* Movie in the first place, and then type it into microsoft word format after all information collected.

#### 4. Selecting/ Deselecting Information

Based on Mishra (2017:107) statement, the authors put emphasis on differentiating whether the source is to be trusted or not on the basis of sound argument, evidence and consequences and also integrates the ethical guidelines for assessing worthiness of information and in order to avoid promoting any fallacies. Therefore, For selecting the information, the data should be classified according to educational values classification, which are Religious Values, Moral Values, Social Values and Cultural Values. However, the data which is not involved into the classification will be deselected and eliminated.

#### 5. Expanding the Search

In this step, Onwuegbuzie and Frels (2015:57) reviewed the addition of media, observations, documents, experts, and secondary data (MODES) as the vehicle to take the traditional literature review to the next level and researcher should explore how to store and to organize the information. The role of MODES here is to extends the information which is from primary data and helps the proces of analysis.

For expanding the search, the data that have been classified in step (4) will be tabulated according to the excerpts, minutes, John Fiske's Steps of semiotic analysis, and explanation of the educational values. In addition, the

use of John Fiske's Steps of semiotic analysis in this step is part of MODES that is applied in this study. The tabulation is described as the following table;

**Table 3.4** Tabulation of Data Classification

No	Excerpt	Minutes	John Fiske's Steps			explanation
			Reality	Representation	Ideology	

#### 6. Analyze the Information

According to Mishra (2017:107), this chapter describes how to analyze qualitative data broadly on the basis of analytic method and analytic techniques. Therefore, all data in the tabulation will be analyzed in this step by using semiotic analysis technique. The analysis only highlights the religious, moral, social and cultural values as parts of educational values.

#### 7. Present the Report

Onwuegbuzie and Frels (2015:57) said that the final step in this Seven-Step Model is deciding how to convey the information, analysis, and the conclusions and implications to the audiences. Hence, In this last step, the data of educational values that have been analyzed will be concluded and will be the result of the research.

Onwuegbuzie and Frels (2015:57) also suggest four ways to present the result of the research by using AVOW method: acting (using poetry, music, or dance), visualizing (using paintings, drawings, or photography), oral (oral presentation), and writing (producing a written account). According to the suggestion, the researcher will present the result of the research through oral presentation in the last examination and also in form of thesis (writing format) as partial of requirements for the bachelor degree.

### **3.6 Technique of Data Analysis**

This study used semiotic analysis based on Roland Barthes Theory and the steps of John Fiske. According to Prasetya (2019), Roland Barthes Theory is considered more operational in the research study because he described the study of semiotics on two order of signification, they are; denotation and connotation meaning of the signs.

According to Chaer (2012:292), denotative meaning is the original meaning, or the actual meaning possessed by a lexeme. This statement was extended by Chaer (2013:65) in another reference which stated that denotative meaning is basically the same as referential meaning because this denotative meaning is commonly given an explanation as meaning in accordance with the results of observations involving the senses. As an example is a traffic light, which in denotation is just a light that has red, yellow and green colors and is on the highway. Thus, the denotative meaning in this research concerns objective factual information in Denias, *Senandung diatas Awan* Movie.

However, denotative meaning is different with connotative meaning. Tadjuka (2018) stated that connotative meaning is the meaning that arises as a result of social attitudes, personal attitudes, and additional criteria imposed on a conceptual meaning, and extended by Prasetya, (2019:14) said that connotation is also called as cultural meaning that appears because of cultural construction that a shift occurs but remains attached to the symbols or the signs. If denotation interpreted the traffic light as a light that has three colors, but on the connotation, traffic lights have a variety of meanings and each color has a different meaning: red signifies that it must stop, yellow indicates caution and green means that it can start or keep driving. Therefore, the role of connotation in this research is to show the implied meaning in Denias, *Senandung diatas Awan* Movie.

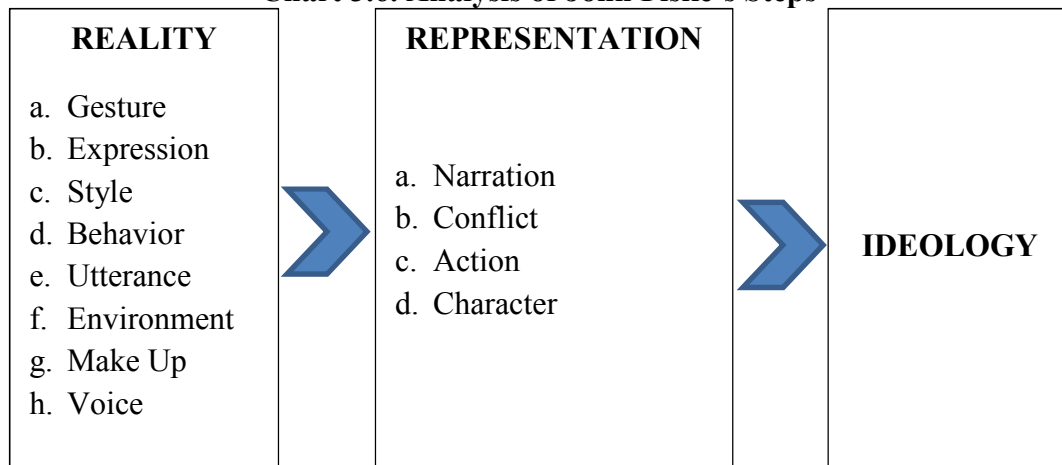
Besides, Barthes also connected the connotation meaning with the myth which is believed in the society (Prasetya, 2019). Because this research will use the Denias, *Senandung diatas Awan* Movie, so the researchers will analyze the contents of the movie itself that has a correlation with the educational values through the Barthes's semiotics analysis.

Barthes's semiotics analysis in this research is helped by three steps of John Fiske in order to facilitate this research. The analysis of three steps of John Fiske is the way that will be used to operate the concept of text. These steps will help the researcher to classify the situation in the movie that will be analyzed, and then analyze it by using Roland Barthes theory. Therefore, this research will analyze the actions and utterances in the Denias, *Senandung diatas Awan* Movie. All situations in the movie contain the signs that have correlations with the



educational values which are able to be references of the learning process in the daily life. Those are the steps of John Fiske based on the following charts.

**Chart 3.6. Analysis of John Fiske's Steps**



1. First level: Reality

Reality in this process is an event or idea constructed as reality by the media in the form of image language (Bevarlia and Christin, 2018:1515). This is generally relates to gesture, expression, style, behavior, utterance, environment, make up and voice. The reality is always ready to be signified.

2. Second level: Representation

Representation is the media technique on representing the reality in the movie. According to Kurniawan (2019:128), reality must be shown in technical codes, such as words, sentences, photos, graphics as the written language and cameras, lighting, music, editing, and others as the images language. These elements are then transmitted into representational code that can actualize characters, narratives, actions, dialogues, and settings.

### 3. Third level: Ideology

According to Fitriawan *et al* (2016:3716), this level is the result of the level of reality and the level of representation organized or categorized to the acceptance and social relations by ideological codes.

### 3.7 Data Validity Technique

Data validity technique in this study is a triangulation of observers' technique where there are other observers involved besides the researcher who also examines the results of data collection. According to Bachri (2010:56), triangulation is a way of getting data that is completely legitimate by using multiple method approach by using something else outside the data itself for checking or referencing the data. It aims to reduce bias in the study. Moreover, Honorene (2017:91) stated that 'triangulation of observers' is the data validity technique that involves several different observers in the analysis process. Thus, researcher will be helped by the supervisor to observe the result of the data.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter shows the data analysis of the educational values in the movie. The discussion concerns with the data analysis obtained from the educational values in Denias, *Senandung diatas Awan* Movie. The data were analyzed to answer the research problems. The research problems are the analysis of educational values and characters' perspectives toward education.

#### **4.1. Research Finding**

Based on the research problem that has been formulated and after watching Denias, *Senandung diatas Awan* movie, repeatedly and record the utterances and actions contained the educational values, the researcher found the result of the study was not only for educational values contained in it but also the researcher analyzed the character's perspective about education in Denias, *Senandung diatas Awan* movie. The results of the study are presented in the form of tables and descriptions.

##### **4.1.1 The Educational Values in Denias, *Senandung diatas Awan* Movie**

After reading, observing and understanding Denias, *Senandung diatas Awan* movie, there were found some educational values namely; religious, moral, social, and cultural values. It will be displayed into four tables. The first tables are religious values, the second are moral values, the third are social values, and the fourth are cultural values.

#### 4.1.1.1 Religious Values in Denias, *Senandung diatas Awan* Movie

The researcher found there are three Religious values in this movie, which are two values of faith and one value of worship. There is no specific action that pictured out the religious values. Thus, the values only come from the utterances of the actors in this movie about the gratefulnes and belief of the involvement of God in every situation. The religious values are shown in the table below:

**Table 4.1.1.1 Religious Values in Denias, *Senandung diatas Awan* Movie**

No	Excerpt	Minutes	John Fiske's Steps			explanation
			Reality	Represent- tation	Ideology	
1.	Maleo: <i>ternyata Tuhan mengabulkan doa kita</i> (apparently God answers our prayers)	00.46.00 – 00.46.13	Maleo said that statement while wanted to give the school uniform to the children	His grateful-ness because he got the school uniform for the children	Faith	The children wanted to have the school uniforms and he tried to get it. While maleo got the uniforms, he believed that it was happened because of God answered their prayers.
2	Denias : <i>kapan sa bisa sekolah?</i> ( when I can go to school?)  Ms. Sam : <i>ya, kita berdo'a saja</i> (ya, we just pray)  Denias : <i>setiap hari saya sudah berdo'a ibu</i> (I pray everyday, maam.)  Ms. Sam : <i>bagus. Tapi ingat, kau tidak boleh nakal, apalagi berkelahi dan jangan sampai terpengaruh dengan anak-anak</i>	01.27.04 to 01.27.31	Ms. Sam asked Denias to pray and Denias said that he prays every day	They involve God in their struggle so that denias can go to school	Worship	Prayer is part of worship. Ms. Sam asks Denias to pray that he can go to school soon. And Denias said that he pray every day, he hoped that God would immediately answer his prayers.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<i>yang tidak baik ya. (good. But remember, you can't be naughty, do not fight and don't be influenced by the bad kids)</i>					
3	Denias : <i>selamat bertugas maleo, suatu saat kita pasti ketemu lagi, seperti surat yang kau tulis. mama, Denias su sekolah. Denias senang sekali. Terimakasih Tuhan, itu sudah, amin. (good luck maleo, we will definitely meet again one day, like the letter you wrote. mama, i am now in school. I am very happy. Thanks God, that is all, amen )</i>	01.44.51 – 01.45.16	Denias said that statement while looked at helicopter that passed by.	He believed that God replied his wishes for going to school	Faith	His thankful to God because he was able to go to school, and it was because of the support and motivation from maleo and his mom.

#### 4.1.1.2 Moral Values in Denias, *Senandung diatas Awan* Movie

From this movie, the researcher found there are sixty seven moral values that included obedience, bravery, willingness to sacrifice, honest, fair, wise, respect, cooperation, kind hearted, love, harmony, giving advice, care about the others and helping others. Those values are found from the utterances and the actions of the actors. The moral values pictured out about the obedience of the rules and powerful people, bravery on doing the difficult things and willing to sacrifice for the sake of education, honesty, fairness, wisdom on solving the problem, respecting others, cooperating with others, kindness toward other conditions, loving the family, harmony among the society, advising for something better, careful and helping others whether in the social life or for the sake of education. Those moral values are illustrated in the table below:

**Table 4.1.1.2 Moral Values in Denias, *Senandung diatas Awan* Movie**

No	Excerpt	Minutes	John Fiske's Steps			explanation
			Reality	Representation	Ideology	
1	The ceremony of wearing Koteka	00.00.33 to 00.01.49	Denias and all society following the ceremony	Obey the customary rules	Obedience	This ceremony shows that Denias and all society obey to the customary activity that becomes the Papuan tradition
2	Denias's mother : <i>Denias, ko sudah besar. Jangan nakal ya. Kalau ko nakal, gunung disana bisa makan ko. Betul itu. Iyo, itu sudah. Tapi kalau ko belajar yang rajin, pintar sekolah, gunung disana takut sama ko.</i> (Denias, you are growing up. Do not be naughty, ya. If you are naughty, mountains there can eat you. That is true. Come on, that's it. But if you study hard, you are good at school, the mountains are afraid of you.)	00.02.35 - 00.02.58	Denias's mother asked Denias not to be naughty so that he will not be eaten by the mountain that was appointed by her. She also believes that the mountain will be afraid of Denias if Denias becomes a diligent and smart child.	Denias's mother expressed her wishes that Denias would be a diligent and clever child by advising Denias by giving a parable of a mountain that was afraid of a child who was diligent and smart.	Giving advice	Every parent wants their children's success, which can be obtained through study hard and being smart. Denias's mother advised Denias not to be a naughty child and hoped that Denias would be a diligent and smart child. The parable of a mountain that can eat naughty children and be afraid of children who are diligent and smart indicates that Denias's mother hoped that Denias heeded her advice.
3	Denias : <i>mama, Denias boleh main kah?</i> (mama, can I play? )  Denias's mother : <i>ya sudah pergi sana</i> (yeah, just go)	00.03.17 - 00.03.26	Denias asks permission from his mother to play	Denias wants his mother's approval for him to be able to play	Respect	Denias respects his mother who is with him and has just given him advice

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
4	Teacher : <i>dah, sekarang dicatat!</i> (well, now write it!) Students : <i>iya pak</i> (yes sir) Pak guru : <i>bagus</i> (good)	00.07.32 to 00.07.37	The teacher asks students to write what he writes on the board, and the students say yes.	Students obey the orders from the teacher	Obedience	The teacher is a person who is instrumental in the process of educating students. Therefore, whatever the teacher says, the students must obey.
5	After breaking up the fight between Denias and Noel, the teacher gave Noel a penalty in the form of a squat jump and took denias away leaving the other children	00.10.56 to 00.11.04	The teacher punishes Noel for his mischief, and takes Denias who is the victim of Noel's mischief to leave the other students	The punishment given by the teacher to Noel is for Noel not to repeat his mistakes. Denias was taken away by the teacher so that he could be advised by the teacher personally	Wise	Mr. Teacher shows his wisdom by treating people according to their behaviors. Everyone who makes mistakes must be punished and innocent people must be advised so as not to be provoked by the delinquency of innocent people. Noel was given a punishment for being naughty, and Denias would be advised by the teacher so that he would no longer be affected by Noel's delinquency.
6	Teacher : <i>Denias, kamu satu-satunya anak yang paling cepat bisa membaca disini. Tulisan kamu bagus, hitungan-hitungan kamu juga lancar. Bapak yakin, suatu saat nanti kamu akan jadi ahli matematika, bapak yakin sekali itu.</i> (Denias, you are the only child who can read fastest here. Your writing is good, your calculation is also smooth. I'm sure, one day you will become a mathematician, I'm very sure of that.)	00.11.15 – 00.14.27	Denias and teacher are chatting together	The teacher expressed his hope that Denias could become a successful person later and his wishes that Denias no longer fight.	Giving advice	The teacher said that Denias could be a successful person because of his abilities and enthusiasm. The teacher also said that he didn't want Denias to fight anymore even though he knew Denias was stronger.
7			The teacher advised Denias	The advice given by the teacher is a response from the fight	Wise	The teacher does not want Denias to be influenced by Noel's mischief which always involves him in quarrels. In this advice

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>Denias : <i>tapi Noel nakal bapa, dia selalu ajak saya berkelahi terus, dia bilang kita ini anak laki-laki.</i> (but Noel is naughty sir, he always takes me to fight all the time, he says we are boys.)</p> <p>Teacher: <i>Noel memang nakal, tapi kamu lebih kuat, kmu bisa saja mengalahkannya. Tapi bapak tidak mengajarkan itu.</i> (Noel is naughty, but you are stronger, you can beat him. But I don't teach that)</p> <p>.....</p> <p><i>Semangat itu ada dalam dirimu Denias. Sesuatu yang tersembunyi dalam dirimu, yang dihembuskan angin lewat nyanyiannya, nyanyian yang berasal dari balik awan. Jangan kamu rusak itu Denias, jangan kamu berkelahi lagi. Jadikan semangat itu, semangat hidupmu</i> (That spirit is in you Denias. Something hidden in you, the wind blows through its songs, songs that come from behind the clouds. Don't break it, Denias, don't fight anymore. Make that spirit, the spirit of your life)</p>			between Denias and Noel.		the teacher also said that Denias could have defeated Noel in a fight because Denias was stronger, but the teacher did not teach Denias that.
8	Denias's father : <i>Denias, ko berkelahi dengan siapa ? disekolah ko pu guru ajar berkelahi kah? Kalau disekolah hanya diajar berkelahi lebih baik tidak usah sekolah saja</i> (Denias, who did you	00.14.29 to 00.15.15	Denias's father asks about Denias's quarrel at the school.	Denias's father does not want his children to have problems with other people	Harmony	Denias' father asks about who Denias was fighting with in order to solve the problem as soon as possible. This shows that Denias's father wanted peace between his family and



No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	fight with? Does your teacher teach you fighting at school? If you are taught only to fight at school, it's better not to go to school)					others.
9	<p>Denias : <i>ah jangan bapa, sa mau sekolah</i> (ah do not dad, i want to go to school)</p> <p>Man 1 : <i>Eh, kalau gitu jawab, ko berkelahi dengan siapa tadi?</i> (Eh, please answer, who did you fight with?)</p> <p>Man 2 : <i>kalau benar, kau tak perlu takut.</i> (if it is right, you do not need to be afraid)</p> <p>Denias's father : <i>ko tra dengar kah?</i> (do not you listen it?) (pushes Denias's head) please answer with whom you fought. If we need, we will finish it tonight Denias : Noel dad.</p>		Denias said that he had a fight with Noel	Denias tells the truth to his father	Honest	When Denias's father asked Denias, Denias told the truth even though it was very hard for him to reveal because remembering Noel is the son of a tribal chief.
10	Denias's father: <i>ko macam-macam saja Denias. Anak kepala suku besar ko lawan. Pilih-pilih kalau mau berkelahi. Satu kampung kita bisa dapat kutuk nanti</i> (what the hell are you, Denias. You are against the son of a great chief. Be picky if you want to fight. we can get the curse later on.)	00.15.15 to 00.15.33	Denias's father scolded Denias for fighting with Noel who was the son of a tribal chief in his village.	Denias's father was afraid of having problems with the chief, who was the most powerful man in his village	Obedience	Denias's father scolded Denias because he did not want it if his quarrel with Noel caused the chief to do what he did not want.
11	<p>Denias : <i>dia sering curang bermain</i> (he often cheats when playing)</p> <p>Maleo : <i>sudah, kamu mengalah saja. Nanti</i></p>	00.15.42 to 00.16.25	Maleo responds to Denias's story about his fight with Noel.	Maleo does not want Denias to continue fighting with Noel. He	Wise	Maleo knows that Denias has a great passion for going to school. Therefore, he did not want Denias to fight with Noel

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p><i>sekolah ko bisa tutup</i> (never mind, you just yield. Your school can be closed later)</p> <p>Denias : <i>kalau mengalah nanti dia kira saya takut</i> (if I give up, he thinks I'm afraid)</p>		He also gives a choice to Denias between going to school or fighting.	also hopes that Denias can continue studying at school.		because it could have an impact on Denias' school.
12	<p>Maleo : <i>bagaimana kau takut, ko sudah pernah berkelahi dengan dia toh</i> (how could you be afraid, you've had a fight with him right?)</p> <p>Denias : <i>baju saya sampai robek maleo</i> (my clothes got ripped maleo)</p> <p>Maleo : <i>sekarang ko pilih berkelahi atau sekolah?</i> (now do you choose fighting or going to school?)</p> <p>Denias : <i>sekolah maleo</i> (going to school, maleo)</p>		Maleo asks Denias to give in to Noel	Maleo knew that Noel was the son of the most powerful man in the village.	Obedience	Maleo asked Denias to give in to Noel because he did not want if the school in the village was closed by Noel's father.
13	<p>Maleo : <i>ini Aceh, adanya di Sumatera</i> (this is Aceh, it is in Sumatra)</p> <p>Denias : <i>kalau kita ada di pulau mana maleo? (memegang potongan peta pulau Kalimantan) disini kah?</i> (Which island are we on, maleo? (holding a map fragment of the island of Borneo) is it here?)</p> <p>Maleo : <i>bukan bukan. Kalau ini Kalimantan ya, kita itu ada disini</i> (no, no. This is Kalimantan, and we are here (holding pieces of the</p>	00.16.40 to 00.18.31	Maleo teaches Denias about Indonesian maps	Maleo wants Denias to know Indonesia	Spirit of nationality	One of the depictions of Spirit of nationality Can be through how someone wants to know his country further. Here, maleo introduces Indonesia to Denias by teaching him about Indonesian maps.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>(holding pieces of the map of Papua island) <i>ini pulau Papua</i> (this is Papua island)</p> <p>Denias : (nodding)</p> <p>Maleo: <i>jadi susunannya, ini Sumatera, ini Jawa, ini Kalimantan, ini Sulawesi, dan ini Papua. Susunannya harus begini ya. Sekarang kau coba, ayo, susun</i> (so for the arrangement, this is Sumatra, this is Java, this is Kalimantan, this is Sulawesi, and this is Papua. The arrangement must be like this. Now you try, come on, stack up)</p> <p>Denias also tried to compile the map. At first he found it difficult, but he kept trying to arrange it.</p>					
14	<p>Denias sticks pieces of Indonesian map on the <i>honai</i> wall, then sings the Indonesia Raya song and salutes.</p> <p>Denias's father : <i>apa itu Denias?</i> (what is that, Denias?)</p> <p>Denias : <i>Indonesa bapa</i> (Indonesia, dad) (<i>salute</i>), <i>Indonesa bapa</i> (Indonesia, dad)</p>	00.18.32 to 00.20.02	Denias sticks pieces of Indonesian map on the <i>honai</i> wall, then sings the Indonesia Raya song and salutes.	Denias feels proud because he knows the Indonesian maps.	Spirit of nationality	Expressing love for the nation is also part of the spirit of nationalism. Denias expressed his love by sticking the map of Indonesia which he composed himself on the wall of the <i>honai</i> , gave the respect and sang the song Indonesia Raya.
15	Denias's mother called Denias while coughing and then fell. Denias immediately approached his mother with panic and called his father. Denias's father ran to approach	00.19.40 to 00.20.02	Denias and his father showed panic when Denias's mother fell	Denias and his father are worried about Denias's mother and don't want	Love	When loving someone, everyone always wants the best for the person they love and doesn't want bad things to happen.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	Denias and his mother. He and Denias carry Denias's mother into the honai.			anything bad happen to him.		
16			Denias and his father carry denias' mother and bring her into the honai	Providing assistance to Denias's mother who is helpless	Helping other	When someone needs help, then he should be given assistance, so he can reduce the burden that she has. Here, when Denias's mother fell down due to pain, denias and his father also helped Denias's mother by lifting her up and bringing her into the honai so she could rest.
17	Denias approaches Maleo and asks for help to treat his mother. Denias also looked very rushed when Maleo asked about Denias' mother's illness and arranged medicines into a box to be carried.	00.20.14 to 00.20.36	Maleo asked Maleo for help treating his mother	Denias loves his mother very much and does not want her mother in pain.	Love	When loving someone, anything definitely will be done for that person. Here, Denias asks Maleo to treat his mother because he loves her very much.
18	Maleo joined in a hurry when Denias called him to treat his mother	00.20.14 to 00.20.36	Maleo rushed to prepare medicines to treat denias's mother.	Maleo does not want to be late for giving the treatment to Denias's mother who is in need of help	Helping other	Help is defined as to give or provide what is necessary to accomplish a task or satisfy a need, contribute strength or means to render assistance to the others (dictionary.com). in this scene, maleo prepared himself for helping Denias mother who is in emergency.
19	Maleo: <i>selmat malam bapa</i> (good evening father) ( <i>greeting father Denias before entering Honai to treat Denias's mother</i> )	00.20.48 to 00.20.49	Maleo greets Denias' father who is outside the honai	Maleo respects Denias's father as the husband of Denias's mother	Respect	Respecting others can be reflected by treat other people appropriately and in accordance with applicable norms

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						and regulations (Panjaitan, 2014:90). In this scene, Maleo shows his respect for Mr. Samuel who is the husband of Denias's mom who is in need of help.
20	<p>Denias's mother: <i>denias, Denias, jangan lupa sekolah ya</i> (Denias, Denias, don't forget to go to school) ...</p> <p><i>Kalau ko sekolah, belajar yang rajin, ko bisa bikin sembuh mama Denias</i> (If you go to school, study hard, you can make me better Denias) ....</p> <p><i>Ko memang anak yang baik dan pintar Denias</i> (You are a kind and smart kid Denias)</p>	00.21.17 – 00.22.00	With coughing, Denias's mother spoke to Denias, reminding him to study diligently at school	What Denias said was important for Denias	Giving advice	Advice is an opinion that someone offers you about what you should do or how you should act in a particular situation ( <a href="https://dictionary.cambridge.org">https://dictionary.cambridge.org</a> ). Here, Denias mother reminds Denias about study hard that will be changed Denias fate in the end of the day.
21	<p>Denias's mother: <i>Denias, bangun dulu Denias. Cepat ko bangun dulu</i> (Denias, wake up Denias. Hurry up and wake up first)</p> <p>Denias : <i>(wake up and sit)</i></p> <p>Denias's mother: <i>baju ko basah dan berkeringat. Ayo Denias, ganti baju dulu, nanti ko sakit lagi</i> (your clothes are wet and sweaty. Come on Denias, change clothes first, you will get sick later)</p> <p>Denias : <i>(take off his clothes and hang it on a pole near the fire)</i></p> <p>Denias's mother: <i>Denias, Denias, jangan kau taruh</i></p>	00.22.01 to 00.22.41	Denias's mother asks Denias to change her clothes and forbids Denias to hang her clothes on a pole near the fire.	Denias mother cares about Denias health. And he also doesn't want Denias's clothes to catch fire if Denias hang them on a pole near the fire.	Care	caring is an attitude of paying attention to the situation around. Denias's mother avoids bad things that will happen by asking Denias to change her clothes so as not to get sick and prohibits Denias from hanging her clothes on a pole near the fire.

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	<p><i>disitu Denias, nanti bisa terbakar</i> (Denias, Denias, don't put it there Denias, it will burn)</p> <p>Denias : <i>tidak papa, Cuma sebentar</i> (it's okay, just a moment) (<i>while laying down his mother</i>)</p>					
22	<p>The residents tried to extinguish the fire at the honai where Denias's mother was and also saved Denias's mother, who had been burnt. Residents also mourn the death of Denias's mother</p>	00.25.04 to 00.25.55	The residents put out the fire that burned down the honai house where Denias' mother was staying	The residents worked together with the aim of being able to immediately extinguish the fire	Cooperation	Cooperation is an activity carried out by people together to achieve a common goal. Here, people Putting out the fire together so that the fire doesn't spread everywhere and also so it's easier to save Denias's mother who is in the honai.
23			The residents brought Denias's mother out of the burning honai	The enthusiasm of the residents to save the victims from the fire incident	Helping other	The residents provided help in emergency situations, which tried to save Denias's mother who was in the burning honai.
24	<p>Denias approached his mother who was burnt.</p> <p>Denias : <i>mama bangun mama, mama jangan pergi dulu mama</i> (mama wake up mama, mama don't go yet mama) (<i>crying hysterically</i>)  mamaaa... mama wake up mama... mama... mama wait for Denias to go to school first mama... wake up mama...</p>	00.25.14 to 00.25.55	Denias wept for his mother, who was already burning	Denias doesn't want to lose his mother	Love	In expressing love, everyone will feel devastated when they lose the person they care about. In this film, Denias looks very sad because he has to lose his mother.
25	Finger cutting and mud bath mourning ceremony	00.26.01 to 00.26.59	The residents held a	Obey to the customary rules	Obedience	This mourning ceremony has become a tradition of the

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			ceremony to cut Denias's father's finger and continued with mud bath as a tradition of mourning for the death of Mama Denias			Papuan people. therefore, all societies must follow it.
26	Denias's father : <i>eh ko tidak lapar kah ko satu hari udah diatas? Ko sedih, bapa sedih, semua orang sedih, ko jangan tambah susah denias. Hei, ayo sudah turun! Denias ko pu telinga atau tidak? Eh, ko ngerti bahasa Indonesia atau tidak? Dasar anak taunya Cuma bikin susah saja. Kalau ko jatuh siapa yang susah. Ko pu mama su mati, ko mau kita mati kah? Denias, cukup satu kali saja bapa kehilangan punya jari Denias, sakit sekali rasanya ditinggal pergi. Denias! Eh ko dengar atau tidak? Denias ayo turun sudah!</i> (eh how come you are not hungry, have you been one day above? You are sad, I am sad, everyone is sad, you do not create new burdens, denias. Hey, come on down! Denias do you have ears or not? Uh, do you understand Indonesian or not? You know, it's just making it difficult. If you fall, who is difficult?	00.27.10 to 00.28.36	Denias's father asks Denias to come down from the tree where Denias has been alone all day	Denias's father did not want Denias to be dissolved in sadness for too long because of the loss of someone he really loved	Love	Everyone has their own way of expressing their affection. Denias's father is a typical person who is very hard, but behind the rough there is a deep affection for his family.
27			Denias's father is seen raising his voice when he asks Denias to come down from the tree, but Denias does not pay attention	Denias's father wants his son to get down from the tree immediately and does not want other bad things happen to Denias, such as falling from a tree	Care	When someone feels concerned about the situation around him, he will try to avoid all the bad possibilities that could happen. Denias's father didn't want his son to fall from a tree just because he was dissolved in sadness.

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	your mother is dead, do you want us to die too? Denias, just one time I lost a finger, Denias, it was very painful to be left behind. Denias! Did you hear it or not? Denias, come on down!					
28	Denias's father carries Denias down from the tree where Denias is alone all day because of his sadness. Denias's father also brings Denias home	00.28.58 to 00.29.20	Denias's father carries Denias down from a tree when it gets dark	The love of the father who did not want his child to spend the night up in the tree	Love	Although Denas ignored his father's words who told him to come down, his affection for Denias made him not have the heart to let his son spend the night in a tree.
29	Maleo tries to comfort Denias when Denias expresses his guilt and sadness over the death of his mother. Maleo also gave Denias a new t-shirt so that Denias could wear it for school	00.29.52 to 00.32.21	Maleo comforted Denias, who was still sad because of the death of his mother	Maleo did not want Denias to be dissolved in his sadness	Care	Maleo consoled Denias, who still felt guilty for his mother's loss, showing that Maleo really cares about Denias's situation. He also wants Denias to rise from his sadness and guilt so that he can be proud of his late mother.
30			Maleo gives a new shirt to Denias after calming Denias	Maleo wants Denias to go back to school wearing a new t-shirt, because his old shirt is burnt.	Kind hearted	Maleo understands Denias' condition, who no longer has any clothes he can wear. Maleo also gave a new T-shirt so that Denias could wear it to school.
31	Denias : <i>bapa guru bilang tugas kami belajar, dan tugas dia mengajar tapi kenapa dia pergi?</i> (The teacher said our duty was studying, and his duty was teaching but why did	00.33.59 to 00.34.37	Maleo told Denias about the reason why the teacher returned to Java and	Maleo calmed Denias's heart, who was complaining about the	Giving advice	One way of giving advice to others is by providing explanations so that the person understands the conditions that occur. Here, Maleo gives



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	<p>he go?)</p> <p>Maleo : <i>semua orang punya keperluan Denias. Bapa guru punya keperluan besar</i> (everyone has a need, Denias. The teacher has a great need)</p> <p>Denias : <i>belajar juga keperluan maleo. Kalau begitu bapa guru curang.</i> (learning also needs maleo. Then the teacher is cheating.)</p> <p>Maleo: <i>keperluan bapa guru juga penting, eh, dia punya istri sakit parah di jawa. Denias, belajar itu bisa dimana saja</i> (The teacher's needs are also important, uh, his wife is seriously ill in Java. Denias, learning can be anywhere)</p> <p>Denias : <i>tapi tidak ada yang ajar kami maleo</i> (but no one taught us maleo)</p>		said that learning could be anywhere	teacher's departure. He wants Denias to understand the situation being experienced by the teacher, and wants Deias to continue learning even though not with the teacher		Denias an understanding of the teacher's departure from Papua.
32	<p>A quiet learning atmosphere, taught by maleo</p> <p>Felix : <i>yang lain tidak mau masuk maleo</i> (the others don't want to come maleo)</p> <p>Maleo : <i>kenapa felix?</i> (why, Felix?)</p> <p>Felix : <i>Mereka takut maleo</i> (They are afraid of maleo)</p> <p>Maleo : <i>kenapa takut maleo bukan suwanggi</i> (why are they afraid?</p>	00.34.46 to 00.35.22	Maleo taught at the school to replace the teacher who had left, but only a few students came	Maleo wants children to keep learning, because learning is very important for their future.	Care	Maleo teaches the children even though he is not a teacher, but a soldier who is on duty in Denias village.

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	<p>maleo is not suwanggi)</p> <p>Felix : <i>Noel bilang ke mereka, kalau maleo bukan guru, tapi tentara, tak bias ajarkan kami. Noel juga bilang, sekarang ini, kalau mau sekolah Cuma di kota maleo</i> (Noel told them, if maleo is not a teacher, but a soldier, you can't teach us. Noel also said, right now, if we want to go to school, it can only in the city, maleo)</p> <p>Denias : <i>hoh.. Noel itu cari gara-gara dengan saya. Saya hajar dia nanti</i> (hoh .. Noel's messing around with me. I'll beat him later)</p> <p>Maleo : <i>denias, maleo harus bikin apa supaya anak-anak mau belajar?</i> (denias, what should I do so that children want to learn?)</p> <p>Denias : (think for a moment then smile to find new ideas)</p>					
33	Maleo took the children on a helicopter and saw the scenery of the village	00.35.24 to 00.35.59	Maleo drives a helicopter and takes the children with him	Maleo motivates the children to learn even though not with the teacher.	Kind hearted	One of ways to motivate children is to fulfill their desires. kids have always wanted to ride in helicopters. Maleo uses this opportunity so that children want to study at the school taught by him.
34	Maleo : <i>selamat siang bapa</i> (good afternoon sir) denias's Father: <i>maleo ko</i>	00.39.54 to 00.40.59	Maleo greets Denias's father	Maleo honors Mr. Samuel as Denias's	Respect	Maleo greets Mr Samuel before saying what he wants to say to him. This is a form

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	<p><i>mau apa lagi kah? ()</i></p> <p>maleo : <i>sa minta tolong bapa. Bagaimana caranya supaya Denias bisa belajar lagi</i> (maleo what else do you want?)</p>			father		of maleo courtesy that really respects Mr. Samuel as Denias's father.
35	<p>denias's Father: <i>eh, ko jangan macam-macam. Itu bukan ko punya tugas</i> (eh, you don't mess around. That is none of your business)</p> <p>maleo : <i>iya memang itu bukan tugas saya, tapi tugas bapa Samuel. Bapa Samuel yang bikin Denias harus bisa belajar</i> (yes it is not my job, but yours. you who make Denias must be able to learn)</p> <p>Denias's Father: <i>disini bukan Jawa! Semua laki-laki harus bantu dia pu orang tua. Ko tidak mengerti itu.</i> (this is not Java! All men should help their parents. You don't understand about that.)</p> <p>Maleo : <i>sa mengerti bapa. Justru itu, kalau Denias belajar, nanti dia bisa bantu bapak banyak</i> (I understand sir. Thus, if Denias learns, he can help you a lot later)</p> <p>denias's Father: <i>itulah, ko Cuma bisa bilang nanti nanti nanti, kerja saya perlu selesai sekarang sekarang sekarang, sa punya tangan masih sakit maleo. Denias tidak</i></p>		Maleo persuaded Denias' father to let Denias go to school	Maleo pays attention to Denias's education and doesn't want Denias to miss studying at school	Care	Maleo can't bear to see Denias, who is not allowed to go to school by his father for work. Maleo wants Denias to go back to school to study because education is very important for Denias's future.

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	<p><i>kemana-mana sebelum kerjaan selesai</i> (That is, you can only tell me later later and later, my work needs to be finished now now and now, my hand is still hurt maleo. Denias doesn't go anywhere before the job is done)</p> <p>maleo: <i>baik. Ee, bapa Samuel, jadi kalau pekerjaan selesai, Denias boleh sekolah kah?</i> (well. ee, Samuel, so when the job is finished, can Denias go to school?)</p> <p>denias's Father: <i>sudah sudah penting selesai, dia boleh pergi sudah</i> (ok ok, the important thing is finished, he can go already)</p>					
36	Maleo whistled to call the other children to help Denias and his father build a fence and then proceeded to make honai for a new place of study. They also learned to shoot fish in the lake.	00.41.06 to 00.43.07	Maleo and the children helped Denias and his father put up a fence and then proceeded to make a new honai for a place to study	Cooperation will simplify a job and make it complete quickly	Cooperation	Cooperation is a group of people doing the same thing at one time. Here, Maleo and the children work to make a fence and honai together so that it is quickly completed.
37	<p>Maleo : <i>kasian anak-anak bapa. Kita butuh honai dipinggir danau itu untuk mereka belajar</i> (they are poor kids sir. We need honai by the lake for them to study)</p> <p>Tribal chief : <i>kenapa ko bikin honai disini? Ko pu tanah kah?</i> ( why do you</p>	00.44.25 to 00.45.07	Maleo asked permission from the chief of the tribe to be allowed to build honai on the edge of the lake as a place	Maleo wants children to be able to go to school	Care	Maleo cares about the education of children who have been neglected because of the collapse of the honai of the school. Maleo asked the tribal chief's permission to be able to establish a new honai for a place for children to study

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	<p>make honai here? do you have land?)</p> <p>Maleo : <i>tapi belajar itu penting buat masa depan mereka bapa</i> (but learning is important for their future, sir)</p> <p>Tribal chief: <i>masa depan apa? Ko pikir macam ko tau saja dia pu masa depan orang-orang disini. Itu sudah, pergi. Ko su tau toh</i> (what future? You think you know about the future of the people here. That's already, go. You know anyway)</p>		to study.			by the lake not far from where they live.
38	<p>Maleo : <i>tidur sudah Denias</i> (time to sleep Denias)</p> <p>Denias : <i>iya maleo. Maleo, terimakasih banyak maleo. Kapan kita bisa belajar lagi maleo?</i> (yes maleo. Maleo, thank you very much, maleo. When can we learn again, maleo?)</p> <p>Maleo : <i>belajar itu bisa kapan saja dan dimana saja Denias, bahkan tidak harus dengan maleo. Maleo dapat kabar dari jawa, mereka bilang mereka akan kirim guru pengganti. Dia datang tiga bulan lagi</i> (learning can be anytime and anywhere Denias, not even with me. I got news from Java, they said they would send a replacement teacher. He's coming in three months)</p>	00.47.06 to 00.48.30	Maleo suggests Denias to go to school in the city and then asks him to sleep	Maleo knows Denias's enthusiasm for getting an education at school and he wants Denias to get a proper education	Care	Maleo's concern is shown by advising Denias to go to school in the city because he thinks Denias deserves a proper education because of his enthusiasm and abilities.

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	<p>Denias : <i>saya mau belajar besok maleo, tidak bisa kah?</i> (I want to study tomorrow Maleo, can't I?)</p> <p>Maleo : <i>tidak ada yang tidak bisa Denias. Kalau ko mau, ko bisa sekolah dibalik gunung sana, di kota</i> (no one can't, Denias. If you want, you can go to school over there in the city)</p> <p>Denias : <i>tapi Noel bilang, harus punya uang yang banyak maleo</i> (but Noel said, it must have a lot of money, maleo)</p> <p>Maleo : <i>ko pintar Denias. Ko lebih cepat mengerti dibandingkan dengan temanmu yang lain. Maleo yakin kau bisa dapat pengecualian</i> (you are smart Denias. How come you understand faster than your friends. I'm sure you can have an exception)</p> <p>Denias : <i>tapi Noel bilang...</i> (but Noel says ...)</p> <p>Maleo : <i>sttt.. tidak penting apa kata noel. Sudah, tidur sudah</i> (sttt .. it doesn't matter what noel said. well, let's sleep)</p>					
39	Denias left his father, home and hometown in order to find a school in the city. He kept walking and running through valleys and mountains to reach the city	00.54.33 to 00.56.36	Denias left his village	He was willing to leave his father, home and village so he could get an education in	Willing to sacrifice	Sacrifice is a destruction or surrender of something for the sake of something else. Here, Denias is willing to leave his village and his father

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				the city		in order to go to school in the city.
40			Denias walked alone through the mountains and valleys.	Denias dares to take risks to reach the city	Bravery	Bravery is the quality or state of having or showing mental or moral strength to face danger, fear, or difficulty.
41	Denias ran following the river after his bag containing school uniforms, books, maps and drifting balls. Until finally he managed to find it again. Even though the map is already wet, but he still smiles while saying “ <i>hah, itu sudah, Indonesia</i> ” (“hah, that's it, Indonesia”)	00.56.44 to 00.58.38	Denias continued to run with the river flow that washed away his bag	Denias do the risk things for the sake of getting his bag back	Bravery	Courage can be seen from how someone who is willing to face all the risks that exist to get what he wants. This is described in the spirit of Denias, who continues to chase his bag that is drifting in the river.
42			Denias smiled when he found a map of Indonesia that was wet near the rocks	Denias feels relieved to have found a map of Indonesia made of cardboard which he composed himself. This map is Denias' provision to be able to get a school in the city	Spirit of nationality	Denias boasts Indonesia as his country. He felt that having a map of Indonesia would make it easier for him to find schools in the city later.
43	Denias is in the forest to rest. He hunts cuscus to eat. He also fought his fear of suwanggi. He remembered what Maleo said, “ <i>Jangan takut Denias. Kamu harus berani. Karena suwanggi takut dengan anak sekolah</i> ”	00.58.44 to 01.01.03	Denias hunt cuscus and spend the night in the forest	Denias fights his fear of suwanggi which usually annoys children who hunt for cuscus in the forest. He	Bravery	Bravery is the quality or state of having or showing mental or moral strength to face danger, fear, or difficulty ( <a href="http://www.merriam-webster.com">www.merriam-webster.com</a> ).

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	<p>(Don't be afraid Denias. You must be brave. Because Suwanggi is afraid of school children)</p> <p>Denias also spent the night in the forest accompanied by a campfire</p>			also ventured to stay in the forest alone.		
44	<p>Denias arrives at Jaga's house, Denias's sister, after a four day trip from Denias village. Denias collapsed, helped by his sister and the local residents.</p>	01.01.15 to 01.01.38	Denias's brother and local residents help Denias who falls unconscious	Local residents help Denias's brother who is panicking over Denias's condition. The help they give Denias is to make Denias come to his senses	Helping others	Denias's brother wants to give help to Denias who is suddenly in front of his house. But it requires someone else's help to bring Denias into his house because he cannot afford to do it himself. The residents also joined Denias's brother to help Denias.
45	<p>Denias : <i>ko kenapa mencuri?</i>(why are you stealing?)</p> <p>Enos : <i>saya pernah minta, tapi tidak dikasih</i> (I ever asked, but was not given)</p> <p>Denias : <i>sa pu guru bilang kalau mencuri itu dosa. Dia paling tidak suka melihat orang mencuri nanti bisa dia hukum</i> (My teacher said that stealing is a sin. He doesn't like seeing people steal and he can punish him later)</p> <p>Enos : <i>ata.. ta... jangan ko samakan dikampung dengan disini. Ko mau makan atau tidak? Hmm</i> (ata .. ta ... don't confuse the village with here. Do you want to eat or not? Hmm)</p>	01.03.54 to 01.04.32	Enos gives food to Denias which is stolen, but Denias returns it to Enos.	Denias doesn't want to eat stolen food	Kind hearted	One form of goodness is when someone is reluctant to do evil and also does not want to enjoy the results of evil. Therefore, Denias is a good boy because he does not want to eat food which is stolen because he knows that stealing is not a good thing.



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			Reality	Representation	Ideology	
	(give the food to Denias) <i>Kenapa dilihat saja? Makan sudah, itu enak</i> (Why just look? Just eat it, it's delicious)  Denias : (return the food to Enos)					
46	Angel : <i>kamu mau?</i> (do you want?) (shows candy in her hand) Denias : (smile, then take one candy) ()  Angel : semuanya untuk kamu. Saya punya banyak dirumah (all for you. I have many at home) ( <i>Give all the candy to Denias</i> )  Denias : kamu baik sekali, terimakasih Angel (You' are so kind, thank you Angel)	01.07.22 to 01.07.41	Angel gives candy to Denias	Angel is a child who likes to share with others.	Kind hearted	Another form of kindness is when someone is happy to give something to someone else. Here, it can be seen that Angel is a good boy because he wants to give his candy to Denias, who he just met.
47	Ms. Sam : <i>sa sudah menguji Denias untuk menulis dan membaca, dia bisa</i> (I have tested Denias for writing and reading, and he can)  Teacher 1 : <i>bu Sam, yang ingin mengajarkan bukan hanya ibu, tapi saya hanya khawatir dengan peraturan adat yang ada</i> (Ms. Sam, who wants to teach not only you, but I am just worried about the existing customary rules)	01.19.42 ro 01.20.58	Ms. Sam discusses Denias during a meeting with the principal and other teachers	Ms. Sam struggles to convince the principal and other teachers so that Denias can study at the school	Care	Ms. Sam cares about Denias who wants to get a proper education at the school.
48	headmaster : <i>ya, kalau begitu kita akan ajak mereka untuk duduk disini. Toh anak yang dibawa bu Sam bukan anak siapa-siapa, hanya gelandangan yang mungkin secara tidak</i>		Ms. Sam said that he respected the principal and teaching staff who were in the meeting room to discuss whether or not Denias was	Ms. Sam respects everyone in the meeting room and he also tries to control his emotions so that the meeting can run peacefully.	Respect	One way to respect others is by trying to control emotions in front of others. Here, when Ms. Sam spoke to everyone in the meeting room, Ms. Sam tried to control herself when facing statements from the school principal and other teachers who contradicted her wishes and beliefs.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p><i>sengaja ditemukan</i> (yes, then we will invite them to sit here. After all, the child that Ms. Sam brought was not anyone's child, only a homeless person who might be found accidentally)</p> <p>Ms. Sam : <i>bapak kepala sekolah, dan staf pengajar yang saya hormati. Kaum gelandangan bukan tak sengaja ditemukan, tapi sengaja dibuang. Selama ada individu yang mau membantu, mengajar, dan memberi, saya rasa ga akan pernah ada istilah gelandangan. Sayangnya, saya tidak melihat satupun individu seperti itu disini</i> (my honorable Mr. Principal, and teaching staff. The homeless people were not accidentally found, but deliberately thrown away. As long as there are individuals who are willing to help, teach, and give, I don't think there will ever be a homeless person. Unfortunately, I don't see any such individuals here)</p>		allowed to attend school. He also kept his voice low when speaking when he was met with opposition from the principal and other teachers			
49	<p>Angel : <i>(fall accidentally)</i> aduh</p> <p>Denias : <i>Angel, maaf Angel, mana yang sakit</i> (Angel, sorry Angel, which one is hurt?)</p>	01.21.14 to 01.21.18	Angel fell while playing with Denias. Denias also tried to help him.	Denias is worried if things happen to Angel that are not desirable.	Care	Giving attention to others when an incident occurs is part of caring for others.
50	Angel : <i>(opens the warehouse door where Denias is locked up by Noel) sudah, jangan sedih</i>	01.22.13 to 01.23.53	Angel helps Denias out of the warehouse	Angel shows his concern for Denias who is	Care	Concern can also be shown by defending and helping innocent people. In this film,

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
51	<i>Denias. Saya sudah lapor sama guru. Ko tidak salah. Noel yang nakal</i> (Don't be sad Denias. I have reported it to the teacher. I'm not mistaken. Noel is the naughty one)		where he is locked up by Noel	always the victim of Noel's mischief.		Denias is an innocent person who is always the victim of Noel's mischief. This is what makes Angel really care about Denias.
	<i>(help Denias out of the warehouse) jangan nangis lagi ya Denias. (don't cry anymore Denias) (wiping denias tears, then giving him food that she had brought)</i>  <i>Denias : (smile and eat the food)</i>		Angel tries to calm Denias who has been bullied by Noel	Angel doesn't want Denias to feel sad because of Noel's mischief who is always mean to him. Angel also knows that Denias is innocent.	Kind hearted	The way Angel treats Denias clearly shows that he is a kind child. Because he helps innocent people, encourages him, and also gives him food as a form of compassion.
52	boarding supervisor: <i>sa pasti akan di panggil oleh pihak yayasan. Dan sa harus bicara apa?</i> (I will definitely be called by the foundation staff. And what should I say?)  Ms. Sam : <i>sa mengerti. Asrama ini hanya diperuntukkan bagi anak-anak yang bersekolah saja, tapi...</i> (I understand. This dormitory was only for registered children, but ...)	01.23.53 to 10.24.56	Ms. Sam persuades the boarding supervisor so Denias can be allowed to live in the dormitory	Ms. Sam thinks about Denias's residence, which is not yet known whether he can be accepted into the school or not.	Care	Mrs. Sam is very concerned about Denias's condition, who has no place to live and is still struggling to be accepted at the school where she teaches. Therefore, she persuaded the boarder to allow Denias to live in the dormitory with other students.
53	boarding supervisor: <i>maaf ibu, sa hanya tra melanggar peraturan. Itu saja</i> (Sorry ma'am, I just didn't break the rules. That is all)  Ms. Sam: <i>tidak melanggar peraturan toh, ini hanya untuk sementara saja</i> (It's not against the rules anyway,		The dorm supervisor seemed to object when Ms. Sam asked permission for Denias to be allowed to live in the dormitory because it was not in accordance	Ms. Sam is very obedient to the dormitory rules that have been set and she is not ready to accept the risk if she violates these regulations.	Obedience	Obedience is an action that is done for following the regulations in order to show the respect to the authority. In this case, only children who are registered at the school may live in the dormitory. This makes the dorm supervisor feel afraid to accept Denias to

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>it's only temporary)</p> <p>boarding supervisor: <i>kalau begitu kenapa tidak di ibu gembala punya rumah saja? Jadi tra susah toh</i> (then why not at your house? So it's not difficult anyway)</p> <p>Ms. Sam: <i>kalau di sa pu rumah, siapa yang akan awasi? Sa selalu pergi mengajar.</i> (if in my house, who will supervise? I always go to teach.)</p> <p>boarding supervisor: <i>maaf ibu, sa bukan tra membantu, tapi bagaimana dengan pihak yayasan? Ibu Sam tau sendiri toh</i> (Sorry ma'am, I'm not unwilling to help, but how about the foundation? you know anyway)</p> <p>Ms. Sam: <i>iya. Ini yang harus kita upayakan bersama</i> (yes. This is what we must work on together)</p>		with the foundations 'rules.			live there because Denias is not a student at the school.
54	<p>Customary leader: <i>ti yogorernda ir</i> (Tell Them)</p> <p>Translator : <i>bapak ketua adat mengatakan masalahnya sekarang adalah apakah kita harus merubah peraturan yang sudah ada?</i> (the customary chief said the problem now is whether we have to change the existing regulations?)</p>	01.24.57 to 01.26.40	Ms. Sam is in a meeting with the school principal and customary leader	Ms. Sam fights for the flexibility of school regulations, so that Papuan children like Denias can be accepted there	Care	Ms. Sam cares about Denias who wants to get a proper education at the school.
55			The customary leader	customary leaders strictly	Obedience	obedience is an action that is done for following the

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>Ms. Sam: <i>tujuan kita adalah bukan untuk merubah peraturan yang sudah ada, tapi bagaimana peraturan tersebut bisa menjadi lebih fleksibel sehingga bermanfaat bagi banyak orang</i> (Our goal is not to change the existing regulations, but how it can become more flexible so that it gives the benefit for many people)</p> <p>Customary leader: <i>yime sekolah yime eriak keno ti ap tuju suku inapuri lambutagon wanggemban eriyak. Yime kir yugunarer wigotak yi, gime nen wagotak. Lek kenok suku lain-lain agarik abok ribut yugup, ah ti abu mea</i> (This school is only for children from tribes around here.)</p> <p>Translator: ah maaf, beliau mengatakan bahwa sekolah yang berada disini adalah untuk anak-anak dari suku-suku yang berada disekitar sini saja</p> <p>Customary leader: <i>hmm.. bagaimana bu Sam?</i> (hmm... how, Ms. Sam?)</p> <p>Ms. Sam: <i>pertama sekali saya injakkan kaki dipulau ini, banyak keluhan saya dengar dengan ketidakadilan yang diterima oleh warga disini. Tadinya saya berpikir ketidakadilan itu hanya dilakukan oleh orang-orang dari luar pulau ini saja. Tapi</i></p>		<p>maintains the existing regulations and the school principal does not give any opinion on the issue being discussed</p>	<p>comply with and implement long-established school regulations. Besides that, the principal did not comment because he knew that the customary leader was the person with the highest position in the meeting.</p>		<p>regulations in order to show the respect to the authority. Here, the adat leader insisted to maintain the existing regulation that only children from tribes around the school were accepted at the school.</p>

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p><i>ternyata warga disini sendiripun bisa berlaku tidak adil bagi sesamanya. Gimana bapak-bapak? Ibu? Mudah-mudahan saya salah dalam menilai hal ini</i> (The first time I stepped on my foot on this island, I heard many complaints about the injustice received by the residents here. At first I thought that injustice was only done by people from outside this island. But it turns out that the residents here themselves can be unfair to each other. How is it sir? mom? Hopefully I misjudged this)</p> <p>Customary leader: <i>ta mandok erugun lek yegeagarik ti</i> (don't listen to what she's talking about)</p>					
56	<p>Ms. Sam : <i>bagus. Tapi ingat, kau tidak boleh nakal, apalagi berkelahi dan jangan sampai terpengaruh dengan anak-anak yang tidak baik ya.</i> (good. But remember, you can't be naughty, do not fight and don't be influenced by the bad kids. )</p>	01.27.16 to 01.27.31	Ms. Sam asked Denias not to be influenced by naughty children.	Ms. Sam wants Denias to be a good child so that the process of considering whether or not Denias is accepted in school is not difficult	Giving advice	Giving advice is an action where someone gives the ideas and suggestions that are useful to the others. Here, Mrs. Sam asks Denias not to be naughty because it's not good for Denias.
57	Enos walked through valleys and mountains	01.28.06 to 01.28.46	Enos walked through valleys and mountains	Enos returned to his village on foot to take the study report he had previously so that he could also go to	Bravery	Thus, bravery is an action to fight the fearness and keep facing the challenges, threats, difficulties and pains. Here Enos walked alone from

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
				school.		the city to his village which is very far from the city. This shows that Enos is a brave child.
58	Enos walked through mountains and valleys even he fell and rolled around in order to be able to pick up his study report.	01.30.27 to 01.30.46	Enos fell and rolled over on the way to his house	Enos didn't care about any obstacles he passed in order to get his study report.	Bravery	Thus, bravery is an action to fight the fearfulness and keep facing the challenges, threats, difficulties and pains. Here Enos walked alone from the city to his village until he fell, indicating that Enos was a strong and brave child.
59	<p>Noel : <i>dia pu muka kena bola</i> (his face was hit by the ball)</p> <p>Dorm supervisor: <i>kenapa dia pu muka bisa kena bola?</i> (why is his face getting hit by a ball?)</p> <p>Noel : <i>dia main tidak hati-hati</i> (dia main tidak hati-hati)</p> <p>Dorm supervisor: <i>siapa yang tendang bola?</i> (who kicked the ball?)</p>	01.32.09 to 01.33.30	The dorm supervisor judges Noel and Denias about Denias getting a kick in the face	The dorm coach wants to solve the problem between Denias and Noel and find out who was at fault for the ball kick incident that hit Denias's face.	Wise	Wise person is the people who are able to make sensible decisions toward the problems around her/him. In this case, the dorm supervisor took a stand to solve the problem between Denias and Noel.
60	<p>Noel : <i>semua tendang mama</i> (we all kicked, ma'am)</p> <p>Dorm supervisor: <i>sa pu maksud yang tendang bola sampai kena Denias pu muka itu siapa? Kau toh?</i> (I mean who kicks the ball until it hits Denias face? You, right?)</p> <p>Noel : <i>memang saya</i></p>		The dorm supervisor scolds Denias and Noel	The dorm coach did not take anyone's side in this matter	Fair	Imara (2019) also stated that a fair person is someone who cares about the same equality that must be obtained by every person without having to discriminate one another. Here, the dorm supervisor scolds Denias and Noel for getting into trouble, without taking sides.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
61	<p><i>mama</i> (indeed me, ma'am)</p> <p>Dorm supervisor: <i>ko ini tendang bola tra hati-hati. Ko kalau main terlalu kasar e</i> (you kick the ball carelessly. You play too rough)</p> <p>Noel : <i>sa tidak sengaja. Sa tendang kena dia pu muka</i> (I didn't mean it. I kicked him in the face)</p> <p>Dorm supervisor: <i>eh, ko stop tipu-tipu e. Ko degar, ko pu nama su merah di sekolah dan di asrama sini, ko bisa dikasih keluar. Semua guru su rapat tentang ko saja. Denias, ko kenapa diam? Bicara sudah!</i> (eh, you stop trickery. You hear, your name is red in school and in this hostel, you can be given out. All teachers have a meeting about you only. Denias, why are you silent? Speak up!)</p> <p>Denias : <i>noel tidak salah mama. Saya yang salah. Sa tidak hati-hati</i> (Noel is innocent ma'am. I'm wrong. I'm not careful)</p> <p>Dorm supervisor: <i>ko juga harus tau diri Denias, kalau sampe ada apa-apa, siapa yang mau tanggung jawab? Belum tentu diterima disini saja su bikin masalah banyak</i> (You also have to know Denias, if there is anything, who wants to be responsible? You are not necessarily accepted here,</p>		Denias said that this incident was not Noel's fault, but he was not careful when playing.	Denias tries to defend Noel and doesn't want Noel to be blamed constantly even though the fact is that Noel was the one who started it all and Denias is innocent.	Kind hearted	Denias shows his kindness by not blaming Noel in front of the dorm supervisor, even though Noel was the one who was at fault.



No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	it has caused a lot of problems.)					
62	Denias's friend helps Denias, who is less healthy, sits on the floor to lie down on the bed	01.34.10 to 01.34.32	Two of Denias's friends brought Denias away from the floor so he could sleep on the bed.	They feel concern for Denias who sleeps on the floor until he has a fever because Noel always takes his bed.	Care	Care can be shown by the awareness toward other condition. These two people care about Denias's condition, who has a fever and is always the victim of bullying by Noel. When Noel is not in the room, these two people do not waste this opportunity to bring Denias to sleep on the bed so that Denias can rest well.
63	In the rain, Denias looked resignedly at the red and white flag	01.37.04 to 01.37.40	Denias stared at the red and white flag in the rain	Denias respects the red and white flag as the Indonesian flag.	Spirit of nationality	The red and white flag is a symbol of the spirit of the Indonesian people. After all that Denias has been through, Denias feels hopeless and he still hangs his treasure on the red and white flag.
64	ms. Sam looks for Denias to various places, one of which is his sister's house	01.37.51 to 01.39.56	Ms. Sam looks for Denias to various places.	Ms. Sam is worried about Denias who he doesn't know where.	Care	Ms. Sam wants to deliver the good news that Denias is accepted into school. This good news makes Ms. Sam keep looking for Denias who doesn't know where.
65			Ms. Sam is looking for Denias by going to every possible place Denias is	Ms. Sam is willing to sacrifice her time to find Denias.	Willing to sacrifice	Sacrifice is a destruction or surrender of something for the sake of something better. Here, Ms. Sam sacrifices her

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
			there			time for the sake of finding Denias for continuing his education.
66	Denias excitedly put on his school uniform. Then pay respects and sing Indonesia Raya song.	01.43.01 to 01.43.24	Denias put on his school uniform then sang the Indonesia Raya song while paying his respects.	This illustrates Denias's happiness because he can sing the Indonesia Raya song in his school uniform	Spirit of nationality	The spirit of nationalism is a way of acting, thinking, and being inspiring, and trying to put the interests of the nation and state above the interests of themselves and their groups. Here, Denias singing Indonesia raya song as his spirit of nationality.
67	Everyone at school performs a ceremony and sings the Indonesia Raya song. Enos came, he stood at the back of the line and also saluted the flag like the other ceremony participants	01.43.25 to 01.44.00	Denias and everyone in the school sang the Indonesia Raya song during the solemn ceremony	Kebanggaan terhadap Indonesia	Spirit of nationality	The flag ceremony is a school routine that symbolizes respect for the struggle and independence of Indonesia..

#### 4.1.1.3 Social Values in Denias, *Senandung diatas Awan* Movie

There are twenty seven Social values in this movie. These values are divided into three parts that are association, physical, and character values, which described about getting the best solution trough the conference, the way of respecting phisical condition, and actors' personality which showed the good things. In the following table, the social values from Denias movie are depicted:

**Table 4.1.1.3 Social Values in Denias, *Senandung diatas Awan* Movie**

No	Excerpt	Minutes	John Fiske's Steps			explanation
			Reality	Representati on	Ideology	
1	Denias washed his armpits with a leaf dipped in river water. He also washed his eyes with his fingers which were also dipped in water, and then he put on his clothes.	00.06.52 to 00.0.23	denias cleaned himself as he was cold when he touched the water.	Denias cares about the cleanliness of his body even though the conditions do not allow him to clean all parts of his body.	Physical values	Physical values are the values related to someone's physical condition. Cleaning the body is part of the confortableness toward physical condition.
2	The teacher stared firmly at Denias who was late for school.	00.07.45 to 00.07.55	The teacher stared firmly at Denias, who was late in coming to school	Be firm against Denias's indiscipline	Personality	The teacher's attitude indicates that he is someone who is firm and disciplined. Being assertive and disciplined is part of good character.
3	Maleo tried to intervene the children who were fighting to get on the helicopter by offering them some candy in his hand.	00.08.35 to 00.08.41	Maleo intervenes the children who are fighting to get on the helicopter	Maleo wants the children to go back to school for learning.	Personality	Personality can be seen from how he responds to every situation around him. When the maleo intervenes in fighting children to get on the helicopter, this indicates that the maleo does not want any fuss between the children and so that the children can go back to school.
4	Denias : <i>dia sering curang bermain</i> (he often cheats when playing)  Maleo : <i>sudah, kamu mengalah saja. Nanti sekolah ko bisa tutup</i> (never mind, you just yield. Your school can be closed	00.15.42 to 00.16.25	Denias tells of his complaint against Noel, who always asks him to fight.	Denias's character who doesn't want to be humiliated by others and his enthusiasm so that he	personality	Denias's utterances show that he has a character that does not want to be underestimated, and has a very sensitive feeling when someone offend studying at school.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>later)</p> <p>Denias : <i>kalau mengalah nanti dia kira saya takut</i> (if I give up, he thinks I'm afraid)</p> <p>Maleo : <i>bagaimana kau takut, ko sudah pernah berkelahi dengan dia toh</i> (how could you be afraid, you've had a fight with him right?)</p> <p>Denias : <i>baju saya sampai robek maleo</i> (my clothes got ripped maleo)</p> <p>Maleo : <i>sekarang ko pilih berkelahi atau sekolah?</i> (now do you choose fighting or going to school?)</p> <p>Denias : <i>sekolah maleo</i> (going to school, maleo)</p>			can continue to go to school.		
5	<p>Mama Denias : <i>Denias, bangun dulu Denias. Cepat ko bangun dulu</i> (Denias, wake up Denias. Hurry up and wake up first)</p> <p>Denias : <i>(wake up and sit)</i></p> <p>Mama Denias : <i>baju ko basah dan berkeringat. Ayo Denias, ganti baju dulu, nanti ko sakit lagi</i> (your clothes are wet and sweaty. Come on Denias, change clothes first, you will get sick later)</p> <p>Denias : <i>(take off his clothes and hang it on a pole near the fire)</i></p> <p>Mama Denias : <i>Denias, Denias, jangan kau taruh</i></p>	00.22.01 to 00.22.41	Denias's mother asks Denias to change his clothes.	Mama Denias thinks about Denias's health	Physical value	Body health is part of the physical value. The attitude of Denias's mother who asked Denias to change her clothes was a form of concern for Denias's health condition. She doesn't want Denias to get sick from wearing sweaty clothes, because clothes that are wet from sweat are very susceptible to germs and bacteria.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p><i>disitu Denias, nanti bisa terbakar</i> (Denias, Denias, don't put it there Denias, it will burn)</p> <p>Denias : <i>tidak papa, Cuma sebentar</i> (it's okay, just a moment) (<i>while laying down his mother</i>)</p>					
6	Denias's friends, Felix and Markus whistled and called Denias to invite him to hunt <i>cuscus</i> at the forest. Denias also made sure that his mother was really resting well before approaching her friend. Because his friend continued to persuade, finally reluctantly Denias agreed and went with his friend to hunt in forest	00.23.03 to 00.24.12	Denias fulfilled his friends' invitation to go hunting for cuscus in the forest	Denias really appreciated his friendship with Markus and Felix and didn't want to upset them.	Personality	Denias's attitude illustrates that he places great importance on friendship. Concerned with friendship is a good character, because he doesn't want to hurt his friends' feelings.
7	<p>Denias's father : <i>eh ko tidak lapar kah ko satu hari udah diatas? Ko sedih, bapa sedih, semua orang sedih, ko jangan tambah susah denias. Hei, ayo sudah turun! Denias ko pu telinga atau tidak? Eh, ko ngerti bahasa Indonesia atau tidak? Dasar anak taunya Cuma bikin susah saja. Kalau ko jatuh siapa yang susah.</i></p> <p><i>Ko pu mama su mati, ko mau kita mati kah? Denias, cukup satu kali saja bapa kehilangan punya jari Denias, sakit sekali rasanya ditinggal pergi. Denias! Eh ko dengar atau tidak? Denias ayo turun sudah!</i> (eh how come you are not hungry, have you been one day above? You are sad, I am sad, everyone is sad, you do not create new burdens, denias. Hey,</p>	00.27.10 to 00.28.36	Denias's father asked Denias to come down from the tree in a high voice.	Denias's father character who looks harsh, but really loves Denias.	Personality	Everyone has a different character. These differences make a person have different ways of dealing with others, even with his own family. Here, Denias's father is depicted as a rude figure, but behind that, he really loves his family.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>come on down! Denias do you have ears or not? Uh, do you understand Indonesian or not? You know, it's just making it difficult. If you fall, who is difficult?</p> <p>your mother is dead, do you want us to die too? Denias, just one time I lost a finger, Denias, it was very painful to be left behind. Denias! Did you hear it or not? Denias, come on down!</p>					
8	<p>Maleo tries to comfort Denias when Denias expresses his guilt and sadness over the death of his mother. Maleo also gave Denias a new t-shirt so that Denias could wear it for school.</p>	00.29.52 to 00.32.21	Maleo comforted Denias who was sad.	Give a support so that Denias is not dissolved in his sadness.	Personality	Character is defined as something that is found in individuals and that are their personality which are different from others in the form of attitudes, thoughts, and actions. Here, maleo is a typical person who always shows his kindness and care to others, especially Denias.
9	<p>Denias : <i>bapa guru bilang tugas kami belajar, dan tugas dia mengajar tapi kenapa dia pergi?</i> (The teacher said our duty was studying, and his duty was teaching but why did he go?)</p> <p>Maleo : <i>semua orang punya keperluan Denias. Bapa guru punya keperluan besar</i> (everyone has a need, Denias. The teacher has a great need)</p> <p>Denias : <i>belajar juga keperluan maleo. Kalau begitu bapa guru curang.</i></p>	00.33.59 to 00.34.37	Denias complained to Maleo because the teacher left them.	Denias's great desire to study at school	Personality	Denias is described as someone who is very enthusiastic about education. Here, Denias does not accept the teacher's departure from his village, because it indicates that there is no teacher who can teach him at school.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>(learning also needs maleo. Then the teacher is cheating.)</p> <p>Maleo: <i>keperluan bapa guru juga penting, eh, dia punya istri sakit parah di jawa. Denias, belajar itu bisa dimana saja</i> (The teacher's needs are also important, uh, his wife is seriously ill in Java. Denias, learning can be anywhere)</p> <p>Denias : <i>tapi tidak ada yang ajar kami maleo</i> (but no one taught us maleo)</p>					
10	<p>A quiet learning atmosphere, taught by maleo</p> <p>Felix : <i>yang lain tidak mau masuk maleo</i> (the others don't want to come maleo)</p> <p>Maleo : <i>kenapa felix?</i> (why, Felix?)</p> <p>Felix : <i>Mereka takut maleo</i> (They are afraid of maleo)</p> <p>Maleo : <i>kenapa takut maleo bukan suwanggi</i> (why are they afraid? maleo is not suwanggi)</p> <p>Felix : <i>Noel bilang ke mereka, kalau maleo bukan guru, tapi tentara, tak bias ajarkan kami. Noel juga bilang, sekarang ini, kalau mau sekolah Cuma di kota maleo</i> (Noel told them, if maleo is not a teacher, but a soldier, you can't teach us. Noel also said, right now, if we want to go to school, it can only in the city, maleo)</p>	00.34.46 to 00.35.22	Denias looked emotional when he heard Felix bringing information about the novel that provoked other children for not to school because of the maleo teaching.	Denias's character who really appreciates the educational process	Personality	Denias has a very sensitive character when someone offends the learning process at school. This is illustrated by Denias's very emotional attitude when he heard the news that Noel had provoked the other children by saying that Tetara should not teach and go to school only in the city.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>Denias : <i>hoh.. Noel itu cari gara-gara dengan saya. Saya hajar dia nanti</i> (hoh .. Noel's messing around with me. I'll beat him later)</p> <p>Maleo : <i>denias, maleo harus bikin apa supaya anak-anak mau belajar?</i> (denias, what should I do so that children want to learn?)</p> <p>Denias : (think for a moment then smile to find new ideas)</p>					
11	Maleo took the children on a helicopter and saw the scenery of the village	00.35.24 to 00.35.59	Maleo drives a helicopter and takes the children with him	maleo way to male the children fearless of him	Personality	Character of maleo illustrates that he is willing to do anything in order to motivate children not to be afraid of being taught by him.
12	<p>Denias father : <i>denias ko dari mana?</i> (denias where have you been?)</p> <p>Denias : maleo</p> <p>Bapa Denias: <i>harusnya bantu bapa tadi pasang pagar toh. Besok ko tidak usah sekolah dulu, bantu bapa</i> (why didn't you help me make a fence. Tomorrow you don't have to go to school, help me)</p> <p>Denias : <i>ah jangan bapa! Sa mau sekolah</i> (ah no dad! I want to go to school)</p> <p>Bapa Denias: <i>ko berani melawan saya e? semua anak laki-laki harus bantu dia pu orang tua, ko jangan</i></p>	00.36.14 to 00.36.46	Denias denied his father's orders not to go to school because he had to help build a fence.	Denias's enthusiasm and desire to study at school	Personality	it clearly seems that Denias's character is very firm in his principles that he must study at school. Even though his father forbade him to go, he tried to deny it.



No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p><i>pemalas! Besok ko harus bantu saya. Ini tangan masih sakit, ko ngerti?</i> (how dare you fight me? All boys have to help him parents, don't be lazy! Tomorrow you have to help me. My hand still hurts, you understand?)</p>					
13	<p>Noel : <i>kalau ko mau seragam, ko sekolah di kota. Nanti saya yang akan sekolah disana</i> (if you want a uniform, you go to school in the city. I'll be there later)</p> <p>Denias : <i>sa juga bisa, memangnya ko saja yang bisa</i> (I can too, don't think you're the only one who are able)</p> <p>Noel : <i>bodoh ko denias, hanya yang punya uang banyak bisa sekolah disana, emangnya ko siapa</i> (you are stupid denias, only those who have a lot of money can go to school there, who do you think you are?)</p> <p>Denias : <i>ko ko sembarang Noel, ko bicara macam lepas angin saja</i> (You talk carelessly Noel, you talk like a fart)</p> <p>Denias and Noel get into a fight and the other students cheer. Meanwhile, Maleo tried to break up their fight, but Denias's father came to pick up Denias roughly and forbade Denias to go to school. But Denias still wants to be in school, even</p>	00.37.50 to 00.38.41	Denias rebels when Noel demeans himself and the other students by saying that only those who have a lot of money can go to school in the city and he is one of them.	Denias's character who doesn't like to be underestimated by others.	Personality	Denias is a person who doesn't like to be underestimated, especially in the field of education. He will always be ready to fight anyone if someone offends the education.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	though he doesn't have the power to fight against his father					
14	Denias studied with Maleo	00.43.57 to 00.44.14	Denias studied with maleo on the roof of the honai that they had just made.	Denias's great enthusiasm and willingness to learn	Personality	Here, the character Denias is depicted as a child who wants to learn anywhere, even though he is not in the school.
15	<p>Maleo : <i>tidur sudah Denias</i> (time to sleep Denias)</p> <p>Denias : <i>iya maleo. Maleo, terimakasih banyak maleo. Kapan kita bisa belajar lagi maleo?</i> (yes maleo. Maleo, thank you very much, maleo. When can we learn again, maleo?)</p> <p>Maleo : <i>belajar itu bisa kapan saja dan dimana saja Denias, bahkan tidak harus dengan maleo. Maleo dapat kabar dari jawa, mereka bilang mereka akan kirim guru pengganti. Dia datang tiga bulan lagi</i> (learning can be anytime and anywhere Denias, not even with me. I got news from Java, they said they would send a replacement teacher. He's coming in three months)</p> <p>Denias : <i>saya mau belajar besok maleo, tidak bisa kah?</i> (I want to study tomorrow Maleo, can't I?)</p> <p>Maleo : <i>tidak ada yang tidak bisa Denias. Kalau ko mau, ko bisa sekolah dibalik gunung sana, di kota</i> (no one can't, Denias.</p>	00.47.06 to 00.48.30	Denias asked when he could go to school again as usual	Denias's great enthusiasm and willingness to learn	personality	Here it is illustrated that Denias' passion for learning makes him impatient to want to go back to school. This shows that Denias has a very high enthusiasm for education.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>If you want, you can go to school over there in the city)</p> <p>Denias : <i>tapi Noel bilang, harus punya uang yang banyak maleo</i> (but Noel said, it must have a lot of money, maleo)</p> <p>Maleo : <i>ko pintar Denias. Ko lebih cepat mengerti dibandingkan dengan temanmu yang lain. Maleo yakin kau bisa dapat pengecualian</i> (you are smart Denias. How come you understand faster than your friends. I'm sure you can have an exception)</p> <p>Denias : <i>tapi Noel bilang...</i> (but Noel says ...)</p> <p>Maleo : <i>sttt.. tidak penting apa kata noel. Sudah, tidur sudah</i> (sttt .. it doesn't matter what noel said. well, let's sleep)</p>					
16	<p>Denias ran following the river after his bag containing school uniforms, books, maps and drifting balls. Until finally he managed to find it again. Even though the map is already wet, but he still smiles while saying "<i>hah, itu sudah, Indonesa</i>" ("hah, that's it, Indonesa")</p>	00.56.44 to 00.58.38	Denias chases after his bag which is drifting in the river until he finds it again	Denias is a child who never gives up	Personality	Never giving up is one part of good character. people who never give up will always try their hardest to do anything, without recognizing risks and getting tired.
17	<p>Soccer coach : <i>ko bisa main bola kah?</i> (how can you play soccer?)</p> <p>Denias : <i>dikit bapa. Bapa, saya mau sekolah disini bapa, bisa kah?</i> (just a little sir. Sir, I want to go to</p>	01.06.26 to 01.06.39	Denias asked the soccer coach whether or not he could enroll in the	Denias can't wait to study at school	Personality	When Denias arrives at one of the schools in the city, Denias's enthusiasm peaks, he wants to be able to study there immediately. He also looked for information

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>school here, can I?)</p> <p>Soccer coach: <i>sekolah bukan punya saya. Kalau mau main bola, ayo ikut saya</i> (this school is not mine. If you want to play soccer, come with me)</p>		school			about whether or not he could study there.
18	<p>Ms. Sam mother asked Denias to clean himself by brushing his teeth and taking a shower</p>	01.18.53 to 01.19.32	Ms. Sam told Denias to brush his teeth and take a shower	Ms. Sam cares about the cleanliness of Denias's body	Physical value	Body cleanliness is part of appreciating physical value.
19	<p>Ibu gembala : <i>sa sudah menguji Denias untuk menulis dan membaca, dia bisa</i> (I have tested Denias for writing and reading, and he can)</p> <p>Teacher 1 : <i>bu Sam, yang ingin mengajarkan bukan hanya ibu, tapi saya hanya khawatir dengan peraturan adat yang ada</i> (Ms. Sam, who wants to teach not only you, but I am just worried about the existing customary rules)</p> <p>Kepala sekolah : <i>ya, kalau begitu kita akan ajak mereka untuk duduk disini. Toh anak yang dibawa bu Sam bukan anak siapa-siapa, hanya gelandangan yang mungkin secara tidak sengaja ditemukan</i> (yes, then we will invite them to sit here. After all, the child that Ms. Sam brought was not anyone's child, only a homeless person who might be found accidentally)</p> <p>Ibu gembala : <i>bapak kepala sekolah, dan staf pengajar</i></p>	01.19.42 to 01.20.58	Ms. Sam is in a meeting with the principal and other teachers to discuss whether or not Denias can be admitted to the school	Deliberation to get the best decision	Association	<p>Deliberation is a form of association, which discusses a problem with others in order to produce decisions in accordance with joint decisions.</p> <p>In this scene, Mrs. Sam has a discussion with the principal and other teachers to discuss whether or not Denias can be accepted there.</p>

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>yang saya hormati. Kaum gelandangan bukan tak sengaja ditemukan, tapi sengaja dibuang. Selama ada individu yang mau membantu, mengajar, dan memberi, saya rasa ga akan pernah ada istilah gelandangan. Sayangnya, saya tidak melihat satupun individu seperti itu disini (my honorable Mr. Principal, and teaching staff. The homeless people were not accidentally found, but deliberately thrown away. As long as there are individuals who are willing to help, teach, and give, I don't think there will ever be a homeless person. Unfortunately, I don't see any such individuals here)</p>					
20	<p>Customary leader: <i>ti yogorernda ir</i> (Tell Them)</p> <p>Translator : <i>bapak ketua adat mengatakan masalahnya sekarang adalah apakah kita harus merubah peraturan yang sudah ada?</i>(the customary chief said the problem now is whether we have to change the existing regulations?)</p> <p>Ms. Sam: <i>tujuan kita adalah bukan untuk merubah peraturan yang sudah ada, tapi bagaimana peraturan tersebut bisa menjadi lebih fleksibel sehingga bermanfaat bagi banyak orang</i> (Our goal is not to change the existing regulations, but how it can become more flexible so</p>	01.24.57 to 01.26.40	Ms. Sam is in a meeting with the principal and customary leader to discuss the rules that exist in the school.	Deliberation to get the best decision	Association	Like in the previous scene, Mrs. Sam held a discussion to discuss whether or not Denias was allowed there. the difference is, here Mrs. Sam conferred with the traditional leader, who is a person who has high power there. This is done in order to produce decisions that can be accepted by all parties.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>that it gives the benefit for many people)</p> <p>Customary leader: <i>yime sekolah yime eriak keno ti ap tuju suku inapuri lambutagon wanggemban eriyak. Yime kir yugunarer wigotak yi, gime nen wagotak. Lek kenok suku lain-lain agarik abok ribut yugup, ah ti abu mea</i> (This school is only for children from tribes around here.)</p> <p>Translator: ah maaf, beliau mengatakan bahwa sekolah yang berada disini adalah untuk anak-anak dari suku-suku yang berada disekitar sini saja</p> <p>Customary leader: <i>hmm.. bagaimana bu Sam?</i> (hmm... how, Ms. Sam?)</p> <p>Ms. Sam: <i>pertama sekali saya injakkan kaki dipulau ini, banyak keluhan kesah saya dengar dengan ketidakadilan yang diterima oleh warga disini. Tadinya saya berpikir ketidakadilan itu hanya dilakukan oleh orang-orang dari luar pulau ini saja. Tapi ternyata warga disini sendiripun bisa berlaku tidak adil bagi sesamanya. Gimana bapak-bapak? Ibu? Mudah-mudahan saya salah dalam menilai hal ini</i> (The first time I stepped on my foot on this island, I heard many complaints about the injustice received by the residents here. At first I thought that injustice was only done by people from outside this island.</p>					

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>But it turns out that the residents here themselves can be unfair to each other. How is it sir? mom? Hopefully I misjudged this)</p> <p>Customary leader: <i>ta mandok erugun lek yegeagarik ti</i> (don't listen to what she's talking about)</p>					
21	Enos walked through valleys and mountains	01.28.06 to 01.28.46	Enos walked to his village to pick up a study report	Enos's enthusiasm so that he can go to school again	Personality	Not only Denias, Enos also has a very extraordinary personality. He has high enthusiasm for getting education again after having dropped out of other schools before.
22	Denias continues to work on his exam questions in order to be accepted by the school.	01.29.41 to 01.30.26	Denias does the school entrance test questions	Denias's enthusiasm for going to school	Personality	When Denias got the opportunity to take a test at school, Denias did not waste this opportunity. He also tried to do his best on the exam.
23	Enos walked through mountains, lake and valleys even he fell and rolled around in order to be able to pick up his study report.	01.30.27 to 01.30.46	Enos terjatuh bahkan terguling ketika diperjalankan menuju rumahnya untuk mengambil raport	Pantang menyerah demi bisa bersekolah kembali	Personality	Like the previous discussion, Enos looked very excited and never gave up on getting home to find a report on his learning outcomes. It can be seen here that Enos has an extraordinary personality.
24	The dorm supervisor called Noel in a high voice because Noel was bullying Denias in the bathroom	01.32.07 to 01.32.38	The dorm supervisor stops Noel from bullying Denias in the bathroom by calling	The dorm supervisor is a tough person.	Personality	A person's personality can be seen from how he addresses a problem. Here, when the boarder saw Noel nudging Denias, he took a firm stance so that the bullying would end.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
			him in a high voice			
25	<p>Noel : <i>sa minta maaf mama</i> (I'm sorry mam)</p> <p>Dorm supervisor : <i>haduh Noel, ko itu, dalam satu bulan ini sepuluh kali sudah ko buat salah sepuluh kali juga ko minta maaf. Tapi sama saja.</i> (huh Noel, you, in this one month you have made a mistake ten times and you also apologized ten times. But it's the same.)</p> <p>Noel : <i>ini yang terakhir, sa ngaku salah, sa selalu jahat dengan Denias. Tapi Denias tidak pernah balas. Sekali Denias balas, sa punya tangan patah. Sa menyesal, sa ingin minta maaf dengan Denias</i> (This is the last one, I admit it, I'm always mean with Denias. But Denias never replied. Once Denias replied, I had a broken arm. I'm sorry, I want to apologize to Denias)</p>	01.36.13 to 01.36.49	Noel apologizes to the dorm supervisor and admits his mistake	Noel regrets all his mischief and crimes against Denias	Personality	Noel has a very naughty character. But in this scene, Noel admits and regrets all his mistakes in front of the dorm coach. This shows that Noel wants to change his personality for the better.
26	<p>Enos : Denias! (<i>called Denias who was still in the ceremony line</i>) Denias!</p> <p>Denias : Enos!</p> <p>Enos : <i>ini sa bawa sa pu raport ini.</i> (I bring this study report.) (Shows study report that have been worn out to Denias)</p>	01.44.00 to 01.44.18	Enos called Denias to show the report cards he had brought from his village	Enos's spirit of wanting to go to school	Personality	Here, Enos' character illustrates that he is very relieved to be able to bring a study report in hopes of being accepted into a school like Denias.



#### 4.1.1.4 Cultural Values in Denias, *Senandung diatas Awan* Movie

There are eight Cultural values in this movie. It included beliefs, knowledge and customs. Those values described about following the customary rules, society belief and the process of getting knowledge. Further description will be presented in the table below.

**Table 4.1.1.4 Cultural Values in Denias, *Senandung diatas Awan* Movie**

No	Excerpt	Minutes	John Fiske's Steps			explanation
			Reality	Representation	Ideology	
1	The ceremony of wearing Koteka	00.00.33 to 00.01.49	Denias and all society following the ceremony	Follow the traditions and customs	Customs	The use of koteka is one of the customs and traditions of the Papuan people.
2	Teacher : <i>dah, sekarang dicatat!</i> (well, now write it!) Students: <i>iya pak</i> (yes sir) Pak guru : <i>bagus</i> (good)	00.07.32 to 00.07.37	The teacher asks students to write what they are on the blackboard	Teaching and learning process in school	Knowledge	The teaching and learning process has the aim of adding to someone's knowledge and insight.
3	Maleo : <i>ini Aceh, adanya di Sumatera</i> (this is Aceh, it is in Sumatra)  Denias : <i>kalau kita ada di pulau mana maleo? (memegang potongan peta pulau Kalimantan) disini kah?</i> (Which island are we on, maleo? (holding a map fragment of the island of Borneo) is it here?)  Maleo : <i>bukan bukan. Kalau ini Kalimantan ya, kita itu ada disini</i>	00.16.40 to 00.18.31	Maleo teaches Denias about the map layout of Indonesia	The process of studying the geographic location of Indonesia	Knowledge	The teaching and learning process has the aim of adding to one's knowledge and insight. Maleo teaches Denias the layout of the map of Indonesia, in which this material is new to Denias.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>(no, no. This is Kalimantan, and we are here (holding pieces of the map of Papua island) <i>ini pulau Papua</i> (this is Papua island)</p> <p>Denias : (nodding)</p> <p>Maleo: <i>jadi susunannya, ini Sumatera, ini Jawa, ini Kalimantan, ini Sulawesi, dan ini Papua. Susunannya harus begini ya. Sekarang kau coba, ayo, susun</i> (so for the arrangement, this is Sumatra, this is Java, this is Kalimantan, this is Sulawesi, and this is Papua. The arrangement must be like this. Now you try, come on, stack up)</p> <p>Denias also tried to compile the map. At first he found it difficult, but he kept trying to arrange it</p>					
4	<p>Denias sticks pieces of Indonesian map on the <i>honai</i> wall, then sings the Indonesia Raya song and salutes.</p> <p>Denias's father : <i>apa itu Denias?</i> (what is that, Denias?)</p> <p>Denias : <i>Indonesa bapa</i> (Indonesia, dad) (<i>salute</i>), <i>Indonesa bapa</i> (Indonesia, dad)</p>	00.18.32 to 00.20.02	Denis pasted a fragment of Indonesia's map on the honai wall	Denias's increased insight into Indonesia's geographic location	Knowledge	In this scene, Denias expresses the new knowledge he got about the map of Indonesia.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
5	Finger cutting and mud bath mourning ceremony	00.26.01 to 00.26.59	The residents carried out the ceremony of cutting Denias's father's finger and continued with a mud bath as a tradition of mourning for the death of Denias's mother	Cutting this finger symbolizes the pain and pain if lost loved family members. That phrase deep, even had to lose a limb. In addition, mud bath symbolizes that everyone who dies has returned to nature.	Belief	For the Moni Tribe, fingers can be interpreted as a symbol of harmony and strength within humans and a family. Fingers work together to build strength so that our hands can function perfectly. Losing just one segment can result in our hands not working optimally. So if one part disappears then the togetherness component disappears and strength decreases. (zonggonau, 2017). Additionally, mud bath mourning ceremony pictured out that human comes from the ground and will return to the land.
6				Follow the traditions and customs	Custom	The mourning ceremony of cutting the fingers and bathing in mud is one of the traditions of the Papuan people which is carried out when a family member dies.
7	<p>A quiet learning atmosphere, taught by maleo</p> <p>Felix : <i>yang lain tidak mau masuk maleo</i> (the others don't want to come maleo)</p> <p>Maleo : <i>kenapa felix?</i> (why, Felix?)</p>	00.34.46 to 00.35.22	Maleo teaches at a school where only a few students attend. Felix brings information that the other	Situation of teaching and learning process in schools	Knowledge	The teaching and learning process has the aim of adding to one's knowledge and insight. Teaching does not have to be done by someone who is a teacher only, but can be done by anyone and anywhere.

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>Felix : <i>Mereka takut maleo</i> (They are afraid of maleo)</p> <p>Maleo : <i>kenapa takut maleo bukan suwanggi</i> (why are they afraid? maleo is not suwanggi)</p> <p>Felix : <i>Noel bilang ke mereka, kalau maleo bukan guru, tapi tentara, tak bias ajarkan kami. Noel juga bilang, sekarang ini, kalau mau sekolah Cuma di kota maleo</i> (Noel told them, if maleo is not a teacher, but a soldier, you can't teach us. Noel also said, right now, if we want to go to school, it can only in the city, maleo)</p> <p>Denias : <i>hoh.. Noel itu cari gara-gara dengan saya. Saya hajar dia nanti</i> (hoh .. Noel's messing around with me. I'll beat him later)</p> <p>Maleo : <i>denias, maleo harus bikin apa supaya anak-anak mau belajar?</i> (denias, what should I do so that children want to learn?)</p> <p>Denias : (think for a moment then smile to find new ideas)</p>		students don't want to go to school because they are afraid of maleo who is a soldier			
8	<p>Maleo : <i>ini pulau apa?</i> (what island is this?) (Pointing to a map of the island of Java on the blackboard)</p> <p>Felix : Bali maleo</p>	00.37.13 to 00.37.49	Maleo teaches about the map of Indonesia and asks the students	Teaching and learning process in schools	Knowledge	The teaching and learning process has the aim of adding to one's knowledge and insight. One of the learning methods that is often used is

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>Markus : <i>timur</i> (north)</p> <p>student 1: Aceh</p> <p>student 2 : Sumatera</p> <p>noel : <i>eh bodoh bodoh!</i> <i>Itu pulau Bromo</i> (eh stupid fool! It's Bromo Island)</p> <p>maleo : <i>Noel, Bromo itu nama gunung</i> (Noel, Bromo is the name of a mountain)</p> <p>all students : (<i>laugh</i>)</p> <p>maleo : <i>sudah, sudah, sudah</i> (enough, enough, enough)</p> <p>denias : (<i>rising hand</i>) Jawa maleo</p> <p>maleo : <i>ya itu sudah</i> (ya, that is right)</p> <p>felix : <i>maleo, sa mau tanya, di Jawa ada kuskus kah?</i> (maleo, I want to ask, is there any cuscus in Java?)</p> <p>denias : <i>ah, tidak ada Felix. Maleo bilang di Jawa paling banyak itu tikus</i>(ah, no Felix. Maleo said that in Java, there are the most rats)</p> <p>maleo: (nodding) iya</p> <p>markus : <i>maleo, sa mau tanya, Denias bilang, sekolah di Jawa pakai seragam sekolah kah?</i> (maleo, I want to ask, Denias said that schools</p>		so that the students can guess the map pointed by Maleo			<p>question and answer. This method aims to test the extent to which students understand the learning material that has been taught. In this scene, maleo teaches students about the map of Indonesia which aims to increase students' knowledge about Indonesia, especially its geographic location. Maleo asked the students to ascertain the extent to which the students understood the map of Indonesia.</p>

No	Excerpt	Minutes	John Fiske Steps			Explanation
			Reality	Representation	Ideology	
	<p>in Java wear school uniforms, isn't it?)</p> <p>maleo : <i>iya iya. Ee... murid – murid di Jawa memang pakai seragam markus</i> (Yes yes. Um ... students in Java wear uniforms, markus)</p> <p>markus : <i>kalau begitu, kami minta seragam juga maleo</i> (If that's the case, we'll ask for a uniform too, maleo)</p>					

#### 4.1.2. Characters

The characters found in Denias, *Senandung diatas Awan* Movie are as follows. Those characters were selected based on their utterances and actions that represented the point of views on educational values.

**Table 4.1.2.1 Character's perspectives about Education**

No	Character	Explanation
1	Denias (Albert Fakdawer)	Denias is a Papuan boy who struggled for education in the middle of people who unprioritized it. He is very sensitive to matters relating to self-esteem and education, and he fights for it.
2	<i>Pak Guru</i> / Teacher (Mathias Muchus)	<i>Pak Guru</i> is a wise and resolute teacher who come from Java. He punished the naughty children and always advised Denias for study hard and avoiding the hassle.
3	Maleo (Ari Sihasale)	He is a soldier assigned to Papua. He is a kind person who always help Papuan children and society. Maleo is not his name, but it is his troops' name.
4	Noel (Ryan Manobi)	Noel is a naughty person who always causing fights and commotion.

No	Character	Explanation
5	Denias' mother (Audrey Pailaya)	She is a wise person who always motivates Denias to go to school and study hard.
6	<i>Bapa Samuel</i> / Denias' father (Michael Jakarimilena)	He is an unbending person who prioritized the work only. He believes that education is less important than work. However, he loves his family so much.
7	Enos (Minus Karoba)	Enos is Denias's friend who meets with in the way when Denias goes to city. He is unfortunate person on obtaining the education. He even stole to survive in the city. However, he is a brave person.
8	<i>Ibu Gembala</i> / Ms. Sam (Marcella Zalianty)	She is a teacher in one of school in the city. She is a kind person who fights for Denias's school licensing.

#### 4.1.3 Characters' Perspectives about Education

After watching Denias, *Senandung diatas Awan* movie, the researcher found several perceptions about education that shown by main characters in the movie. All characters have different perspective about education because of playing different roles. The differences appear based on the role of each character that influenced by the social condition and profession in the movie. The characters' perspectives about education will be explained in the table below.

**Table 4.1.3 Character's Perspectives about Education**

No	Character	Minutes	Excerpt of Perspectives	Explanation
1	Denias (Albert Fakdawer)	00.33.57 to 00.34.13	Denias : <i>bapa guru bilang tugas kami belajar, dan tugas dia mengajar tapi kenapa dia pergi?</i> (The teacher said our duty was studying, and his duty was teaching but why did he go?) ..... Denias : <i>belajar juga keperluan maleo. Kalau begitu bapa guru</i>	From some of these excerpts, it is clear that Denias puts forward education and for him that education must be fought for. He was willing to leave his father and hometown in order to get a proper education.

No	Character	Minutes	Excerpt of Perspectives	Explanation
			<i>curang.</i> (learning also needs maleo. Then the teacher is cheating.)	
		00.36.24 to 00.36.27	<i>Ah jangan bapa, sa mau sekolah</i> (ah no dad, i wanna go to school)	
		00.47.19 to 00.47.46	<i>kapan kita bisa belajar lagi maleo?</i> (When can we learn again, maleo?) .... <i>Saya mau belajar besok maleo, tidak bisa kah?</i> (I want to study tomorrow Maleo, can't I?)	
		00.54.33 to 00.56.36	Denias left his father, home and hometown in order to find a school in the city. He kept walking and running through valleys and mountains to reach the city	
2	Pak Guru / Teacher (Mathias Muchus)	00.11.15 to 00.14.27	<p>Teacher : <i>Denias, kamu satu-satunya anak yang paling cepat bisa membaca disini. Tulisan kamu bagus, hitungan-hitungan kamu juga lancar. Bapak yakin, suatu saat nanti kamu akan jadi ahli matematika, bapak yakin sekali itu.</i> (Denias, you are the only child who can read fastest here. Your writing is good, your calculation is also smooth. I'm sure, one day you will become a mathematician, I'm very sure of that.)</p> <p>Teacher: <i>Noel memang nakal, tapi kamu lebih kuat, kamu bisa saja mengalahkannya. Tapi bapak tidak mengajarkan itu.</i> (Noel is naughty, but you are stronger, you can beat him. But I don't teach that)</p> <p>.....</p> <p><i>Semangat itu ada dalam dirimu Denias. Sesuatu yang tersembunyi dalam dirimu, yang dihembuskan angin lewat nyanyiannya, nyanyian yang berasal dari balik awan.</i></p>	From this excerpt, it can be concluded that according to the teacher, education is a bridge to success. In order to undergo the educational process, someone must have great enthusiasm and willingness and as much as possible avoid conflicts with other people.



No	Character	Minutes	Excerpt of Perspectives	Explanation
			<i>Jangan kamu rusak itu Denias, jangan kamu berkelahi lagi. Jadikan semangat itu, semangat hidupmu</i> (That spirit is in you Denias. Something hidden in you, the wind blows through its songs, songs that come from behind the clouds. Don't break it, Denias, don't fight anymore. Make that spirit, the spirit of your life)	
3	Maleo (Ari Sihasale)	00.34.21 to 00.34.24	<i>.... Denias, belajar itu bisa dimana saja</i> (Denias, learning can be anywhere)	The maleo character here has the perspective that education is very important and must be fought for for a better future. Even though he was a soldier, he also took part in fighting for education in Denias village. This is illustrated by his willingness to teach in place of the teacher who had left and asked the tribal chief's permission to be able to set up honai on the edge of the lake as a place for children to learn. Maleo also thinks that learning can be anywhere and with anyone.
		00.39.54 to 00.40.59	<i>sa minta tolong bapa. Bagaimana caranya supaya Denias bisa belajar lagi</i> (maleo what else do you want?) ..... <i>maleo : iya memang itu bukan tugas saya, tapi tugas bapa Samuel. Bapa Samuel yang bikin Denias harus bisa belajar</i> (yes it is not my job, but yours. you who make Denias must be able to learn) ..... <i>Maleo : sa mengerti bapa. Justru itu, kalau Denias belajar, nanti dia bisa bantu bapak banyak</i> (I understand sir. Thus, if Denias learns, he can help you a lot later)	
		00.44.25 to 00.44.40	<i>Kasih an anak-anak bapa. Kita butuh honai dipinggir danau itu untuk mereka belajar</i> (they are poor kids sir. We need honai by the lake for them to study) ..... <i>Belajar itu penting buat masa depan mereka bapa</i> (learning is important for their future, sir)	
		00.47.22 to 00.47.53	<i>Belajar itu bisa kapan saja dan dimana saja Denias. Bahkan tidak harus dengan maleo</i> (learning can be anytime and	

No	Character	Minutes	Excerpt of Perspectives	Explanation
			anywhere Denias, not even with me. I got news from Java, they said they would send a replacement teacher. He's coming in three months) ..... <i>Tidak ada yang tidak bisa Denias. Kalau ko mau, ko bisa sekolah dibalik gunung sana, di kota.</i> (no one can't, Denias. If you want, you can go to school over there in the city)	
4	Noel (Ryan Manobi)	00.34.55 to 00.35.06	Felix : <i>Noel bilang ke mereka, kalau maleo bukan guru, tapi tentara, tak bias ajarkan kami. Noel juga bilang, sekarang ini, kalau mau sekolah Cuma di kota maleo</i> (Noel told them, if maleo is not a teacher, but a soldier, you can't teach us. Noel also said, right now, if we want to go to school, it can only in the city, maleo)	Noel considers that the most appropriate schools are only in the city and only people who have financial support can go to school there. Because Noel is the son of the chief of the village and certainly has a favorable economic condition, he feels that only he can afford to go to school there and not with his friends.
		00.37.50 to 00.38.01	Noel : <i>kalau ko mau seragam, ko sekolah di kota. Nanti saya yang akan sekolah disana</i> (if you want a uniform, you go to school in the city. I'll be there later)  Noel : <i>bodoh ko denias, hanya yang punya uang banyak bisa sekolah disana, emangnya ko siapa</i> (you are stupid denias, only those who have a lot of money can go to school there, who do you think you are?)	
5	Denias' mother (Audrey Pailaya)	00.02.48 to 00.02.58	<i>Kalau ko belajar yang rajin, pintar sekolah, gunung disana takut sama ko.</i> (if you study hard, you are good at school, the mountains are afraid of you.)	Denias's mother is one of people who believe in the importance of education. She believes that through the education, Denias can be a success person and can change their fate.
		00.21.17 to	<i>Denias, jangan lupa sekolah ya. Kalau ko sekolah, belajar yang</i>	

No	Character	Minutes	Excerpt of Perspectives	Explanation
		00.22.00	<i>rajin, ko bisa bikin sembuh mama Denias... ko memang anak yang baik dan pintar Denias.</i> (If you go to school, study hard, you can make me better Denias.... You are a kind and smart kid Denias)	
6	Bapa Samuel / Denias' father (Michael Jakarimilena)	00.36.14 to 00.36.46	<i>Harusnya bantu bapa tadi pasang pagar toh. Besok ko tidak usah sekolah dulu. Bantu bapa</i> (why didn't you help me make a fence. Tomorrow you don't have to go to school, help me) ..... <i>Ko berani melawan saya e? Semua anak laki-laki harus bantu dia pu orang tua. Ko jangan pemalas. Besok ko harus bantu saya.</i> (how dare you fight me? All boys have to help him parents, don't be lazy! Tomorrow you have to help me.)	From those excerpts, we can conclude that education is not really important for Denias's Father. He believes that work is the most important thing than anything, and all children should help their parents at work.
		00.39.54 to 00.40.59	<i>Disini bukan jawa, semua laki-laki harus bantu dia pu orang tua. Ko tidak mengerti itu</i> (this is not Java! All men should help their parents. You don't understand about that.) ..... <i>Denias tidak kemana-mana sebelum kerjaan selesai.</i> (Denias doesn't go anywhere before the job is done)	
7	Enos (Minus Karoba)	01.28.06 to 01.28.46	Enos walked through valleys and mountains	These excerpts shows that Enos believes that education is important and it needs the struggle for obtaining the proper education.
		01.30.27 to 01.30.46	Enos walked through mountains and valleys even he fell and rolled around in order to be able to pick up his study report.	
8	Ibu Gembala /	01.20.12		Ms. Sam believes that education

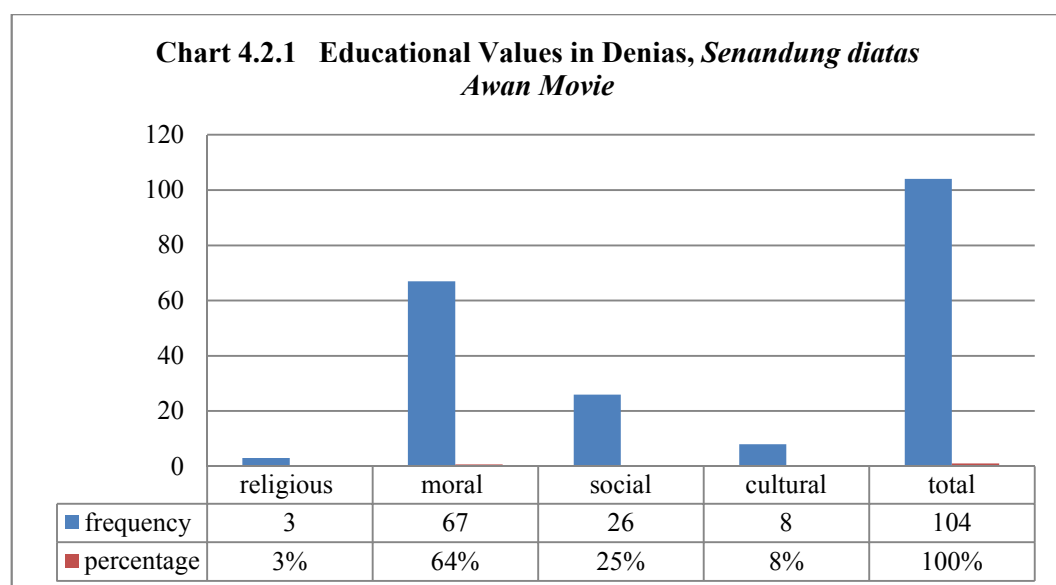
No	Character	Minutes	Excerpt of Perspectives	Explanation
	Ms. Sam (Marcella Zalianty)	ro 01.20.58	Ibu gembala : <i>bapak kepala sekolah, dan staf pengajar yang saya hormati. Kaum gelandangan bukan tak sengaja ditemukan, tapi sengaja dibuang. Selama ada individu yang mau membantu, mengajar, dan memberi, saya rasa ga akan pernah ada istilah gelandangan. Sayangnya, saya tidak melihat satupun individu seperti itu disini</i> (my honorable Mr. Principal, and teaching staff. The homeless people were not accidentally found, but deliberately thrown away. As long as there are individuals who are willing to help, teach, and give, I don't think there will ever be a homeless person. Unfortunately, I don't see any such individuals here)	should be obtained by all layer of society and there is no exception.

## 4.2 Discussion

This discussion describes all the result of the research that has been found. According to the reseach question of the research in the chapter one, the researcher found out the educational values and character perspectives in Denias, *Senandung diatas Awan Movie*.

### 4.2.1 Educational Values in Denias, *Senandung diatas Awan Movie*

The educational values contained in this movie are religious, moral, cultural and social values. It is described in the chart below.



The chart presented that in Denias, *Senandung diatas Awan Movie*, there are one hundred and four values that is divided into four dimentions. The dimentions are religious values which have three values (3%), moral values have sixty seven values (64%), social values have twenty six values (25%) and cultural values have eight values (8%).

According to the chart, the highest values is moral which appears in sixty seven scenes. This value can be seen from the characters' utterances and actions. It highlighted the positive behavior of the characters in the movie, either related to education or the attitude in the social life. Furthermore, moral values is the most essential thing in this movie. It makes the movie becomes meaningful and give the positive impression toward the audiences.

The second one is social values which implied in twenty six scenes. It can be seen from the utterances and the actions highlighted the characters' personality, respecting the condition of the the body and the value of association. This value also takes part on giving the the essential meaning that supporting this the idea of this movie.

The third one is cultural values. it mostly came from the actions of the main characters and also supported by the extra characters in the movie. This value shows the proccess of getting knowladge and social cultural in the movie. Even though it only appears in eight scenes, but it takes part on promoting the social condition, especially in the customary activities that makes this movie being more interesting.

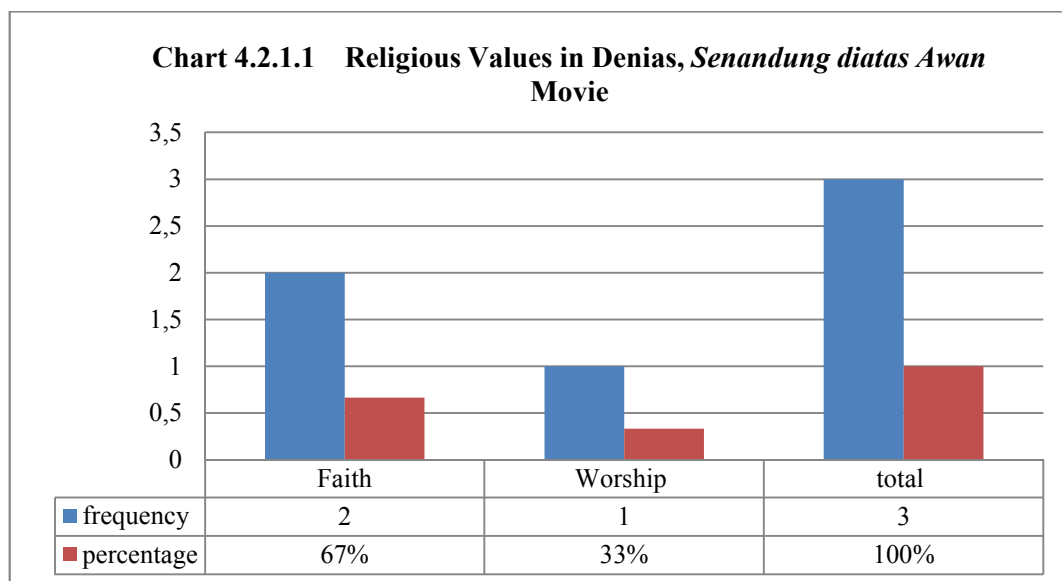
The last one is lowest values in the movie, it is religious values. it becomes the lowest because it is only appears implicitly in three scenes of the characters's utterances. Another reasons why it becomes the lowest because there is no other signs that pictured out the activities and the symbol of religious.

In conclusion, Denias, *Senandung diatas Awan* Movie contains the moral values dominantly and it supported by social values and culteral values that

becomes the characteristics of the movie. The movie also has religious values as the lowest values in this movie. Therefore, Denias, *Senandung diatas Awan* Movie is proper to be watched by everyone, either the children or adult.

#### 4.2.1.1 Religious Values in Denias, *Senandung diatas Awan* Movie

Religious values in the movie is described in the following chart.



The chart represented that Denias, *Senandung diatas Awan* Movie has three Religious Values that are divided into two dimentions, which are faith has two values (67%) and worship has one value (33%).

Firstly, the point of worship in this movie interpretes that the characters of this movie believe in the existance of God. It can be seen from the characters's utterances in the minutes 00.46.00 to 00.46.13 and 01.44.51 to 01.45.16 which thanked God . According to (Ali, 2001: 130), believing the existance of God is part of faith. Therefore, this movie implies the faith through the characters' utterances.

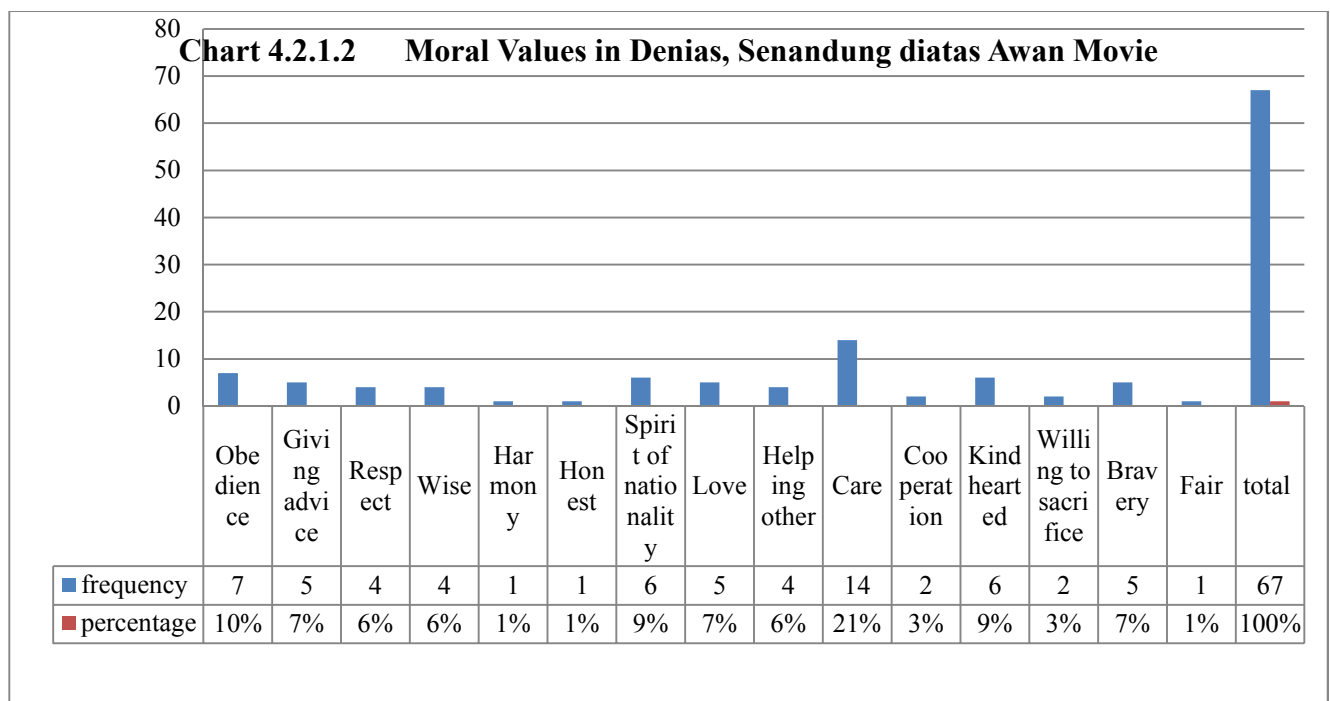
The second one is worship in this movie. This value only appears in one scene which come from the characters' utterances. From that utterances, Ms. Sam

character asked Denias to pray and Denias character said that he prays everyday. However, there is no action that pictured out the worship activity in this movie. Thus, this movie has the value of worship implicitly.

Hence, we can conclude that this movie contains less religious values because it is not only apperas in three scenes, but also those values appears implicitly.

#### 4.2.1.2 Moral Values in Denias, *Senandung diatas Awan* Movie

Chart below will describe the moral values in Denias, Denandung diatas Awan movie.



The chart shows there are approximately sixty seven values of the moral values in Denias, *Senandung diatas Awan* movie and it is divided into fifteen dimensions. The dimensions of the moral values included obedience which has seven values (10%), giving advice has five values (7%), respect has four values



(6%), wise has four values (6%), harmony has one value (1%), honest has one value (1%), spirit of nationality has six values (9%), love has five values (7%), helping others has four values (6%), care has fourteen values (21%), cooperation has two values (3%), kind hearted has six values (9%), willing to sacrifice has two values (3%), bravery has five values (7%), and fair has one value (1%).

From the chart above, we can see that the most value of moral values is care that appears in fourteen scenes. Generally, this value is the second higher from all educational values in this movie after the value of personality in the social values. This value is delivered through the utterances and actions of the characters in the movie. It can be seen by how the characters pay attention toward the conditions and individuals around them. This value also highlighted how the characters take part on solving the problem around them, whether related to educational problem or individuals problem.

The second highest moral values is obedience. This value appears in seven scenes in the movie. It highlighted how the people obey to the rules and powerful people in the movie. For example, in the minutes 00.15.15 to 00.15.33, Denias's father scolded Denias because of fighting with Noel who is the son of tribal chief in the villages. The tribal chief is the most powerful in that village, so that all people are afraid of him because he has a power to do anything in that villages, whether it is beneficial or adverse for them. That is why Denias's father is afraid of the quarrel between Denias and Noel. Moreover, the obedience in this movie can be found through the characters' utterances and actions.

Moreover, it is important to discuss the spirit of nationality in this movie, which is the third highest of the moral values. The value that is shown in six scenes here highlighted how the main character is proud of the nation, it is Indonesia. Most of this value delivered through the actions of the main character, which included the elements of nationality, like Indonesian maps, Indonesia Raya song, saluted and red and white flag. Therefore, this movie contains the most essential thing that can be proud of, that is the spirit of nationality.

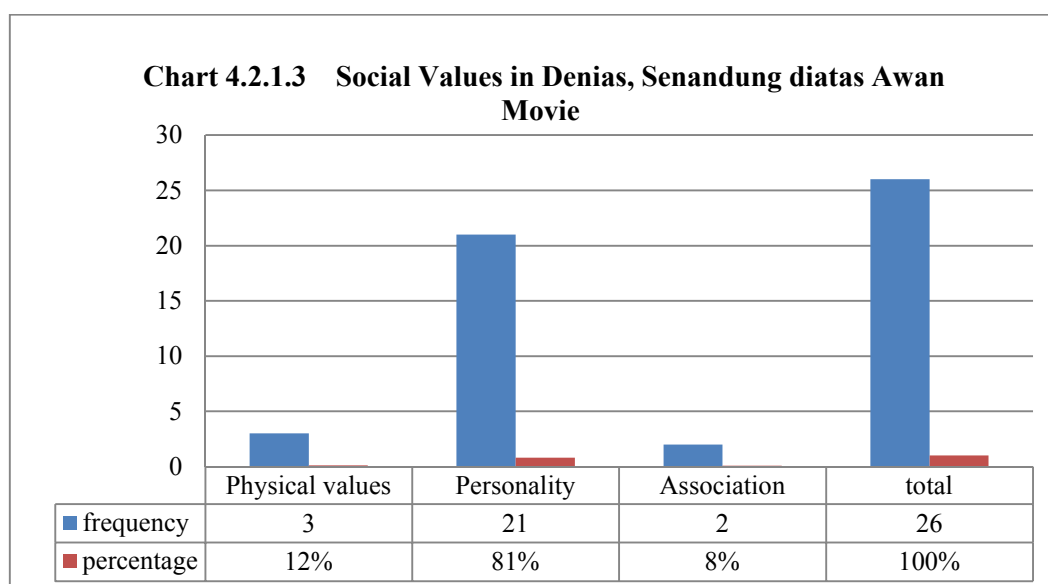
Another third highest of the moral values is kind hearted which appears in six scenes too. This value is one of the most important of moral values in the movie. It highlighted the elements of giving and understanding the circumstances. Therefore, kind hearted has the equal position of moral values in this movie.

Besides the highest of moral values, this movie also has the lowest values that each of them only appear in one scene. The values are harmony, honest, and fair. The harmony and honest are implied through the utterance of the characters. Meanwhile fair is shown through the actions of the character. Hence, this movie has less of harmony, honesty and fairness values.

To sum up, from fifteen elements of moral values in this movie, the highest value is care, the second highest is obedience, the third highest are spirit of nationality and kind hearted, and the lowest values are harmony, honesty, and fairness. Therefore, this movie is proper to teach the morality toward the audiences.

#### 4.2.1.3 Social Values in Denias, *Senandung diatas Awan* Movie

The following chart describes the quantity of Social values' elements in Denias, *Senandung diatas Awan* movie.



The chart shows there are approximately twenty six values of the social values in Denias, *Senandung diatas Awan* movie and it is divided into three dimensions. The dimensions of the moral values are included physical values which has three values (3%), personality has twenty five values (81%), and association has two values (8%).

From the chart above, we can conclude that Denias, *Senandung diatas Awan* Movie only has three elements of social values. the highest one of the values is the personality or character values. This value implied in twenty scenes in the movie. Personality is not only the highest in the moral values, but also the highest one from all educational values that are contained in Denias, *Senandung diatas Awan* Movie. It was taken from the utterances and actions that pictured out the positive characters's personality. It can be seen by how the characters react to

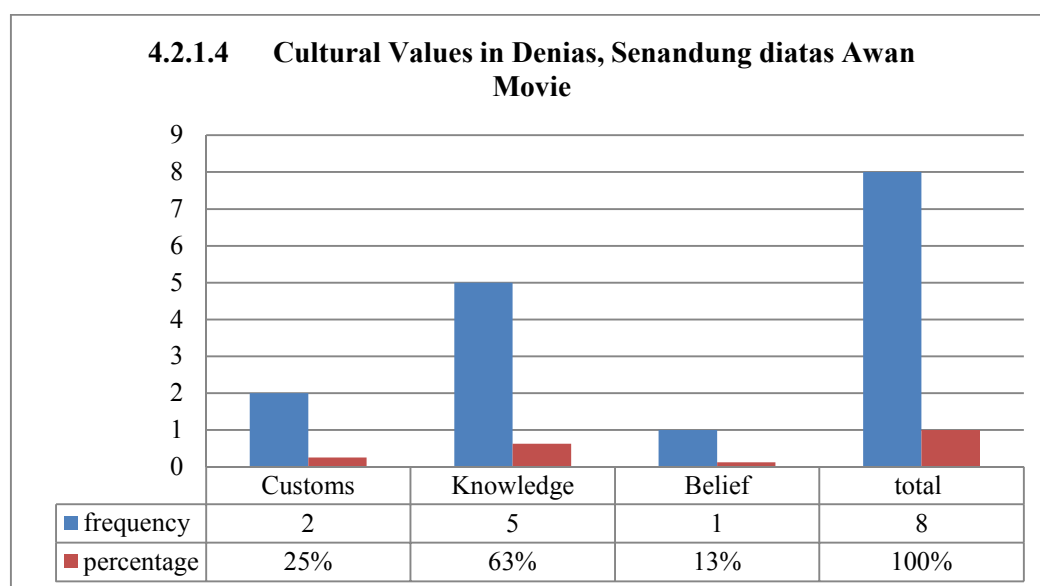
the situation around them. The reaction is usually appears when there is the negative statement or behavior who come from another characters. For examples, Denias's personality which appreciates the process of education. It makes Denias always opposes Noel who underestimates him and other children by saying that Denias and other children are the poor kids that can not go to school in the city. Thus, the value of personality is the most dominant value in this movie.

Another elements of social values that is contained in Denias, *Senandung diatas Awan* Movie are physical values which appears in three scenes and association appears in two scenes. The first one is physical values which come from the action and utterances of the characters. This value highlighted the way on how the characters respecting the hygiene and health of the body. The second one is association. This values were taken from the action of the characters which involved other people on solving the problem.

In conclusion, Denias, *Senandung diatas Awan* Movie has three elements of social values. They are personality, physical values and association. The highest one of the social values is personality which also become the the highest one in the general educational values. thus, this movie is successfully highlighting the personality as one of the literary works' element.

#### **4.2.1.4 Cultural Values in Denias, *Senandung diatas Awan* Movie**

The elements of cultural values in Denias, *Senandung diatas Awan* movie are presented in the following chart.



The chart presented that Denias, *Senandung diatas Awan* movie has six cultural values which are divided into three dimensions. The dimensions are custom which has two values (25%), knowledge has five values (63%), and belief has one value (13%).

The highest one of the cultural values' elements is knowledge, which are implied in five scenes. Most of knowledge in this movie is presented as the process of getting the education itself, like studying. It comes from the actions of the characters in Denias, *Senandung diatas Awan* movie. Hence, it is important to highlight the value of knowledge in cultural values as part of educational values.

The second element of cultural values in Denias, *Senandung diatas Awan* movie is customs, which are shown in two scenes. Customs can be seen by the actions of the people in the movie. it highlighted the tradition of Papuan society as the background of Denias, *Senandung diatas Awan* movie. Therefore, customs is one of the essential elements of the cultural values that should be highlighted.


The last element of cultural values in Denias, *Senandung diatas Awan* movie is belief. It is implied in one scene only, when people did the ritual of cutting finger and mud bathing mourning ceremony in the minutes 00.26.01 to 00.26.59. From that action, the role of belief here is as the phylosophy of that rituals. Thus, belief is also important to be highlighted.

In conclusion, Denias, *Senandung diatas Awan* movie has three essential elements of cultural values, they are knowledge, customs and belief. The most value of cultural values in this movie is knowledge. Hence, this movie is proper on promoting the Papuan culture.

#### 4.2.2 Characters' Perspectives about Education

There are eight characters who show the the perspectives toward the education. All of them have different perspectives which clasified into positive and negative perspectives. The classification is described in the following chart.

**Chart 4.2.2. Clasification of Characters' Perspectives**



positive perspective	Negative perspective
<ul style="list-style-type: none"> <li>- Denias</li> <li>- Maleo</li> <li>- <i>Pak Guru</i> / teacher</li> <li>- Denias's mother</li> <li>- Enos</li> <li>- Ms. Sam / <i>ibu Gembala</i></li> </ul>	<ul style="list-style-type: none"> <li>- Mr. Samuel / Denias Father</li> <li>- Noel</li> </ul>

**a. Denias (Albert Fakdawer)**

Denias is the main character in this movie. He has the positive perspective toward education. It can be seen from his enthusiasm on the education. Besides following the learning process in the school, Denias also approaches the teacher and maleo for discussing the education.

Furthermore, Denias has three people who motivate him to keep learning for his future. Those people are his mother, the teacher and maleo. He always remembers their advises when he struggle for obtaining the proper education. Firstly, Denias gets the advise from his mother after wearing Koteka ceremony. Denias seriously listens what his mother said. His mother also reminds him for the same things.

The second one is the teacher who also encouraged him to always keep sipirit on studying for his future. The teacher advises him after he fight with Noel. the teacher want him to only focus on his future and ignore the mischief of Noel. Besides, the teacher also predicts that Denias will be a mathematician in the future because of his ability.

Besides his mother and the teacher, there is maleo who also support his education. Denias often gets the motivation from maleo to keep learning in every circumstances. Denias also often approaches maleo to learns privately and tells his his complaint while Noel always triggers him to fight with and while the teacher leave Papua.

Here, it can be seen that Denias's mother, the teacher and maleo give the dominant influence toward education. One day, after his mother passed away,

the teacher and maleo leaved Papua, Denias did the biggest decision in his life for leaving his father and village to go to the city for getting the proper education. He does the things because there is no teacher anymore in his village and also no one can support him. He walk by his feet on several days from his village to the city until he found the school there.

Unfortunately, the process on getting the proper education is not easy. Because Denias does not have the study report from his previous school and he come from far village. He is helped by Ms. Sam who is the teacher in that school. Additionally, Denias also meets with Noel in that school that still triggers him to fight. However, Denias tries not to reply Noel because he remember the messages of teacher and maleo to not fight anymore. He only focus on struggling his acceptance in that school until he gets it.

In short, Denis has the positive perspective toward education and he puts lots of effort to get it. He never forgets his mother, the teacher and maleo who motivated him on the education and his future.

**b. Maleo (Ari Sihasale)**

Maleo is a soldier who work in Denias village. He has the positive perspective toward education because one of his job is supporting the education in that village. When the teacher leaves Papua, he takes part on teaching the students in the school. Although the students won't go to school because of his profession as a soldier, but he tries to convince the students that he also able to teach them.



It is not only the students that he needs to convince, but also Denias father and the tribal chief. He approached Denias's father after Denias's father forbids Denias to go to school because of his work. He tells to Denias's father about the importance of Denias to go to school. When he knows that Denias gets the permission if the work is done, he and another children help Denias and his father, so that Denias can go to school.

Moreover, he also need to approaches the tribal chief and tries to convince him about te importance of the education for the childres's future. He does it because the tribal chief banned him to build new honai nearby the lake for the place of learning. He need to build it because the previous honai was falling down while the eartquake happened.

Besides his profession, maleo also shows his perspective toward education while he advising Denias in several circumsrances. He always tells Denias that learning can be everywhere. He also recommends Denias to go to city to get the proper education because of Denias's ability.

In conclusion, maleo has the positive perspective toward education. From the story above, the perspective of education based on maleo is the education is important for the better future and it can be done everywhere and it should be struggled.

**c. *Pak Guru* / Teacher (Mathias Muchus)**

Teacher is an individuals who come from Java to take part on teaching the children in Denias's village. From his profession, it can be seen that he has the educational background. It means that he has the positive perspective

toward education, because he should transfer the positive things toward the children.

Besides his educational background, his perspective is also implied when he advise Denias in the minutes 00.11.15 to 00.14.27. he tells Denias that Denias can reach the bright future because of his enthusiasm and his ability. From his advise, indirectly he has the contribution on Denias's education.

Therefore, the teacher has the positive perspectives toward education because of his educational background, profession and his advise toward Denias. He believes that education is important for reaching the bright future.

**d. Denias' mother (Audrey Pailaya)**

Denias mother is the only one of Denias family who care about the education. She always reminds Denias to keep studying at school and should be a smart person. It appears in the minutes 00.02.35 to 00.02.58. in that scene, she advises Denias after wearing koteka ceremony. It is also extended in the minutes 00.21.17 to 00.22.00 by saying the same things about Denias's education and her wishes toward Denias's future. Unfortunately, it is the last messages from her to Denias before he died.

Hence, Denias's mother has the biggest wishes toward Denias's future through the education. Her advises have the meaning that she wants Denias changes their fate because no one individual in their family who has educational background.

**e. Enos (Minus Karoba)**

Enos is Denias friend who he meets with on his way to the city. Enos is also one of the unprivileged individual in the education. He ever studied at school before. But unfortunately, he was dropped out from the school that makes him live without education. In addition, he often steals the food to survive in the city. Fortunately, he meets Denias who has eagerness on getting the education that transfer him the positive energy about education. He gets the encouragement from Denias to find out his study report that he has before. That report will be used for registering himself to the school, so that he can study at school anymore.

In short, Enos also has the positive perspectives toward education after he met Denias. That perspective makes him struggling for obtaining the proper education after a long time ago he ever been dropped out.

**f. Ibu Gembala / Ms. Sam (Marcella Zalianty)**

The last positive perspective is come from Ms. Sam or often called as *ibu gembala*. She is a teacher in one of school in the city of Papua. Through her profession, it can be seen that she has the educational background that makes her has a profession as a teacher. On the other hand, she also takes part on helping Denias to get the permission to study in the school where she works in.

When in the meeting with the headmaster in the minutes 01.19.42 to 01.20.58 and with the customary leader in the minutes 01.24.57 to 01.26.40, she tries to convince all participants in those meeting about the fairness on getting the education. In this case, the school has regulation that only children

who come from the nearest tribes who are able to study in that school. Others participants also consider that it is hard for them to accept Denias because he is the homeless people. She never give up on convincing them until her wishes is accepted.

From the explanation above, it can be concluded that Ms. Sam has the positive perspective toward education. She believes that all children are able to get the proper education and it should be fought for.

**g. *Bapa Samuel* / Denias' father (Michael Jakarimilena)**

Denias father is one of the character who believe in the unimportance of the education. It can be seen from his behavior when he scold Denias because Denias want to go to school. He also prioritizes the work only. His behavior represents the social condition in his village which has lack of educated people. It is seen from there is no proper school over there and there is no teacher who come from the village itself. Moreover, the teaching learning process only run when the volunteers come from outside of Papua, and it will stop if the volunteer leave the village. This condition makes the society become uneducated people because they can not reach the education well.

Thus, Denias father has the negative perspective toward education, because he never feel the benefit of education in his life. Therefore, he only prioritizes the work and considers that education is less important.

#### **h. Noel (Ryan Manobi)**

The last character who has the perspective toward education is Noel. He is a son of tribal chief in Denias's village. He is also a naughty person who always triggers the fight with Denias. Because of her father's status as the tribal chief, he considers that he is the most powerful one among the children in the village. Furthermore, he often underestimates another children because of their poverty and social status. He believes that only the individuals who have the economical power like him who are able to get the proper education in the city. He considers that another children are not proper to reach the education in the city because of their poverty. This statements always makes Denias triggered to fight with him.

Therefore, Noel is pictured out the negative perspective toward education, because he stigmatized that poor children can not get the proper education.

#### **4.2.3 Neutral Characters**

Besides the characters who have positive and negative perspectives toward education, there are the neutral characters which never pictured out their educational perspectives. The characters are Angel (Pevita pearce), Felix (Calvin Wanda) and Markus (Yahuda Rumbindi). Angel is Denias friend who he meet with when arrived at the school in the city. She is a kind person who always pays attention to Denias. Besides, Felix and Markus are Denias's friends in the village who always engage Denias to hunt the cuscus in the jungle. Those characters never show their perspective toward education, whether positively or negatively.

They also only appear in several scenes, so that they are only the supporting characters in this movie. Therefore, the characters of Angel, Felix and Markus are considered as the neutral characters in this movie.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the research. The conclusion is based on the presentation and description of the research findings and discussion of data analysis. Furthermore, related to the conclusion the researcher also gives some suggestions.

#### **5.1. Conclusion**

Based on the data analysis on the educational values and the characters' perspective toward education in Denias, *Senandung diatas Awan* Movie, it can be concluded as follows.

Based on this research, there are one hundred and five values which contain educational values in Denias, *Senandung diatas Awan* Movie. Those values are divided into four dimensions, namely: religious values have three values, moral values have sixty seven values, social values have twenty seven values and cultural values have eight values.

Firstly, religious values in Denias, *Senandung diatas Awan* Movie have three values that are divided into two dimentions. First dimention is faith which has two values, and second dimention is worship which only has one value.

Secondly, moral values have sixty seven values which are divided into fifteen dimensions. The dimensions are obedience which has seven values, giving advice has five values, respect has four values, wise has four values, harmony has one value, honest has one value, spirit of nationality has six values, love has five values, helping others has four values, care has fourteen values, cooperation has

two values, kind hearted has six values, willing to sacrifice has two values, bravery has five values, and fair has one value.

The third is social values which have twenty seven values. it is divided into three dimension, those are: physical values has three values, personality has twenty one values, and association has three values.

The last one is cultural values that have eight values. it is divided into three dimensions. The dimensions are: customs has two values, knowledge has five values and belief has one value.

Furthermore, Denias, *Senandung diatas Awan* Movie has eight characters that shows their perspectives toward education. The characters are Denias (Albert Fakdawer), Pak Guru / Teacher (Mathias Muchus), Maleo (Ari Sihasale), Noel (Ryan Manobi), Denias' mother (Audrey Pailaya), Bapa Samuel / Denias' father (Michael Jakarimilena), Enos (Minus Karoba) and Ibu Gembala / Ms. Sam (Marcella Zalianty). Most of them like Denias, teacher, maleo, Denias's mother, Enos and Ms. Sam believe in the importance of education and it should be fought for. Meanwhile Denias's father believes that education is less important than work, and Noel has perspective that only people who have financial power that are able to get the proper education.



## 5.2. Suggestion

Based on the results of the research and the conclusions, the researcher gave several suggestions as follows:

1. Because Denias, *Senandung diatas Awan* Movie dominantly contains the moral values, so that this movie is proper to be watched by anyone and it also able to be the materials for teching the moral values toward the children.
2. Most of characters in this movie have the positive perspectives toward education. Therefore, Denias, *Senandung diatas Awan* Movie is proper to teach the importance of education toward the audiences.
3. Because this research is studied the educational values of Denias, *Senandung diatas Awan* Movie, it is highly recommended for the future researchers to study another values or elements fom this movie, except the educational values.

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## **AUTOBIOGRAPHY**



Huriyaty Duhaisna was born on June 15<sup>th</sup>, 1998 in Buntul Kemumu, Bener Meriah, Aceh, Indonesia. She is the oldest children in her family. She has a couple twin young brother and one young sister. Her parents are Jumri Abdullah and Syarifah Karim. Hury completed her elementary school at SDN 1 Buntul Kemumu (2004 – 2010). Then she joined Junior High School at SMPIT Fajar Hidayah (2010 – 2013) and continued her education in Senior High School at SMAS Fajar Hidayah (2013 – 2016). In 2016, Hury also continued her study for bachelor degree at English Department in Teacher Training and Education Collage Bina Bangsa Getsempena (STKIP BBG), and she finished it in 2020.