

EDUCATION VALUES IN “FAITH LIKE POTATOES”

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Abstract

The aims of this study were to describe the education values found in the film "Faith like Potatoes" by Regardt Van Den Bergh. The method used is a descriptive analysis method that uses the film "Faith like Potatoes" by Regardt Van Den Bergh as the data source. The author uses a library research approach and documentation method by doing analysis on scripts and events as an important elements in the film "Faith like Potatoes" by Regardt Van Den Bergh to obtain data containing education values into a table prepared by the author. After analyzing through a series of plots and scenes in the film, it was found that the most dominant education values in the movie "Faith like Potatoes" by Regardt Van Den Bergh is moral education values (33%), followed by religious education values (29%), social education values (19%), and cultural education values (19%).

Keywords: Education Values



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Introduction

Literary work is a work of art created by humans to provide a sense of emotion, beauty and knowledge for other humans. Literary works can also be referred to as a place to convey various ideas and even messages from writers about life. Many things can be obtained through literary works such as increasing knowledge and life experience from one's life. The existence of literary works cannot be separated from human life. Because in addition to provide beauty in it, literary works must be able to provide benefits and provide valuable lessons for readers or viewers.

A movie is one of the products of literary works that get the attention of both teenagers and adults. Therefore, films can be used as learning media that can be introduced to students to fulfill their education. Because the film itself is a communication medium that has a combination of two senses, namely sight and hearing. According to Mangunhardjana in (Trinova 2019:515), films can enrich life experiences, but can also cover deeper aspects of life. Movies can present new and useful things, but they can also

confuse people, because new things cannot be solved by themselves. Through movies, people can learn new ways of life and behavior.

Currently, there are many genres of movies produced by authors, which of course do not only raise stories of romance, action, comedy, etc., but there are also films that tell stories about the true story of the author. Especially in today's modern era, researchers or film fans, from teenagers to adults, can easily access the internet to find learning references in the form of articles, e-books or learn foreign languages by watching movies. Because the movie itself is an effective medium to be used as learning material because it contains a special attraction for the audience so that it can minimize boredom and of course it will make the audience can easily analyze what messages are contained or embedded in the plot of the movie being shown.

Education is an important need for every human being. Education serves to improve the quality and ability of students to understand new things conveyed by educators at the school or university level. Of course, this affects educators to be able to increase the enthusiasm of students' learning, especially in today's modern era. Therefore, educators must be precise in conveying education values to students in order to produce quality students so that they can become human beings who are useful and beneficial to their environment. Based on the previous researched done by Miranti, Nurjanah, and Dwiastuty (2018), that Character Education is being studied in the Choblong Village, the researcher is interested in studying the Education values from the movie. It will be divided into 4 dimensions of Education Values **1. Moral Education Value**, (Amalia, 2010) states that moral is a person's ability to distinguish between good and bad. The moral values contained in works of art aim to educate people to recognize ethical values, which are the good and bad values of an action, what to avoid, and what to do, so as to create an order of human relations in society that is considered good, harmonious, and sustainable, beneficial for that person, society, environment, and the natural surroundings. **2. Religious Education Value**, According to Nurgiyantoro (2018) Religious values contained in literary works are intended so that the audience of the work gets inner reflections in life that are based on religious values. Religious values in literature are individual and personal. The presence of religious elements in literature is an existence of literature itself. **3. Cultural education Value**, According to Sari (2018: 21) Cultural values are something that is considered good and valuable by a community or ethnic group which is not necessarily seen as good by other community groups or ethnic groups because cultural values limit and give characteristics to a society and the culture. **4. Social Education Value**, According to Sari (2018: 20) the word "social" means things related to society/public interest. The value of social education is a lesson that can be drawn from social behavior and social ways of life. Social behavior is in the form of a person's attitude towards events that occur around him that have to do with other people, ways of thinking, and social relations between individuals.

In this study, the author is interested in focusing on analyzing education values which include the value of moral education, social education value, religious education value, and cultural education value in a film entitled “Faith like Potatoes” which is based on the true story of the author.

This movie is about an ordinary farmer named Angus Buchan who lives in South Africa. The movie is adapted from a novel written by Angus Buchan himself. Then it was made into a movie directed by Regardt van den Bergh in 2006.

Based on the background that has been described, the problem formulation in this research is how are the education values described in the film "Faith like Potatoes" by Regardt Van Den Bergh?

Research Methodology

This study uses a library research with descriptive analysis method which was chosen by the author because this research design is able to describe the overall education values contained in the film. The subject of this research is the film "Faith like Potatoes" by Regardt Van Den Bergh. Meanwhile, the object of research in this film is the education values contained in the film

Khatibah (2011) suggests library research as an activity carried out systematically to collect, process, and conclude data using certain methods/techniques in order to find answers to problems encountered through library research. Meanwhile, according to Sugiyono (2016) library research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation being studied.





So library research is a research activity carried out by collecting data or information with the help of various kinds of materials found from library sources such as books, articles, journals, or previous research results. Activities are carried out systematically to collect, process, and conclude data by using certain methods/techniques in order to find answers to the problems encountered. According to Dewi (2014:6-7) Data collection methods are ways that researchers can use to collect data. The data collection method used was adapted to the problem to be investigated and solved in this study. Based on these assumptions, the data collection method in this study is the documentation method by doing analysis on scripts and events as an important element in the film "Faith like Potatoes" by Regardt Van Den Bergh to get data containing education values into a table that prepared by researchers.




The focus of this research is the analysis of education values in the film "Faith like Potatoes" by Regardt Van Den Bergh. The sub-focus of this study analyzes education values based on scripts and events in the film which consists of 4 dimensions, namely moral education value, cultural education value, religious education value and social education value.

Result





Based on the problems that have been raised by the author, regarding the value of education contained in the film Faith Like Potatoes. The results of the study are presented in the form of summary and description tables. After watching, observing, and understanding the film Faith Like Potatoes by Regardt Van Den Bergh, the author finds that there are religious, social, cultural and moral education values. The results of the research on the value of education will be displayed in four tables and one diagram: table 1. Moral Education values, table 2. Cultural education values, table 3. Religious Education values, table 4. Social Education values, and diagram 1. Values of Education values most dominant in the film Faith Like Potatoes.

a. Moral Educational Value

No	Moment	Education Value
		Moral
1		Giving Advice
	00:29:51	
	Boet advises Percy not to conflict with the Zulu, because Percy wants to shoot the Zulu if they don't respect him anymore.	
2		Provide support to parents
	1:31:40	
	Angus' daughter tries to support him not to blame himself too much for Alistair's accident.	
3		Responsible
	00:27:02	
	Angus asks Shimeon and his friends to take responsibility for damaging Angus' tractor.	
4		Have initiative at work
	1:38:16	




	Shimeon invites his friends to help Angus to pull the roots of an old tree that Angus has wanted to cut down for a long time.	
5		Optimist
	1:45:22	
	Angus tries to convince everyone about his decision to keep growing potatoes during a long drought in Africa.	
6		Have a big soul
	1:37:11	
	Fergus called Angus after he dreamed that his son Alistair was already in a beautiful place, so he had already announced his son's departure.	
7		Confident
	00:14:23 Shimeon first went to Angus' house to ask if Angus had a job he could do, and he assured Angus that he could do a good job.	

b. Cultural education Value




No	Moment	Education Value
		Culture
1		Introducing Scotland Culture
	1:14:56	
	Angus introduced the William Wallace Monument in Scotland to his friends in Zulu.	
2		Tolerance of differences in ethnicity and skin color
	1:16:45	
	Angus really appreciates the culture of the Zulu tribe, both in terms of skin color and life in Zulu.	
3		Trading System
	00:02:49	
	This film shows the habits of the Zulu people in trading agricultural and livestock products.	
4		Job System
	1:17:49	

	Angus is one of several Zulu residents who work as ranchers and farmers.	
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c. Religious Education Value


No	Moment	Education Value
		Religious
1		Have faith in God
	1:05:31	
	Angus' testimony is in front of all people, and he wants to motivate everyone to be able to entrust their lives to God Almighty.	
2		Asking to Pray
	00:50:29	
	Angus asked Shimeon to pray when his farm caught a big fire and almost hit someone else's field.	
3		Praying for the Motherland
	1:42:03	
	Angus prayed for the country he was living in to be given peace and prosperity for all residents/farmers who were experiencing a long drought.	

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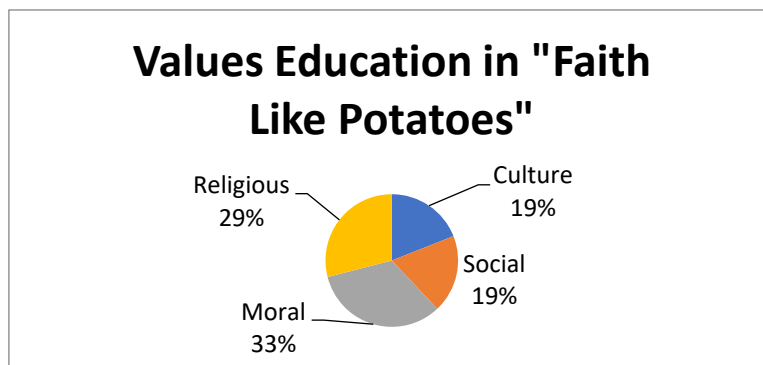
4		Listening to a lecture about faith
	00:42:51	
	Angus listened to the pastor's advice on various issues of faith and the life he was living.	
5		Loving others and abandoned children
	1:18:45	
	Angus told his wife that he had to love others because God first loved him, especially for abandoned children in Africa.	
6		Grateful
	1:50:21	
	Angus and Shimeon were very happy when their efforts in growing potatoes paid off, and he believed that these potatoes were God's intervention which he experienced in the midst of the drought in Africa at that time.	

d. Social Educational Value

No	Moment	Education Value
		Social
1		Sympathetic
	1:45:20	
	Angus' friend confirmed that if Angus's decision was right in planting potatoes in the midst of the African drought, he was afraid that Angus would fail and go bankrupt.	
2		Friendly
	1:48:57	
	Angus with his stubborn temper and feeling the best, he is finally able to warm to the workers and Shimeon who never leaves him when he feels desperate about the state of his farm.	
3		Caring between leaders and workers
	1:09:29	
	After work, Angus always gathers his workers to express his gratitude as a sense of concern for the workers.	

4		Helping others
	00:49:19	
	When Angus's farm caught fire, Angus' brothers immediately came to offer help along with all the Zulu people.	

e. Dominant Educational Value Chart



Discussion

Based on research conducted by researchers on the analysis of education values in the film "Faith Like Potatoes" by Regardt Van Den Bergh, it can be concluded as follows:

1. There are four dimensions of education values found in this movie, namely the value of moral education, the value of religious education, the value of social education, and the value of cultural education. The value of moral education has seven findings, namely giving advice, giving support to parents, being responsible, having initiative in work, being optimistic, having a big heart, and being confident. The value of religious education has six findings, namely faith in God, inviting prayer, praying for the homeland, listening to lectures, loving others and abandoned children, and giving thanks to God. The value of social education has four findings, namely sympathetic, friendly, caring between leaders and workers, and helping others. The value of cultural education has four findings, namely introducing Scottish art, tolerance for differences in ethnicity and skin color, the trading system, and the employment system.

2. Based on the four dimensions of education values above, the researcher also concludes the number of education values found in the movie "Faith Like Potatoes" by Regardt Van Den Bergh are as follow: The values of moral education is 33%, the values of religious education is 29%, the values of cultural education is 19%, and the values of social education is 19%. So from the diagram it can be determined if the moral education value dominates the education values in the movie.

Conclusion

The education values contained in the film "Faith like Potatoes" by Regardt Van Den Bergh consist of the value of moral education is 33%, the value of religious education is 29%, the value of cultural education is 19%, and the value of social education is 19%. The study conducted by researchers on this movie only revealed a small part of the problems of the overall message or content contained in the plot of the movie. Therefore, further research is needed on this research using different perspectives and approaches so that aspects that have not been found in this research or other interesting things can be brought up with more creative and innovative research. This research should be able to provide inspiration and increase knowledge as a literary learning material. As for the literature teachers, to be able to explain the description of the various kinds of noble values contained in a literary work which later can be used as an example in social and religious life.

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