

The Role of Film as an Alternative Media in the Learning Process

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Abstract

The research intended to see a film become an alternative media in the learning process. Film that are commonly considered as entertainment media, turns out it has the potential to be a source of learning because there are some messages or values that are useful in the development of human cognitive. Research data obtained from documents like thesis as primary data. Data analysis uses discourse analysis method to find out the influence of film as an alternative media in the learning process. The ideas in this article are described descriptively, based on the studies that have been done, seeing the relationship between the film and the learning process.

Keywords: Film, Education, Sociology of Education

Abstrak

Penelitian ini bertujuan untuk melihat film menjadi media alternatif dalam proses pembelajaran. Film yang biasa dianggap sebagai media hiburan, ternyata berpotensi menjadi sumber belajar karena terdapat beberapa pesan atau nilai yang bermanfaat dalam perkembangan kognitif manusia. Data penelitian diperoleh dari dokumen-dokumen seperti skripsi sebagai data primer. Analisis data menggunakan metode analisis wacana untuk mengetahui pengaruh film sebagai media alternatif dalam proses pembelajaran. Ide-ide dalam artikel ini dijelaskan secara deskriptif, berdasarkan studi yang telah dilakukan, melihat hubungan antara film dan proses pembelajaran.

Kata kunci: Film, Pendidikan, Sosiologi Pendidikan

Introduction

In its development, science and technology are developing so fast that it makes it easier for humans to live their lives, such as in the fields of economy, socio-culture, politics, and education (Saufi et al., 2021; Dewi, 2021). It can be felt and seen how technology is a tool that humans use to meet their needs. Some of today's technology is a renewal of previously found technology which functions for everyday needs (Soelistiowati & Ali, 2018). For example, communication tools, radio, television, personal computers, and including films. In 1877, Muybridge conducted an experiment involving Jhon D. Isaacs, an engineer. Muybridge and Issacs then lined up 24 photo cameras, each of which was connected to a battery electronic device. As a result, Muybridge and Issacs succeeded in recording the movement of a running horse (A Compoundila, 2008), and this has become one of the highlights of the development of the film. However, in this day and age to produce a film we don't have to line up 24 photo cameras, even with one camera we can capture 24 frames in one second due to digital processing.

Initially, filmmakers used analog recorders to record video. Nowadays the convenience that digital provides, has become the standard in video recording technology, previously using tape, now it is gradually being replaced by other storage

media such as internal flash memory hard drives and SD cards. Likewise, the screening tool or screening at first, the screening of films used simple projector equipment created by the Louis Lumiere brothers who were named "prophets" in films and were the pioneers of the early mobile cinema business (Alfian & Herdjono, 2019; Rindawati et al., 2022). The development of technology and computers goes hand in hand with developments in the film industry. Starting from silent films, black and white films, to modern films such as 2-dimensional (2D) and 3-dimensional (3D) films (Zaidah, 2022; Saragi & Ariance, 2021).

Speaking of films, films can be divided if based on duration, the films are divided into 2, namely, short films and long films. Short films are films that are under 60 minutes long, while long films are films that are longer than 60 minutes. Meanwhile, if divided by genre, there are 4 streams in the film, namely: fictional films, animated films, experimental films and documentary films (Paxton & Alan, 2018; Agustian et al., 2021). Linking films with education will be interesting because there is a relationship how the learning process is by obtaining information and films are a medium for conveying information. Indonesian education is currently one of the main programs that the government is concerned with (Asri, 2020). The learning process in schools carried out by the teacher is often a problem for some students. The main reason is the use of learning resources, media and learning methods and also the teacher's understanding of the meaning of learning (Widiani, 2018). Many teachers are less able to involve students to be active in the learning process, so that students are only considered as objects not subjects. Therefore, students feel boring because students are not curious or have an interest in a lesson.

In overcoming this problem, there have been many searches for the latest methods, media and new sources in the learning process for students to find better ways of learning than before. One of the newest sources of learning in schools by teachers is using E-Learning and Audio Visual, in many types of audio visuals, one of which is film (Saufi et al., 2021; Simarmata et al., 2019). Movies can be an interesting medium to be used as a learning resource in accessing or seeking information, because the storytelling and characterizations make learning messages more entertaining than the same learning resources. In sociology education, seeing the use of film media as an alternative way of learning means social change. Some experts define the definition of the concept of social change, including William F. Ogburn trying to provide a certain definition, although he does not define social change, arguing that the scope of social change includes cultural elements both material and immaterial, which emphasizes the influence great elements of material culture to immaterial elements (Manurung et al., 2019; Hanafiah, 2019)).

Meanwhile, Kingsley Davis defines social change as changes that occur in the structure and function of society. For example, the emergence of labor organization in a capitalist society has led to changes in the relationship between workers and employers and so on to changes in economic and political organization (Putri et al., 2019). Gillin & Gillin said social changes are a variety of accepted ways of life, either due to changes in geographical conditions, material culture, population composition, ideology or due to diffusion or new discoveries in society. Meanwhile, Samuel Koenig said that social change refers to modifications that occur due to internal as well as external causes (Herlina, 2020). Selo Soemarjan, said that the formulation of social change is all changes in social institutions in a society, which affect the social system including values, attitudes and patterns of behavior among groups in society. The pressure of this

definition lies in social institutions as human associations, changes then affect other aspects of the structure of society (Fakhrurozi & Qadhli, 2020). Social change is like a compound with cultural change, here it means that cultural change is a change related to spiritual changes, such as beliefs, values, knowledge, rituals, appreciation of art, and so on. While changes in civilization are usually associated with changes in elements or aspects that are more physical,

There are also several factors in the occurrence of social change originating within the community itself. The causes which originate in the community itself include:

1. Increasing or decreasing population the very rapid increase in population causes changes to the structure of society, especially in social institutions. Or vice versa, the reduction in population may be due to the movement of people from villages to cities or vice versa. The transfer will result in a vacuum that will affect social institutions.
2. New discoveries due to advances in science and technology. A large social and cultural process, but that occurs in a not too long period of time, which is often called innovation. This process includes a new discovery, the way a new cultural element spreads to other parts of society. The discovery is a new cultural element, either in the form of a tool, or in the form of several ideas that are the result of human thought, if society accepts, recognizes and applies the discovery.
3. The conflict that occurs in the community may also be the cause of social and cultural changes. Possible conflicts occur between individuals and groups or between groups and groups. This conflict will lead to certain changes in society, for example free association between men and women and so on.
4. The occurrence of a rebellion or revolution The revolution that broke out in October 1917 in Russia had sparked major changes to the Russian state, which from the time being the Absolut kingdom turned into a dictator. So that all social institutions, from the form of the state to the family, undergo fundamental changes. Including in Indonesia, the G30S PKI rebellion was said to be an example of revolutionary change.

Method

Researchers use this type of qualitative research. (Tohirin, 2013) Qualitative research is research that seeks to build the views of the person being studied in detail and is formed with words, a holistic picture (thorough and deep) and complicated (Oktivianto et al., 2018)). Meanwhile, according to another opinion, qualitative research methods are research methods used to examine the condition of natural objects, (the opposite is experiment) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), data analysis is inductive, and the results of qualitative research. emphasizes more on meaning than generalization (Afifuddin, 2009).

The data collected in this study include primary data and secondary data. There are similarities in the collection of primary data and secondary data, which is obtained through observation and analysis techniques from documents such as theses related to the topic in question. This is because the qualitative research design used is a survey research design, where the survey design can be applied with the discourse analysis method to find out how the effect of film as an alternative medium in the learning process.

Results and Discussion

Film and Islamic Values

In Muhammad Mulhas' thesis, he examines the relationship between the film *Haji Backpacker* and Islamic values. This thesis to fulfill the bachelor's degree in Islamic education describes the symbolic interaction and spiritual maturity in the film *Haji Backpacker*. The film has a synopsis, namely: The point that ran aground made Mada (Abimana Aryasatya), a 27-year-old man, vent his anger at God. Mada is angry because she feels God has ignored her prayers and hopes to unite with Shopi (Sandra Dewi) in a marriage bond. Her heart broke, because her marriage that was in sight had to be canceled. He could not bear the embarrassment in front of the leader and invited guests, after knowing Sophia had run away before the consent-qobul event. He felt God had played him. Her faith and conviction were shaky. Mada then decided to go far from his hometown. He wandered into a land of people with no clear purpose. Since that time, he stopped praying. In fact, when he heard that his father died in the holy land while performing the pilgrimage, he refused to pray ghoib. In practicing the free outer world, Mada finds happiness in Ragawa, but spiritually he feels empty. At this moment of vulnerability, God invited him back through a series of events. Travel from one country to another, exposing awareness for awareness. Event after event he had gone through. Finally, Mada realized that it turned out that all this time God had always loved and guarded him with perfect rules. His disappointment only made him suffer more.

The film *Haji Backpacker* is a film that tells the story of the main character's spiritual journey across nine countries via land routes to Mecca. The film, which in general discusses the Islamic world, is a trip to the holy land of Mecca, the researcher sees that there are values that can be learned in seeing religion, namely Islam. The researcher discusses symbolic interactions and spiritual maturity. Because, the two themes have relevance to the values of social education in the pilgrimage. After explaining and analyzing the results of the data findings in his thesis, the researcher concludes that the values of social education in the pilgrimage contained in the film *Haji Backpacker* can be seen from two perspectives, namely:

a. Symbolic Interaction

Symbolic interactions are all things related to the formation of meaning from the process of mutual influence that occurs between individuals and individuals, individuals with groups or groups with groups. In the view of symbolic interaction, the values of social education in the haj pilgrimage contained in the film *Haji Backpacker* include: Attitude of Tolerance, Affection, and Mutual help.

b. Spiritual Maturity

As has been explained in the previous chapter, spiritual maturity is a time when a person has reached his spiritual development. Spiritual itself is part of the development of a person's maturity. Then this spiritual maturity is divided into two sub-themes, namely:

1. Spiritual experiences

Spiritual experience is all human activities consciously that cause psychological effects. So, spiritual experience is something that is related to the human soul and feelings. Therefore, spiritual experience is called the highest peak that can be reached by a human being as well as the knowledge of his existence as a spiritual being. One form of spiritual experience is the experience of religion, which is an

experience in which religion is concerned. This can be seen from the attitudes and behavior of a person who is directed to a being called God.

2. Religious maturity

Religious maturity is an ideal condition of a person's religious development as a result and process of appreciation of his religion. The characteristics of a person who is mature or religiously mature include: a) The integration of religious teachings in every person's life; b) Have a comprehensive attitude; c) Philosophy that is integrated or integrated with his life; and d) Have a feeling that is connected between God and his life.

Films and Students with Tunalaras

In Lisa Dyah Ajeng Puspitarini's thesis research, she examined how the role of films in helping students with disabilities in listening to a material. In her research, Lisa used animated films to be used as a research tool. Previously, the researcher explained the definition of disabled students, namely students who experience disturbances or emotional barriers and behavior disorders, so they are less able to adapt well to the family, school and community environment. Students with disabilities sometimes their behavior does not reflect maturity and likes to withdraw from the environment, so that they are detrimental to themselves and others and sometimes even detrimental to their education.

The researcher also quoted another definition of tunalaras, which was adapted by Lynch and Lewis (in IG.AK Wardani, 2008: 7.27-7.28) as follows: a. Public Law 94-242 (Law on Special Education in the United States) Expresses the notion of tunalaras with the term emotional disorder, which is a condition that shows one or more of the following symptoms within a certain period of time with a high level that affects learning achievement: a) Learning disabilities and cannot be linked to intelligence, sensory, or health factors; b) Inability to have fun relationships with friends and teachers; c) Acting inappropriately under normal circumstances; d) Feelings of constant distress or unhappiness; e) Tend to show physical symptoms such as fear of school problems; f) According to Nelson, a student's behavior is said to be deviant if: Deviates from behavior considered normal by adults according to their age and sex, Deviation occurs with high frequency and intensity, and the deviation lasted a relatively long time

According to Bower, students with emotional barriers or behavioral disorders, if they show one or more of the following five components: a) Being unable to learn is not caused by intellectual, sensory or health factors; b) Not being able to have good relationships with friends and teachers; c) Acting or feeling out of place; d) In general, they are always in a pervasive state, and are neither exhilarating nor depressed; and e) Tendency toward physical symptoms such as: feeling sick, or fear related to people or problems at school. From some of the descriptions above, the researcher concludes that students with disabilities are students who experience behavioral disorders, either directly or indirectly, which result in unacceptability in the community, be it family, school, or society. Students with disabilities are individuals who show attitudes and behaviors that deviate from existing norms so that they have a negative impact on themselves or others.

The use of film media in learning provides a new and fun atmosphere for students. Films can present material about a past process or event with a certain place, actor, and atmosphere that can be presented in the classroom (Sobandi, 2008). According to Umrotul Hasanah and Lukman Nulhakim (2015: 93) the use of animated

films in the learning process can improve the quality of the process and learning outcomes, because animated films are interesting. If this animated film media attracts students' attention, it is hoped that the information will be easy to understand, because as many senses as possible are involved, especially the ears and eyes which are used to absorb information (Rahayu and Kristiyantoro, 2011). Therefore, the development of learning media in the form of interesting animated films is very necessary to be able to increase learning motivation, especially in difficult learning materials.

In her research, Lisa Dyah Ajeng Puspitarini explains the strengths and weaknesses of animated films, which of course she quotes from several sources. And animated films have the following advantages: a) Films and videos can complement the basic experiences of students when they read, discuss, practice, and so on. Film is a substitute for the environment and can even show objects that normally cannot be seen, such as how the heart works when it beats; b) Films and videos can accurately depict a process which is witnessed repeatedly if deemed necessary. For example, the steps and the correct way of doing ablution; c) Besides encouraging and increasing motivation, films and videos instill attitudes and other affective aspects; d) Films and videos that contain positive values can invite thoughts and discussion in groups of students. Even films and videos, like the often heard slogans, can bring the world into the classroom; e) Movies and videos can present events that are dangerous when viewed in person such as the behavior of wild animals; f) Films and videos can be shown to large groups or small groups, heterogeneous groups or individuals; and g) With frame-by-frame shooting capabilities and techniques, a film that would normally take a week would be displayed in a minute or two.

And the weaknesses of animated films, film and video media have the following weaknesses: a) Film and video procurement is generally expensive and time consuming; b) When the film was shown, the pictures continued to move so that not all students followed the information they wanted to convey through the film; c) The films and videos available do not always meet the needs and learning objectives desired unless they are specially designed and produced for their own needs. Another weakness of animated film media is the relatively expensive price or production costs besides the film cannot achieve all learning objectives and its use requires a dark room (Arief S Sadiman, 2006: 69). From the results of research that has been carried out by Lisa Dyah Ajeng Puspitarini, the following conclusions can be drawn: The ability to listen to stories in class V SLB-E Prayuwana Yogyakarta after conducting research using animated film media has increased. In his research, the researcher divided into two cycles, namely cycle I and cycle II. For the first cycle, he planned that the target in the first cycle was that students were able to name the characters and characters and determine the background of the story. Meanwhile, in the second cycle, improvements were made, namely motivating students, recording important things in and repeating a few stories that were played.

The result, in the first cycle the students were able to name the characters and characters and determine the background of the story. In cycle II, improvements were made, namely motivating students, noting important things in the cycle and repeating a few stories that were played. So that in cycle II student skills increased from cycle I, namely students were able to determine the theme or message contained in the story. The skill of listening to stories in the first cycle reaches 70 in the sufficient category and in the second cycle the score achieved is 100 in the good category. In the second cycle there was an increase in listening skills by 30 points or 30%.

Observations were made during the study and focused on the process of listening to stories from animated film media. From the results of observations of some students, it can be said that it is sufficient, meaning that students' motivation is limited to only wanting to watch movies, students still often invite jokes and sometimes switch from the film that is shown. The results showed that the value of student observations in listening in the first cycle was 69. The value targeted at the first cycle was 75, so it was still in the sufficient limit. Therefore, the researcher continued in cycle II with the hope that students would be able to achieve more than 75 points. Student behavior during the learning process shows positive and negative attitudes. The negative behavior of students is shown by not caring about the results obtained. At the time of learning, sometimes students are seen doing activities such as underestimating the material presented, joking, and speaking impolitely. Positive behavior can be seen in the attitude of students who are quite enthusiastic about listening to stories. This shows that students feel happy even though they have not asked questions related to the learning carried out on the learning media used. When answering questions, student assessments carry them out according to the instructions made by the researcher. Learning activities in cycle I were strengthened by documentation by researchers. Observation support tools in the form of images are used as visual evidence of the learning process to listen to stories during the study. In this first cycle, the pictures taken include listening to children's stories through animated film media, and working on problems. Listening activity as in the attached picture.

Students are quite enthusiastic about listening to stories, occasionally students smile when they see a funny scene in the story being played. Another activity of students is when students work on questions, although occasionally students want to finish working on the grounds of "reluctance" or are reluctant.

Documentary Films in Learning Media

The Indonesian Institute of the Arts (ISI) Padangpanjang releases scientific journals and works of art. In the journal, there is a discussion on Documentary Films as Student Learning Resources written by Riki Rikarno. In his journal, he argued that documentary films are one of the right choices to be used as a good learning resource for students in schools. If documentary films are used as learning resources, they have many functions in order to achieve the objectives of learning including:

1. By using documentary films as a resource, it can increase learning productivity, namely accelerating the learning process for students so that it helps teachers to use time better in achieving learning objectives.
2. By using documentary films as a learning resource in accordance with the material, educators / teachers can have time to foster character and develop students' creativity.
3. With the selection of documentary film learning resources based on research and selection according to the material, the presentation of material information can be more real and can provide a more scientific basis for the learning material carried out.
4. By using documentary films as a learning resource, it can provide the possibility of direct learning, reducing the gap between verbal and abstract learning with realities that are real or can be said to provide direct knowledge.

5. By using documentary films as a learning resource, it can provide a broader presentation of learning material, by presenting information that can penetrate geographic boundaries.

The researcher emphasized that this function of making documentary films has reason and importance as a good learning resource for the benefit of the process and the achievement of student learning outcomes. One of the stages in using documentary films as a learning resource, Riki explained that educators / teachers must determine what documentary films will be used as learning resources, so they must first sort documentary films by understanding (observing) the documentary films that are appropriate and appropriate to the material learning. In understanding documentary films, what must be done is to appreciate the documentary films. In his journal, the researcher uses Dharsono's view which states that appreciation is a conscious process carried out by observers in facing and understanding works of art.

To understand documentary films is not the same as watching other films, because understanding documentary films is an attempt to interpret a meaning, the message contained in the documentary film. To make it easier to understand a documentary film so that it can be used as a learning resource in the learning process, an approach, namely an analytical approach, is used. The reason for choosing an analytic approach in assessing a film is because educators and students in learning must look for values and messages that are in accordance with the material or topic being taught. The use of an approach in viewing and understanding a film is closely related to an analysis. Because by analyzing students are asked to see the film in a deeper way, to be sensitive to the messages implied, and also to be emphasized to think critically in seeing a phenomenon, in this case through documentary film media. That's why it's more appropriate to use this approach in using documentary films as a learning resource. The researcher quotes Boggs's statement in Asrul Sani which states that film analysis starts from the existence of an artistic need that is built or has a single and rational structure.

By analyzing a documentary film, there are many advantages given, one of which can keep our memory of the documentary film telling longer because analyzing these memories is tied to our emotional feelings. For educators or teachers in determining and selecting documentary films to be used as learning resources, steps are needed in analyzing and evaluating documentary films, the first step that must be taken is to watch the film twice. The researcher also explained again about the stages in using documentary films as a learning resource. He stated that in assessing the documentary film to be used as a learning resource, it must have the characteristics of the documentary film, including:

1. In his narrative, the documentary film prioritizes the delivery of scientific information.
2. In his narrative, the documentary film is able to present clear messages to the audience about things that are appropriate or worthy of being imitated.
3. The documentary film does not contradict customs, norms, and manners.
4. The documentary film is able to shape the character of students / learners.
5. The documentary film has a clear purpose.
6. The documentary film can develop positive mental attitudes from students.
7. The documentary film has the motivation for the discipline of students later.

Documentary films, which have been used as learning media, may be somewhat inaccurate from the point of view of "context" or documentary films themselves, because every documentary film has contents in the form of narrative. The benefits of a documentary film on the learning process are related to three things, namely cognitive benefits, psychomotor benefits, and affective benefits. In conjunction with cognitive purposes, films can be used to: a) Documentary films teach the introduction or differentiation of relevant motion stimuli, such as the speed of a moving object, and so on; b) Teaches rules and principles; and c) Documentary films can show examples of performance models, especially in situations that show human interaction.

Benefits in the psychomotor aspect, documentary films are used to show examples of movement skills. Documentary films can also slow down or speed up motion, teach how to use a tool, how to do an action, and so on. In addition, documentary films can also provide delayed feedback to students visually to show their level of ability to work on movement skills, after some time later. To benefit as an affective, documentary films can influence the emotions and attitudes of students, namely using a variety of narrative and attractiveness in documentary films. A documentary film is a suitable tool for displaying affective information, either through narrative in a documentary film or through related visual images.

Even in his journal, the researcher explains the benefits of using documentary films as a source in the learning process, there are several other benefits, namely:

1. Documentary films are very appropriate to explain the process of a thing. For example, the process of creating the universe, in a documentary film can be seen directly with the results of recording images supported by sound so that each step of the process is visible or can be said not abstract, so that later students / students do not fantasize about receiving learning material.
2. Documentary films can relive the past and present historical events from the past. For example, in the history of Indonesia's struggle, documentary films can combine the results of documentation both videos and photos as well as show physical evidence of historical relics and past events so that students / students do not fantasize about receiving historical material.
3. Documentary films can overcome the limitations of distance and time, such as introducing plants and animals in tropical regions, non-tropical regions, arctic regions, etc. Delivery of material related to the length of the process of developing plants and animals.
4. Documentary films can captivate the attention of students. Making documentary films as a learning resource can make a very important contribution to the learning process.

Educational cinema

In an article written on the Anotasi.com website, Anggun Pipiutri Sasongko tells how his experience as a young teaching team in Indonesia Teaching influenced him in raising awareness in the world of education. He argues that education is the business of many parties, not only classes, teachers, students or schools, but also involves many parties such as bureaucracy, officials, regulations and others. For this awareness, Anggun created an initiative movement to help foster the quality of education in Indonesia. And the initiative that has emerged is through film. This movement was pioneered by Sinedu.id (Sinema Edukasi).

They call it Sinedu as film's contribution to education. As a digital platform that provides film as a learning medium, Sinedu.id is here as a medium for audio-visual storytelling. Provide each teacher with films and teaching methods with modules to support new learning activities and methods in the school. Through Sinedu.id, teachers are developing their teaching skills to be more creative using other learning media, namely films. Simultaneously through this platform, teachers and students also learn to use technology as a medium. This platform also connects the teacher community throughout Indonesia and becomes a forum for discussion to develop film literacy and share learning modules. Sinedu.id provides training or workshops with the Film Literacy Teacher program. The program is currently present in 20 cities / districts in Indonesia. This work is a collective form carried out as a form of collaboration with the education community, the private sector, and also the government, including the Ministry of Education and Culture through Pusbangfilm.

Anggun believes that films are not limited to production. From the film, we can see aspects of language, representation, and the public. These aspects are explored through understanding film literacy. The film gives a very broad meaning to every story that it wants to tell. From one film, we can learn character, socio-culture, or it can even be related to certain subjects. Through films, it will also provide new experiences that have never been experienced by the teachers and students they teach. This is because films use imagination, stories and meanings to make the learning process more enjoyable. He also emphasized that there is a relationship between films and student cognitive, he explained that learning through films can be used to: a) Teach recognition or differentiation of relevant motion stimuli, such as the speed at which an object is moving; b) Teaches rules and principles. Films can also show a range of verbal expressions, such as still images and print media; and c) Shows examples of appearance models, especially in situations that show human interaction.

Meanwhile, in relation to psychomotor purposes, films are used to show examples of movement skills. This media can also slow down or speed up movement, teach how to use a tool, do an action, and so on. In addition, films can also provide feedback to students visually to show their level of ability in working on movement skills. Usually, we elaborate this activity in the form of role-playing activities. With film we can also influence a person's emotions and attitudes.

The Educational Cinema digital platform explains how Educational Cinema can contribute to the world of education. Before starting to teach it in front of the class, the teacher is first provided with film literacy skills and how to convey it in creative ways and is able to build students' enthusiasm for learning. Teachers will have the opportunity to learn through literacy films as an activity, make teachers understand and can facilitate the development of students' film literacy and be able to use films as learning media, so as to improve students' literacy skills; making him a human with character, critical, creative, superior and has the ability to solve problems. Through this platform, Educational Cinema also invites everyone, especially filmmakers in Indonesia, to contribute to education. Connecting film makers and connoisseurs to make it a fun and meaningful learning medium. The Educational Cinema hopes that whatever is done will have a significant impact on a promise of independence: educating the nation's life. If education is our responsibility, then anyone can certainly participate and contribute.

Conclusion

The use of films as an alternative medium in the learning process is very helpful. Of course, with the development of the times, especially in the field of technology, film is a source of information. In several studies such as thesis and journals, there are useful functions regarding films in the learning process. Such as the relationship between films and Islamic values, the relationship between films and the education of children with disabilities, the use of documentary films as a learning resource and also films as an initiative movement to improve the quality of education.

In the sociological of education perspective, it is driven by social change. For those of us who have assumed that education culture must always have the scope of school, now the educational process can be seen more broadly, especially the use of entertainment media as films. Using films as an alternative media in the learning process certainly has the same spirit as the goals of the sociology of education, namely the sociology of education which aims to analyze social development and progress. Education provides a great possibility for the progress of society, because having a higher diploma will be better able to occupy a higher position. In addition, with a lot of knowledge and skills it can develop social activities and creativity.

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