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"LITTLE WOMEN" BY GRETA GERWIG SEEN AS A STRATEGY FOR STRENGTHENING STUDENTS' CHARACTER BUILDING

Muhammad Farhan Aulia ¹, Novia Kharina Pakpahan ², Yenita Br
Sembiring ³

¹Universitas Prima Indonesia

²Universitas Prima Indonesia

³Universitas Prima Indonesia

muhammadfarhanaulia@unprimdn.ac.id ¹,

nkpkharina99@gmail.com ²,

yenitasembiring@unprimdn.ac.id ³

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Abstract

Moral values are universal principles that man views to be good and significant, this research teach fundamental facts about an ideology that teens can begin to acquire at particular school levels, which can be taught to students through the film Little Women. We found 16 essential moral values from the film and also 12 characters that we can learn from. The data collection technique that is being used is qualitative data collection, The subject in this research is the film itself, "Little Women," which has been adapted from the classic novel by Jane Austen. The subject of this research is the writers as teachers using literature work and transitioning it into teaching material with moral values topic.

Keyword: *Moral, Values, Characteristics, Little Women*

Abstrak

Nilai-nilai moral adalah prinsip-prinsip meluas yang dianggap baik dan signifikan oleh manusia, penelitian ini mengajarkan fakta-fakta mendasar tentang sebuah ideologi yang dapat mulai diperoleh remaja di tingkat sekolah tertentu, yang bisa diajarkan kepada siswa melalui film Little Women. Kami menemukan 16



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nilai moral penting dari film tersebut dan juga 12 karakter yang dapat dipelajari. Teknik pengumpulan data yang digunakan adalah pengumpulan data kualitatif. Subjek dalam penelitian ini yakni film itu sendiri, "Little Women" yang diadaptasi dari novel klasik karya Jane Austen. Subjek penelitian ini adalah penulis sebagai guru yang menggunakan karya sastra dan mentransisikannya ke dalam bahan ajar dengan topik nilai-nilai moral.

Kata kunci: *Moral, Nilai-nilai, Karakteristik, Little Women*

Introduction

As defined by researchers, literature embodies a language's or people's culture and heritage. Though several attempts have been made, the notion is difficult to define appropriately; it is evident that the recognized definition of literature is continuously changing and evolving.

Precisely by that definition, we can see another view from Pickering, James H., and Hooper, Jeffrey D. (1981. 01:307), "literature is a distinctively human activity born of man's eternal yearning to comprehend, articulate, and eventually share experiences."

The literary works can be utilized as educational tools for their audience. This subject is predicated on the assumption that literary works have a humanist or pedagogical character. While there is a possibility of hegemonic values in the framework of literary works, the whole interpretation of literary works is permitted.

This research aims to determine the character values that will be used to improve students' character development. Characters are what make or break a story; Abrams (1999, pp. 32-33) states that a *character* is defined as a person who appears in narrative prose or a novel and is perceived by readers as a man who possesses moral characteristics and a particular affinity, for example, being communicated through what they say and do.

Esteban as quoted by Adisusilo (1990, p57) states that "Moral values are universal truths which man holds to be good and important; they are the ethical principles which he struggles to attain and implement in his daily life. They are the ideals which transcend all time and space; those which are valid

for all men regardless of race or religion; the ones which unite strangers, families, nation – all of humanity – with God.” Moral values can also be reflected in literary works.

This component is the focal point of the tale, where it comes to life, is grasped, and is enjoyed by the readers. Without personalities, readers will be unable to grasp why an event occurs. As a result, the tale is mainly constructed via the characters that possess the characteristics that define a story.

References

Propp (1968) argued in Sandy Loucharts and Ruth Aylett's (2004, p. 514) that characters are essentially the outcome of the story that a particular Russian fairytale needs of them. Vladimir Propp is the founder of structuralist narratology. In 1928, he analyzed hundreds of folk myths and fairy tales in Russia. Since then, it has been considered an embryonic example of structuralist narratology (Luc Herman and Bart Vervack, 2005, p. 41).

A value assigned to a fundamental variable corresponds to a specified likelihood of remaining unaffected by unfavourable values over a reference period. It is critical to emphasize that the characteristic value serves as the primary representational value. A variable may have two distinct values in some design scenarios, an upper and a lower value. [ISO 19900:2002, paragraph 2.7].

In addition to analyzing the moral value that can be taught to students through the film *Little Women*, this research can also be used to teach basic things about an ideology that teenagers can begin to have at certain school levels. This film contains many ideologies of feminism which is an ideology with the understanding that women and men are the same in school; deserve equal access to education.

Teaching the basic theory of feminism to students is also important to encourage and remind them that everyone has the same rights and should be given the same opportunity to achieve their goals. You should not be ostracized just because of your specific background, such as gender, race, religion, economic background, and so on. background, and so on.

Education is one of the ways in improving the quality and quality of the nation's children. Through education, we can access the good things we want. Education is a process of rediscovering the meaning of experience; it may occur naturally in interactions or associations with young adults, or it may

occur inadvertently and is established to promote societal sustainability. This process entails monitoring and growth of both the individual and the group in which he or she lives. (Dewey John).

By using English films, it will not only form brilliant characteristics for the younger generation but also make it easy for them to learn English to prepare for the future. Additionally, the Covid-19 epidemic has produced remarkable advances, especially those in the sphere of education. It's as if all levels of education are being 'compelled' to shift to accommodate studying from home via online media like Zoom, WhatsApp, and Google Meet, as well as offline media such as television and radio. Additionally, the learning system is implemented via personal computers (PCs), laptops, or cellphones connected to an internet network. Educators can collaborate on projects simultaneously by creating groups on social media platforms such as WhatsApp (WA), Google Meet, Telegram, Instagram, or Zoom (Suryanata, 2020).

This home-based education model diminishes the teacher's direct responsibility in educating kids. Unlike in schools, where teachers personally assist students in learning and character development, teachers can now supply teaching materials or products that utilize existing facilities via online techniques (on the network). Teachers once instilled character characteristics directly into children, such as honesty, critical thinking, the courage to speak one's thoughts, and collaboration with friends, now appear to have faded into the distance. As a result, children will develop an individual learning style and may lose touch with the figure who often directs them. Numerous children disregard education and choose to play more, as stated in multiple mass media pieces in various places.

When students are studying English, they may get dissatisfied with the manner the teacher teaches. Teachers can employ various strategies to instruct students in reading, writing, speaking, and, most importantly, listening. According to some teachers, listening is the most accessible skill to teach, so many resources or English handbooks begin. We can teach children English skills through a variety of exciting media. For instance, by utilizing English music and films, or even by conversing in fascinating English. As a teaching and learning medium in language programs, English films help students develop a greater sensitivity to language. Mainly because the film is captivating and appealing to pupils of all ages, there are narratives to follow

and observations to make. It increases the excitement and enjoyment of the teaching and learning process for both teachers and students.

As is well known, cinema has been ingrained in the public consciousness as an audiovisual medium for art and pleasure. However, as the world of education evolves, instructors create increasingly essential innovations in teaching techniques that include cinema as a teaching medium. According to Beare (2008), videos support students to become more aware of their learning process. They allow learners to get immediate feedback into videos more effectively than "simple teacher corrections." In addition, Esseberger (2000) claims that videos can be used in diverse ways in language classes because they are an excellent medium of learning. However, videos can be used in classrooms and distance learning settings where facilitators can interact with students via the internet. That way, if we use visual media to teach and introduce moral messages to students, it will be easier for them to remember that films are things that have been attached to everyday life.

With a qualitative approach and the film *Little Women* as the target of our research, we limited our work to the film and ideas of student character development. In light of this circumstance, the study examines the impact of *Little Women* on educational growth, particularly in terms of student characteristics. To this aim, the research will also discuss the film's unique significance and its timestamp. The research is limited to *Little Women*. Additionally, the study will analyze students' opinions on the moral principles identified following this research. As a result, this study's focus is confined to the film *Little Women*, beliefs about student character development, and moral ideals.

The materials of this study can be used in research and educational process, in teaching and building students' characteristics through films, *Little Women*. Since this research includes a close range of problems thus making prospects for further development will be limited only to behavioural study and movies.

This study will determine which characteristics are suitable in building students' character-building, and most will show the moral lines in the film itself. Also, in the future, this research can be used by teachers in building their students' character as our contribution towards future research about the usage of films in the school curriculum and the line connection between cinema and students' character.

We're using the previous research with the title, Character Educational Values in Animation Movie of Nussa and Rarra written by Riskiana Widi Astuti¹, Herman J Waluyo², and Muhammad Rohmadi³(2019). Conclude that Character education value is an effort made by each individual in the formation of attitudes, which harmonize between social, environmental and cultural.

Research Methods

The research used qualitative descriptive as a method. Qualitative research is a study strategy used to investigate and comprehend the significance that certain individuals or groups of people believe stems from social or human problems. The discipline of qualitative research, which is focused on natural surroundings rather than theory, is where it all begins. The facts and information gathered from the field are used to develop the meaning and notion given in descriptive-analytic and generally without using numbers because they prioritize the processes that occur in the field.

The population in this research is the film itself, "Little Women," which has been adapted from the classic novel by Jane Austen. The subject of this research is the writers as teachers using literature work and transitioning it into teaching material with moral values subject.

The instrument of research was observation and documentation. The phrase "research instrument" refers to any device used to collect, measure, and analyze data from people associated with a particular study topic. It may be used to gather or obtain data, measure data, and analyze data pertinent to the study issue. The data is gathered from participants who participated in the study project and are specialized in the subject. Instruments of research are frequently employed in the social and health sciences. Additionally, these methods are used in education concerning patients, staff, instructors, and students. A research instrument may take the shape of questionnaires, surveys, interviews, checklists, or simple tests meant to elicit data from research respondents about a particular subject. The researcher will determine the exact study instrument to utilize. Additionally, it will be highly connected to the precise methodologies that will be utilized in the study.

Observation (observing what people do) is a non-experimental correlational approach in which researchers monitor ongoing activity. Because the researcher must immerse herself in the location where her respondents are while taking notes and/or recording, the observation data collecting approach is classed as a participatory study.

Observations are also excellent examples of research instruments. They are data collection methods in which the researcher is immersed in the experience of the phenomenon being studied. When using them as research instruments, the researcher is required to be as inconspicuous as possible to avoid instances of modified respondent behavior and to maximize the collection of acquired data.

Additionally, documents are a prime example of research instruments. This approach includes obtaining knowledge on a study subject by consulting published literature.

The data collection technique that is being used is qualitative data collection. Moleong (2014) explains that this data collection technique is used for reference that is reliable and valid with respect to the context. Qualitative research may be characterized as a way of collecting meaningful data through observation, open-ended questions, and conversation. They are more exploratory, focusing on obtaining insight into the problem and delving a little further to determine the underlying cause. The key tenet of this technique is to ascertain the Why and How rather than the How many. Qualitative data refers to information acquired during qualitative research.

Qualitative data is non-numerical and predominantly textual, consisting primarily of pictures, written texts, recorded audios, and spoken words by individuals. Additionally, qualitative research may be conducted both online and offline. Apart from this, qualitative research serves a variety of purposes:

1. To enquire into the nature or origins of a problem.
2. Acquire insight into a human experience
3. Relationship and meaning comprehension
4. A variety of social and political conventions, as well as contextual

and cultural practices, all of which affect the cause.

We collect data by analyzing the film in detail and completely to examine each character's traits and the evolution of the main character's and other characters' life principles. First, we will view the film to ascertain the contents and descriptions of the characters; we will then re-watch to evaluate each

character by inputting data into the two primary data table sections, moral value and characteristic table.

Result and Discussion

Result

No	Scene	Timestamp	Moral Value
1	When Jo tries to sell her story	03.13	You have to take criticism well
2.	When Jo comes to the school to teach	05.49	You have to work hard in order to be a success
3.	When Meg wants a new coat, but then a lady suggests she buy the other expensive fabric	09.00	No matter what happens, put your family first
4.	When Laurie offers to use his carriage to bring Meg and Jo home	16.35	Always remember to help those in need
5.	When Meg hurts her ankle	17.00	Family needs to stick together
6.	When their mother asks the girls to share their breakfast on Christmas morning	29.15	Even if we're already struggling, remember to share and do kind stuff for people
7.	When they get home after sharing their foods	31.19	Your kindness will be rewarded
8.	When Jo comes home after Meg tells her to	43.50	Prioritize your family even if you are still trying to achieve your dreams
9.	When Amy drowns herself	51.00	You can be angry but never neglect your family

No	Scene	Timestamp	Moral Value
10.	When the mother talks to Jo about patience	53.00	Being patience takes time. Always be calm and practice to kind.
11.	When Laurie comes to visit Amy	1.05.49	You have to be yourself and be honest about your feelings. Money cannot buy you happiness
12.	When Amy and Laurie discuss their future	1.14.10	Ensure your future by knowing what are you going to be
13.	Meg's wedding day	1.32.05	Everyone has a different dream
14.	When Jo starts her novel again	1.52.20	Don't give up, even though bad things happen to you.
15.	When they check out the inherited house from Aunt March	1.54.50	Never stop sharing your blessing to the people around you
16.	When Jo finally discuss profit from her novel with her publisher	2.05.41	Work hard then you will receive good things and know your worth do not compromise for your hard dedications

Table 1. Moral Value

Notes :

1. Table 1 explains the moral value found in each scene from different acts based on the film.
2. The timestamp format; hour/minutes/seconds, based on the duration from the film itself.

No	Name	Role	Background	Characteristic
1	Saorise Ronan	Jo March	At the start of the novel, Jo, a 15-year-old girl, is a strong and rebellious young lady fighting to control her fiery temper and obstinate nature. Jo is the sharpest and most creative member of the family, and he has a boyish demeanor.	Jo March is a strong character that doesn't want to give up. Even though she fails, she always rises and tries again.
2	Emma Watson	Meg March	Meg, the oldest sister, is 16 years old when the narrative begins. When her mother is not there, she is characterized as a beauty who handles the family.	Meg is an example of caring. She never once stops caring for her sisters.

No	Name	Role	Background	Characteristic
3	Florence Pugh	Amy March	Amy is the youngest sister and baby of the family, interested in art and self-centred way.	We have to settle our dreams and work hard to achieve that like Amy. Although Many people often underlook Amy's dream, she never stops.
4	Eliza Scanlen	Beth March	Beth is the shyest March sister and the pianist of the family. She is the family's mediator, and when her sisters dispute, she gently reprimands them.	When we have problems, we always try to calm down and think it through, just like Beth

No	Name	Role	Background	Characteristic
5	Timothée Chalamet	Laurie Laurence	A privileged young guy who lives across the Marches. He has a protective biological grandfather, Mr. Laurence	If you have more, remember to always give it to the people who need it the most, like what Laurie does to March's family.
6	James Norton	John Brooke	Laurie's tutor. He falls in love with Meg while working.	John reminds us to always aid others unconditionally.

No	Name	Role	Background	Characteristic
7	Louis Garrel	Friedrich Bhaer	A middle-aged, "philosophically minded," and poor German immigrant in New York City who had previously been a well-known professor in Berlin. He and Jo become friends, and he gives her writing feedback.	Sometimes, when we say the truth, people will hate us. We have to say it like Friedrich.
8	Chris Cooper	Mr. Laurence	Laurie's grandfather and a wealthy neighbour of the Marches.	You only live once, always help people like Mr. Laurence.

No	Name	Role	Background	Characteristic
9	Laura Dern	Mamee March	The girls' mother and head of household while her husband is away.	We are not going to be poor by helping people. Remember what Mamee March does.
10	Meryl Streep	Aunth March	March's aunt, a wealthy widow. She dies near the end of the movie, and Jo turns her estate into a school for orphaned.	It is always acceptable for a woman to be self-sufficient. If you want to be successful, don't give in to societal pressure to marry wealthy people.
No	Name	Role	Background	Characteristic
11	Bob Odenkirk	Father March	The girls' father. Enlisted in the military so he doesn't live with the girls for a long time.	Heroic and self-less. Help your country like Father March.
12	Tracy Letts	Mr. Dashwood	A Publisher and editor of the Weekly Volcano.	Discuss everything before you make a decision.

Table 2. Characteristics

Notes :

1. Table 2 contains the name of the characters involved in the movie and their characteristics them.
2. The "Background" column explains a quick brief about the character's life.

Discussion

Strengthening moral value using film is an effective method used by many teachers in the current curriculum. Moral value is essential to create strong characters from the student to anticipate the changes that happens quickly and repeatedly in this modern era. The minister of Education and Culture prioritizes moral value in school by adding it to the main category in the syllabus that the learning process must fulfil.

Little Woman is a film with outstanding contribution to students' moral value. The story starts with a woman with a bigger dream than society's expectation at that time, around the the 1900s where women should never be anything more than just a housewife. This film has so many good impacts on the student from every level.

The feminism theory from this film helps the audience better understand women, social class, and to be a good person in general. Hence why the reason this story is eligible to be used in a classroom as a teaching medium. Not only it's a good film with rich moral values, but it also has a specific message about ambition.

Jo, Amy, Meg, and Beth March are four middle-class sisters living in Concord, Massachusetts, during and after the Civil War. Each adaptation deviates from the original story, yet the themes remain consistent. "Little Women" is witty while also being intellectual, emotional, and humorous.

Jo is a writer, Amy is an aspiring painter, Meg enjoys acting, and Beth is a singer. The sisters were inventive during a time when women and their ideas were restricted. They are encouraged by their family, yet they are frustrated as they look forward. Jo, who is under pressure to marry, insists on living her life as a spinster. The March sisters are distinct individuals, despite society's not encouraging them to be so.

The film is non-linear, alternating between two timelines separated by seven years. The audience is introduced to the individuals, and essential details and character qualities are revealed right away, yet they learn about their lives

in bits and pieces. Viewers learn about relationships and then acquire perspective through flashback sequences.

The personalities of the March sisters change considerably between the two time periods as the audience witnesses them grow from young girls to women. They grow and develop as they live their lives in front of the audience. In some ways, the March sisters, their fight, and their lives are universal. "Little Women," like the stories of novelists such as Jane Austen and Emily Bront, brings the world into the lives of previously silent women. These stories altered how the world perceived women and put humanity onto them. "Little Women" is as important today as it was in 1868, evoking the concepts of girlhood, womanhood, and sisterhood.

In Indonesia alone, this kind of film will open so many eyes to social issues and create better judgements from the people who have watched it. The target audience is also not limited to one specific range, and it's a family-friendly film. This film brings the same message as our heroic Kartini since both materials focus on gender issues, big ambition, and the importance of equal treatment and education.

Conclusion

After doing the research using the film "Little Women", we have found 16 moral values that can be implemented for students and we also analyze 10 characters for characteristics reference to be used as a guidance for the students. We are confident that the values from this film should be studied even more from other aspects as well. The main value is about dream, ambition, and how you should never put yourself in a box. Although the society will surely pass the unwanted judgement towards you. The movie also explains about how women should receive the equal treatments and show the vulnerability of men as well. Students are expected to follow and take the lesson from the film and make sure to try applying it to their daily lives.

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