

CHARACTER EDUCATION AS REVEALED IN THE MOVIE *FREEDOM WRITERS* DIRECTED BY RICHARD LAGRAVENSE

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Abstract: This research aimed to identify or found the value of character education revealed in the movie "*Freedom Writers*" directed by Richard Lagravense. This research uses a qualitative descriptive method and uses content analysis to analyze the data. The sources of data are taken from the movie "*Freedom Writers*" directed by Richard Lagravense and other documents such as journals, books, or articles related to the research from the analysis of the movie there is a value of honesty as a learning behavior in an effort to make someone trustworthy even in words, actions, and work. Tolerance refers to mutual respect for one another. The value of curiosity shows how they know more about something. The creative value is about having new ideas to achieve new things and the peace-loving value described attitudes and actions that are useful in social peace and mutual respect. The values of honesty, tolerance, curiosity, creativity, and peace-loving are reflected in the students. Through the attitude of a teacher named Erin Gruwell, she can change the way students think from not looking at and gang violence, looking at religion, race, ethnicity, region border and looking at color differences because with her fortitude, she guides the characterless students to become a good character and want to achieve their future. It can be concluded that watching the movie "*Freedom Writers*" directed by Richard Lagravense can increase the character education of students.

Keywords : *Character, Education, Teachers, Students, Movie*

INTRODUCTION

Character education in Indonesia is currently starting fade, over time, the government overcomes the presence of character education in schools. According to "*Law Number 20 of 2003 Article 3 concerning the National Education System. It is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God. The Almighty, has noble character, is a democratic and responsible citizen who is healthy, knowledgeable, capable, creative, and autonomous*". In the 2013 curriculum there are also eighteen character buildings

according to National Education Ministry (2010) as the same based on the content of Presidential Regulation No. 87 of 2017 concerning Strengthening Character Education is implemented by applying the Pancasila values in character education, particularly covering religious values, honesty, tolerance, discipline, hard work, creative, being independent, being democratic, curiosity, nationalism, love of the homeland, respect for achievement, communicative, peace-loving, like reading, cares about the environment, social care, and responsible". Character education can be taught to students from their own learning, learning from parents or teachers, and learning from others or seen and watched from movies. The writers are

interested in researching a movie *Freedom Writers* directed by Richard LaGravense, is based on Erin Gruwell's journal book "*The Freedom Writers Diary*" and her students which tells about the struggles and experiences of a teacher to make students educated and become student character. The story line occurred in 1994-1998 and was published in 1999 and then a director named Richard LaGravense produced this book into a drama or movie entitled *Freedom Writers* which was released in

2007 (*The Freedom Writers Diary*, 1999; 1). This movie is able to increase the values of character education for students, through this movie students and teachers can watch and see the value of character education that is revealed from this movie. The teacher can also recommend and assign assignments to students to watch, analyze and take the values of character education in movies that contain character education values, because students are able to imitate what they see.

REVIEW OF LITERATURE

a. Movie in Education

Movie is a learning media for students, especially movies that have character education values. Character education is very important given to students. Viewed from the 2013 curriculum, character education program becomes the main feature of curriculum 13 (K13). This program has been socialized since 2010 by the government, so schools must implement this program. In Indonesia, teachers has responsibility to teach both knowledge and character educations to the learners to bolster those arguments, character education values should be introduced or integrated into the instructional process. Integrating character education ideals is one of the first steps in developing character education. There are several methods for instilling educational character qualities, including watching movies (Esianita & Widyawati, 2020:2).

Movies are effective in instilling in young learners the human dimension that is necessary for their development as human beings and the formation of identity. Teachers can use the movie experience to reaffirm and clarify their role in bringing new perspectives to the classroom. The movie learning scenario allows for quick and direct teaching points to be made with specific scenes;

it facilitates the integration of emotions into the viewing experience; and it aids learners in understanding and recognizing the main messages about attitudes and human values delivered by the movie characters (Mukarromah, Siti. 2019).

b. Character Education in ELT

Character education is critical in increasing a person's moral value, particularly among students, who are the nation's future leaders. Teaching and learning activities include steps to meet learners' requirement that are modified into a given standard of a graduate profile, and the educational process is not only focused at intellectual achievements but also spiritual ones (Maru, 2014, pp.1-2). This statement explains that character education is one of the processes to improve education for students, not only intellectually but also attitudes and actions that must display students with character. Haycraft (1978) pointed out at least four basic principles in ELT: the students, the language, the course content, and the teaching sequence. Two decades later, Harmer (2001) had prescribed the more complex composition of ELT which encompasses the world of English as the language and its position in the learning context, learners and teachers, theories, methods and techniques, class management, learning focus, language

skills, design and planning, and evaluation. *“English teaching should be introduced to Indonesian children early on”* (Hampp P. L. 2019:16) related to Moge T (2019:9) who states that English is an international language that is utilized for educational, technological, political and commercial purposes all over the world. The motivation of students and the actions of teachers were found to be linked. In the teaching and learning process, students and teachers were two pivotal figures. Less student-

There are eighteen values in the development of national culture and character education, according to the National Education Ministry. Since the 2011 school year, all levels of education in Indonesia have been required to include character education in their curriculum.

1. Religious

“Attitudes and behaviors that are obedient in carrying out the teachings of their religion, are tolerant of the implementation of the worship of other religions, and live in harmony with adherents of other religions (National Education Ministry, 2010)”.

2. Honesty

“Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work (National Education Ministry, 2010)”.

3. Tolerance

“Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others who are different from themselves (National Education Ministry, 2010)”.

4. Discipline

“Actions that show orderly behavior and comply with various rules and regulations (National Education Ministry, 2010)”.

5. Hard work

centered but more teacher-centered was the common strategy used in the classroom across topic areas in countries like Indonesia (Liando, 2015; 2) It means that English Learning Teaching has a big effect on the progress of schools, teachers, students, research methods and trends of the research and also can improve education for students not only intellectually but also student character.

“Actions that show orderly behavior and comply with various rules and regulations (National Education Ministry, 2010)”.

6. Creative

“Thinking and doing something to produce a new way or result from something that is already owned (National Education Ministry, 2010)”.

7. Being Independent

“Attitudes and behaviors that are not easily dependent on others in completing tasks (National Education Ministry, 2010)”.

8. Being Democratic

“A way of thinking, behaving, and acting that values the rights and obligations of oneself and others (National Education Ministry, 2010)”.

9. Curiosity

“Attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard (National Education Ministry, 2010)”.

10. Nationalism

“A way of thinking, acting, and having an insight that places the interests of the nation and state above its group (National Education Ministry, 2010)”.

11. Love of the homeland

“A way of thinking, acting and having an insight that places the interests of the nation

and state above its group (National Education Ministry, 2010)".

12. Appreciate the achievements

"Attitudes and actions that encourage him to produce something useful for society, and recognize and respect others (National Education Ministry, 2010)".

13. Communicative

"Attitudes and actions that encourage him to produce something useful for society, and recognize and respect others (National Education Ministry, 2010)".

14. Peace-loving

"Attitudes and actions that encourage him to produce something useful for society, and recognize and respect others (National Education Ministry, 2010)".

15. Like reading

"The habit of taking time to read various readings that are good for him (National Education Ministry, 2010)".

16. Cares about the environment

"Attitudes and actions that always prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has occurred (National Education Ministry, 2010)".

RESEARCH METHODOLOGY

This research is using descriptive qualitative research methods. Connole, Smith & Wiseman (1993;121) describe that the interpretive or qualitative research technique prioritizes finding and interpreting what is happening and being done based on the respondents' or participants' interpretations of the social activities under investigation. The data collected from character of the movie and from the internet such as from books, documents, and journal.

The steps of collecting the data :

17. Social Care

"Attitudes and actions that always want to provide assistance to others and society in need (National Education Ministry, 2010)".

18. Responsible

"Attitudes and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, environment and culture, country and God Almighty (National Education Ministry, 2010)".

Education is an asset and a need for the Indonesian people, to help humans from life's powerlessness to become efficient humans. Education has an important role to prepare human character in facing global challenges. In this case, if Indonesia has succeeded in forming a strong Indonesian character, then Indonesia will become a strong nation in all fields in 2045 or 100 years after Independence Day. Therefore, education needs to prepare qualified, competitive and creative students to face future challenges. Therefore, education in Indonesia aims to produce a generation that is broad-minded or knowledgeable through the potential of students and forms human character who has faith, has noble character is physically and mentally healthy, independent, creative, democratic, and responsible.

1. Download the movie
2. Searching and reading the script from the internet
3. While watching the movie, identifying the character education, and taking notes
4. From the eighteen character education the writer only found five and they were be analyzed

In this research, the writers use a descriptive qualitative and this research uses content analysis to analyze the data. Miles and Huberman model is utilized to analyze the data in this study. Miles and Huberman (1994) split data analysis techniques into three categories. Data

reduction, data display, and conclusion are the three steps.

➤ **Data reduction**

The process of picking significant data, classifying it, guiding it, deleting extraneous data, and structuring it in such a way that conclusions may be reached and validated is known as data reduction. The writers italicize the scene or interaction between the characters in the script that carried moral worth in this step.

➤ **Data display**

A data display is a collection of organized and categorized data that allows users to draw conclusions and take action. Data can be shown in a variety of ways, including brief descriptions, charts, category relationships, flowcharts, and more. It will be easier to grasp what happened and plan the next step based on what has been understood by displaying

DATA ANALYSIS

The data analysis are analyzed of character education based on the National Education Ministry only found five of the character educations revealed in the movie they were, honesty, tolerance, curiosity, creative and peace-loving.

1. *Honesty*

The value of honest is defined as “*Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work* (National Education Ministry, 2010)”. It refers honesty is the foundation of all character education values. Such as honest with other individuals, institutions, society, and also with own self. So honesty is the behavior learn on the efforts to make somebody could be trusted even in words, action, and work.

Honest values are expected in a school environment both between students and also students between a teachers. In an

data. After you've found the information you're looking for, the writers present the information by categorizing it as dialogue or discussions, which are revealed in the movie.

➤ **Conclusion or verification of data**

The crux of the research findings is the conclusion. This discovery can take the shape of narration or description of the object that was previously unknown. However, after more examination, it becomes evident. In this step, the writers discover that some of the study's reflections on character education in the movie “*Freedom Writers*” directed by Richard Lagravense, can be withdrawn. Kontas H (2016; 4) states movies, which contain a wealth of information and messages in and of themselves, play an essential part in assisting individuals in deciding how to behave or what to pick, as well as providing them with identity and value.

educational environment, it is very necessary to have an honest attitude from a student; this is interpreted because the value of honesty is the attitude or behavior of a person who can always adjust what is said with what is in his heart so that someone can be trusted. The honest value revealed from this movie, the writers find a dialogue or conversation that implied the values of honesty character education in the movie “*Freedom Writers*” which can be seen from the data below:

“ERIN : Okay, that was a stupid question, wasn't it? (All students nod: Yeah) You're not allowed gang affiliations in school. I apologize for asking. My badness. Okay, now I'm gonna ask you a more serious question.... Stand on the line if you've lost a friend to gang violence.... Stay on the line if you've lost more than one friend.... Three. Four or more. Okay, I'd like us to pay respect to those people now.

Whatever you are, just speak their name.

STUDENTS : *James, Beatriz.*

ERIN : *Thank you all very much. Now, I have something for each of you. Everyone has their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write every day in these journal Scene 0:41:12 – 0:45:43, (p.10-11)".*

In the scene above, it proves that the honest attitude of students revealed where Erin Gruwell who is a teacher wants to know what is experienced by her students at school because she sees their less educated attitude. She got an idea to test her student honesty by holding a game in class, and she asked them a non-serious question about *"Snoop Dogg's new album collection? And asked how many saw Boyz n the Hood ?"* Asking how many of you stayed on the project? Until she asked about serious things like how many of you know someone, a friend or relative, who has been or is in juvenile prison or prison? *"How many of you have been in juvenile prison or prison for a long time? How many of you know where to get medicine now? How many of you know someone in the gang? How many of you are gang members? Erin Gruwell said those questions were stupid, right? All students nodded: Yes. She said they weren't allowed to be gang-affiliated at school and apologized for asking such a question. Erin Gruwell said, now I'm going to ask a more serious question. Stand in line if you lose a friend to gang violence?."* With all the questions asked by Erin Gruwell when they were experienced they slowly stepped into the red line, they answered all the questions honestly. The aspect of honest is also presented often in the scene as follow, the scene shows that Erin Gruwell's attitude encourages students to be honest when asked by the teacher. With an attitude Erin Gruwell encourages her students to be honest with everyone.

She realizes that one of the students named Eva shows her honest attitude, as can be seen from the conversation below:

"(In the Court Room)

EVA : *He shouted back. And they were fighting. Then he, the defendant, knocked something over and left the store.*

DEFENDER: *And then what happened? What did you see?*

EVA : *I saw... I saw... Paco did it. Paco killed the guy Scene 01:30:35 –01:33:05, (p.23-24)".*

The statement of the scene above shows the honest attitude of a student named Eva who initially did not want to tell who the real killer was in a character, because at that time she only split her friend who had killed the white man. Through the teaching and guidance of Erin Gruwell, in court she finally realized and had the courage to testify to tell the truth she saw, because the one who killed the white man was her own friend Paco. Eva's attitude reveals the honesty value of this movie, through the trial process in court she said what she actually saw at the time of the murder of a character.

In Indonesia, honest values are one of the basics of character education. Honesty is one of the characters of the Indonesian nation which is reflected in *Pancasila* which is included in the just and civilized human values contained in *Pancasila*. Honesty is included in moral values. Honest behavior is the basis of all other commendable behavior. This honest character is important and must be possessed by all young people in Indonesia so that in the future generations of the best quality will be created who have an honest attitude so that in the future the government will be held by honest people. Based on the analysis above of the scene or conversation quotation, from the teaching by Erin Gruwell makes her students able to show an honest attitude to others, this means that honesty becomes a reference for students to improve the quality of being educated

students, able to say things honestly to be trusted by others.

Therefore, as the younger generation, must be able to apply an honest attitude to friends, teachers, parents, society and also to government because with the honest attitude can become educated students, which can be seen from words and actions.

2. *Tolerance*

Tolerance refers to “*Attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, and actions of others who are different from themselves* (National Education Ministry, 2010)”. This means that tolerance is an attitude that must be carried out in the nation and state and the state because this attitude shows mutual respect between us and other people between religions, ethnicities, opinions, attitudes, and actions.

The value of tolerance character education can be concluded that in religion is education that provides direction to students to have a sense of tolerance among religious, ethnic, and regional communities in navigating social life. The value of tolerance revealed from this movie, the writers find a dialogue or conversation that contained the values of tolerance character education in the “*Freedom Writers*” movie, which can be seen from the data below:

“(Cut to the students’ school trip. They go to the Museum of Tolerance)

(They watch the Museum documentary)

Kristallnacht, they called it. The Night of Broken Glass. Hundreds of synagogues looted and burned.

More than 7, Jewish stores destroyed. Over 100 Jews killed. A small center for children in Isieux in the French province of Ain. Among the children deported that day to Birkenau as 11-year-old Liliane Berenstein, who, before leaving, left behind a letter to God.

ALEJANDRO : *My little boy died. He got off the train and they killed him. I don't know why it bothered me so much. I've seen death all my life. But this little boy was only five*
Scene 01:03:40 – 01:05:45, (p.16-17)”.

From the conversation above, Erin Gruwell takes her students to the Museum Tolerance with the aim of showing them how the struggles of people who experience racism are the same as they have experienced. There, they watched documentaries, they saw how someone who fought to protect his people from racism, and also the lives of children who died because of racism in their area. One of the students named Alejandro remembers his brother who was killed when he got off the train and the many other life experiences they saw and studied at the Museum Tolerance. Given the importance of the value of educational tolerance, this must be applied in everyday life. This effort is made to avoid conflicts that occur due to lack of respect and appreciation for others. Even in society, it is not just looking for similarities and agreements that are not easy to achieve, the most important thing in a society that has diversity in diversity is mutual understanding. Tolerance education can be carried out in a sense of communication that can be used in the educational process. The attitude of tolerance among students at school, as well as social groups, as well as a vehicle for training so that they can further apply and develop it widely in social life. It can be seen that after the students returned from the Museum Tolerance to situations in different classes, they began to study together, not sitting in groups or in groups. It can be seen in the data below:

“(Students start speaking at the same time, excited) What?

JAMAL: *Stop doing that, man.*

ERIN: *What's the dealio?*

GLORIA: *Man, I've had boyfriends since I was, like, 11, you know.*

JAMAL: *I believe you.*

GLORIA: *Shut up. Okay, well, I was always the person. That was gonna get pregnant before I turned 16 and drop out. Like my mom... Ain't gonna happen.*

BRANDY: *Nobody ever listens to a teenager. Everybody thinks you should be happy just because you're young. They don't see the wars that we fight every single day. And one day, my war will end. And I will not die. And I will not tolerate abuse from anyone. I am strong.*

MARCUS: *My moms kicked me out when I got jumped into the gang life. But I'd like her to see me graduate. I'd like to be 18.*

MIGUEL: *Ms. G? Can I read something from my diary?*

ERIN: *That'd be great.*

JAMAL. *(whispering to Gloria) Who is he?*

GLORIA: *Man, he's been with us from freshman year, fool.*

JAMAL: *What's his name?*

GLORIA: *I don't know Scene 01:10:00 – 01:14:45, (p.18-19)".*

In the scene above shows about the tolerance attitude of students when Erin Gruwell invites them to visit a Museum Tolerance where they learn about tolerance and various ethnicities, religions and races.

Finally they change their way of thinking to not look at other people from ethnicity, religion and race. Their attitude was encouraged by Erin Gruwell so that they respect each other, be friendly and communicate well with friends and teachers in the classroom. During Erin Gruwell teaching and mentoring her students, many changes happen to them.

Tolerance character education principles are established in kids through a process of gaining knowledge and providing stimulus and reinforcement frequently so that they can be incorporated into students' everyday personalities. The value of tolerance in students is carried out with models such as showing exemplary

attitudes, repetition models and organizational models. Moreover, the process of inculcating the value of the character of tolerance is inserted during teaching and learning activities and during other activities such as giving assignments to students. Based on the analysis above, it is important for a teacher to apply the value of tolerance to students during the learning process, because it is important that this attitude motivates students to respect each other more between religions, ethnicities, and opinions to make the learning process more an effective.

3. Curiosity

The value of curiosity is explain as "Attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen, and heard (National Education Ministry, 2010)". That means curiosity is something they've learned but it's deeper for them to know what's going on. The value of curiosity in character education also can be concluded as a natural emotion that exists in humans where there is a desire to investigate and find out more about a thing being studied. Curiosity makes students continue to find out about what they don't know, by finding out students will get a lot of new information and knowledge and add to the insights they have. The scene below shows the students' curiosity towards someone who can be said to be a hero for protecting others from racism. Here the writers find a dialogue or conversation that is implied in the formation of the character of the value of curiosity can be seen in the data as follows:

ERIN: *Eva, what's wrong?*

EVA: *Why didn't you tell me she dies? Why you didn't tell me she gets caught in the end? I hate you and I hate this book.*

ERIN: *Eva.*

EVA: *If she dies, then what about me? What are you saying about that?*

ERIN: *Anne Frank died, but she...*

EVA: *I can't believe they got her! That ain't supposed to happen in the story! That ain't right!* Scene 01:18:05 – 01:21:25, (p.20-21)".

The conversation above between Erin and her students reveal curiosity attitude when she gave their students a book told about racism of Anne Frank, her students asked to bring Miep Gies in school, a woman who was still alive. She gave protection to Anne Frank who experienced racism in her life. The attitude curiosity of the students about Miep Gies because Erin Gruwell gave a book to their read it tell about Anne Frank who experienced racism in her life and Miep Gies gave protection to Anne Frank. In character education, the value of curiosity is needed for character building for students. The value of curiosity makes students active observers. One of the best ways to learn is to observe. Curiosity makes students more sensitive in observing various phenomena or events around them. This means, students will learn a lot. The value of curiosity will open up new challenging worlds and attract students to learn more deeply. The value of curiosity can be implemented in the learning process based on the analysis above since the character of students' curiosity is attitudes and actions that always want to learn more deeply and broadly from something that is learnt, seen, and heard. Asking skills, such as the teacher asking students and students asking the teacher, can influence the worth of student curiosity. One of the goals of the value of curiosity in student character education is to foster curiosity in students, which is to generate motivation and encourage students to actively participate in learning.

4. Creative

The value of creative is elaborate as "*Thinking and doing something to produce a new way or result from something that is already owned* (National Education Ministry, 2010)". This means that creativity is an attitude that shows new ideas in a

person and finds new things that are owned to show their ability to get something. With the value of creativity that is implemented in the educational process, especially in the learning system, students are expected to be able to find new ideas in the implementation of education, which is currently the need of every student. In the data below can be seen the scene that shows the creative attitude of students:

ERIN: *Wait. Guys, Guys! Everyone! Listen! She's elderly! I don't know how to contact her. I don't even know if she travels. And it would be really expensive.*

ANDRE: *We could raise the money* Scene 01:21:27 – 1:25:00, (p.22)".

The scene above elaborates the conversation between Erin Gruwell and her students reveal a creative attitude when children want to ask Miep Gies to visit them at school, but Erin Gruwell says they don't have the funds to do so. A student named Andre suggested the idea, he said we could raise money. Finally, all students agreed with Andre's opinion to raise funds. They had a fundraising idea to invite Miep Gies. They are trying to raise their own funds in the school environment so they can bring Miep Gies to school. The teacher is as the main character in building students to show students' creative attitude. In the world of education, students must have creative abilities in teaching and learning activities. This refers to education that cannot be separated from teaching, this teaching activity involves students as recipients of teaching materials with the ultimate goal of all of this being in accordance with Law Number 20 of the National Education System of 2003; so that students actively develop their potential to have spiritual strength, self-control, intelligence, noble character, and skills needed by themselves, society, nation and state.

In education, students are a strategic focal point because teaching materials through a teaching process are given, it is

understood that students have their respective strengths and weaknesses, they are creative with all the potential and capacities that exist in themselves which are adapted to the participants educate others. Creative values become a point of attention because the education system is still recognized as emphasizing the development of intelligence, meaning that it pays attention to the development of the creative values of student participants. For this reason, educators need to be prepared and trained to have professional competence to foster talented students and teach creatively. Based on the analysis above, the teacher's role in the teaching and learning process is able to produce students with special characteristics capable of showing students' creative attitudes so that they find new ideas or new things to be achieved and can develop themselves in order to form creative values in learning education.

5. *Peace-loving*

Peace-loving refers to “*Attitudes and actions that encourage him to produce something useful for society, and recognize and respect others* (National Education Ministry, 2010)”. It means peace-loving is attitudes and actions that are useful in social peace and respect for each other. The value of peace-loving is also an attitude that causes others to feel calm and secure in his presence. By having a character peace-loving in a person is able to restrain himself from various disturbances that cause fights and such as mocking each other's friends. The writers find a dialogue or conversation that implied the values of peace-loving character building can be seen in the data below:

“(Already in class)

ERIN: *I want you all to know that Dr. Cohn and I tried very hard. But it's been decided we can't continue with each other junior year.*

STUDENTS: *What?*

ERIN: *You... Wait. Wait. Guys. Everyone.*

MARCUS: *No! That don't fly, Ma!*

ERIN: *Look, first of all, I'm not anyone's mother in here, okay?*

ANDRE: *No, it doesn't mean mother.*

EVA: *It's a sign of respect for you*
Scene 01:50:48 – 01:53:37, (p.28)”.

Based on the scene above, after they visited the Museum Tolerance until the end of the story in this movie. The situation in class is different; they start spending time together every day. When they learn and experience the character education provided by Erin Gruwell, they all love each other peace and respect, respect that no one fights anymore, regardless of race, ethnicity, religion and also color or influence, but they support each other to continue school and achieve their future. It's a demonstration of respect for you, a student called Eva remarked, because they didn't want Erin Gruwell to be replaced as their teacher.

The scene above also shows that Erin Gruwell's peace-loving attitude is able to change her students. At first they hate it because of different ethnicities, tastes, religions and skin color differences and even experienced racism between regions. But thanks to Erin Gruwell's fortitude, she is able to shape the character of these students into students who have character and think to achieve their future. Erin encouraged them to write journals that were beneficial not only for themselves but also for others, with their writings they succeeded in publishing a book entitled “*The Freedom Writers Diary*”. Instilling peace-loving education in students is an educational process that empowers students to be able to refrain from aggressive reactions that can lead to violent behavior such as fighting or being able to restrain their emotional attitudes because they are required to respect and respect others. The value of peace-loving cannot be directly given without an important step concerning understanding the values of peace that can be applied in everyday life. Based on the

analysis above, the value of peace-loving is a process for students to be able to hold themselves, attitudes and emotional actions towards others because the value of

DISCUSSION

From the result on findings of the study some reflections can be withdrawn in terms of character education in movie "*Freedom Writers*" directed by Richard Lagravense :

a. This study provides an understanding that movies can also motivate students to show the values of honesty, tolerance, curiosity, creativity and peace-loving that can be done in everyday life, not only five character education analyzed by researchers but eighteen character education proposed by the National Education Ministry must be able to be applied in everyday life as a student. Because the goal of character education expected by the Ministry of National Education (now: Ministry of Education and Culture) is as follows. The first is the development of the potential of the heart, conscience, affective of students as human beings and citizens who have cultural values and national character. The second is the development of the habits and behavior of students who are praised and in line with universal values and religious cultural traditions. The third is the development of leadership and student responsibility as thenation's next generation. The fourth is the development of the ability of students to become independent, creative, national-minded human beings. The fifth is the development of the school life environment as a safe, honest, full of creativity and friendly learning environment, as well as a high and full sense of nationalism (Ministry of National Education, 2010)". It means that character education is important in improving the quality life of students and to give birth to students as the next generation of nation with character.

character building is useful for mutual respect and respect in socializing with others.

b. The character education values of honesty, tolerance, curiosity, creativity, and love of peace apply universally to this movie. In addition, character education is an effort to create an environment in which the students can develop ethics, responsibility through models, and character education learning through universal values (Berkowitz & Bier, 2005). That means it is not only shown to students but also to educators how we should be able to apply character education to students even within ourselves and be able to set an example as an example to students.

c. Movies have the ability to interest pupils and increase their learning, providing context for the teaching of character education. Jannah (2018) states a movie, as a media of analyzing character education value is very important because it has important roles in transferring educational aspects. Nowadays, many educational elements like educational values may be presented in the literary works such as movie. When students learn from viewing pictures or playing movies that show the formation of character education, this condition or situation is also in line with previous theories, which have a positive impact on students when watching educational-themed movies.

d. Character education is very important in the school setting. The 2013 Curriculum was established as a reference for the application of character education in the Indonesian educational system by government policies through the Ministry of Education and Culture of Republic Indonesia (Indriani, 2017). It refers, at school it is taught to be able to learn all subjects in this case, namely knowledge, but also to be able to learn attitude or behavior skills.

CONCLUSION

Based on the National Education Ministry there are eighteen character educations but based on the data and analysis the writer only five they were honesty, tolerance, curiosity, creativity and peace-loving. Honesty is a learned trait based on the attempts to make someone trustworthy in their words, actions, and work. Tolerance refers to have their respect of each other. Curiosity showed how they to know deeper about something. The values of creative is about they had a new idea to get achieve new thing and peace loving explain about attitudes and actions that are useful in social peace and respect for each other. It refers to the importance of character education values in creating a good character that may represent the nation's identity in order to achieve development and competitiveness, particularly for students as the younger generation who must use those values in their daily lives as a lifestyle.

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