ABSTRACT

Strategy for Understanding Character Education through Self-Reflection in Films among Educators (Analysis of Acceptance of Character Education Films among High School/Vocational School and Equivalent Teachers)

Claudia Tari Aplabatansa[1], Isti Purwi Tyas Utami, S.Sos, M.I.Kom[2]

[1] *Student of Communication Studies Program, Pembangunan Jaya University*

[2] *Lecture of Communication Studies Program, Pembangunan Jaya University*

The development of communication technology influences character education in the digital era. The film Budi Pekerti depicts the impact of social media and the importance of self-reflection in character formation. The research aims to find out how character education is used with the self-reflection method carried out by the main character of the film who works as a guidance and counseling teacher. This research uses a constructivist paradigm, a qualitative approach with reception analysis methods from Stuart Hall. The preferred reading of this research is the importance of self-reflective education in the era of digital communication. The results of the research show that the meaning position of the five informants is in an oppositional position. They critically assessed the method of execution carried out by Mrs. Prani and did not agree. The most influential factor in determining education is the profession as a teacher. Several things related to the informant's experience as a teacher also influence the length of teaching experience. The dominant position of hegemony was not found because none of the informants fully agreed with the main message in the film. A negotiating position was also not found because the five informants felt that no one agreed, but there were other arguments that made them understand. An interesting finding, three out of five informants used the terms "logical consequences" and "positive discipline" as good language for providing character education to their students. Then, informants from the Dayak tribe felt that in the film there were reflections that were not in accordance with the values of the Dayak tribe.

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