

THE VALUE OF CHARACTER EDUCATION IN “THE BLIND SIDE” BY JOHN LEE HANCOCK

Melisa¹, Andri Purwanto²

^{1,2}Universitas Indraprasta PGRI, Jakarta, Indonesia

Corresponding Author(S): mel.lisa82@yahoo.com

Abstract:

The purpose of this study is to identify and analyze the educational value of the characters featured in “The Blind Side”. This research analysis uses qualitative methods. The educational values contained in the film “The Blind Side” are religion, recognizing excellence, friendship, hard work, social care, tolerance, responsibility, and love for the motherland. The results of this study indicate that all types of educational values are contained in the film “The Blind Side”. From the findings of research on the value of character education in the film “The Blind Side” as many as 30 data, the most dominant character education value is the value of social care as much as 7 data (23.3%), religious value as much as 3 data (10%), the value of recognizing excellence 3 data (10%), friendship 3 data (10%), hard work 4 data (13%), tolerance 4 data (13%), responsibility 5 data (17%), and patriotism 1 data (3%).

Keywords:

The values; Character of education; Movie; “The Blind Side”



Creative Commons Attribution 4.0 International License

INTRODUCTION

Literature is a literary work that is used in a variety of activities in the world of education and other activities (Van, 2009). “Literature is the verbal and written creative work that expresses the intentions of the author and is called aesthetics”. (Desmawati, 2018) Literature can be in the form of drama, novel, or prose. The Prose is divided into two, namely fiction prose and nonfiction prose. Fiction refers to literature created from the imagination. Drama helps students practice their skills. There are pronunciation, speaking, listening and expressions. Best of all, you can practice your speaking skills according to the scenarios. It is also said to improve expressiveness and improve speaking and pronunciation. Students can improve their listening skills by listening to conversations. “Drama is therefore an important subject for improving students' skills”. (Aganingrum et al., n.d.) The movie is part of drama. The movie is type of visual communication that uses moving pictures and sound to tell stories to inform people. The movie is not only about the story but we also can know about the characters, settings, and plot from the movie. Movie can be an effective media in teaching learning process because it stimulates student’s skills ability.

Education is a very important thing in the life of an individual in order to form knowledge, attitudes, and personality in the individual (Adediwura & Tayo, 2007). Character education is the main pillar in create a character of a person through education. (Handayani & Indartono, n.d.) However, as we know, the impact of globalization that is happening right now is making Indonesian people forget about character education, even though character education is a very important national foundation and needs to be instilled in children from an early age because a character is an important aspect in order to produce quality human resources. The same thing was also explained by (Sultan & Tirtayasa, 2019) who explained: "Education is the need of every human being. Humans are one of God's creatures to live and continue to develop on earth by being given all the potential and trust to live in the world"

Character education that aims to develop the ability of students to make good decisions, maintain what is god, and realize that goodness in everyday life with wholeheartedly. Character education taught to children should be following its development (Singh, 2019). According Muchlas and Hariyanto (2013: 46) there are 18 values contained in character education as follows; religious, honest, tolerance, discipline, hard work, independent, creative, democratic, patriotism, curiosity, friends, love peace, love reading, environmental care, social care, recognize excellence, respect and responsibility. From those values, there are four values that synergize with multicultural values, namely; tolerance, democracy, mutual respect, and peace.

METHOD

In this study, the authors used qualitative research methods. And the case study describes and analyzes the value of character education shown in the film "The Blind Side". Bogdan and Biklen (in Madrah & Praptawati, 2021) also said, "Qualitative research is descriptive. The data collected is in the form of words or pictures rather than numbers". Qualitative methods are used to obtain in-depth data, definite data which is a value behind the visible data (Yilmaz, 2013). Therefore, in qualitative research, it does not emphasize generalizations, but rather emphasizes the stories contained in the film so that it can capture the character education values contained in the film.

Focus and sub-focus must be determined so that they are directed and achieve a research objective. The focus of this research is to analyze the value of character education contained in the film *The Blind Side* by John Lee Hancock, which can be considered in terms of the language used by the characters. Meanwhile the sub-focus of this research is that the writer will examine the value of character education shown by each character in the film *The Blind Side* based on the theory of Muchlas and Hariyanto (2013) through taking sample cases needed for this research, including religious, recognizing superiority, friendship, hard work, social care, tolerance, responsibility, patriotism. In this case, the writer examines the value of character education through film scenes in the form of scenarios presented in the film "The Blind Side" by John Lee Hancock starting from the first scene to the last scene.

Table 1 Table of Findings of Character Education Value Data

NO	Classifications The value of Character Education	Dialog/Scene
1		
2		
3		

RESULTS AND DISCUSSION

Result

In this study, the collected data consists of 30, there are 8 classifications of the types religion, recognizing superiority, friendship, hard work, social care, tolerance, responsibility, and patriotism.

Table 2 Percentage Sheet Findings of Character Education Values

NO	Classifications The value of Character Education	Frequency of Data Usage	Percentage Frequency
1	Religion	3	10%
2	Recognizing superiority	3	10%
3	Friendship	3	10%
4	Hard work	4	13,3%
5	Social care	7	23,3%
6	Tolerance	4	13,3%
7	Responsibility	5	16,6%
8	Patriotism	1	3,3%
	Total	30	100%

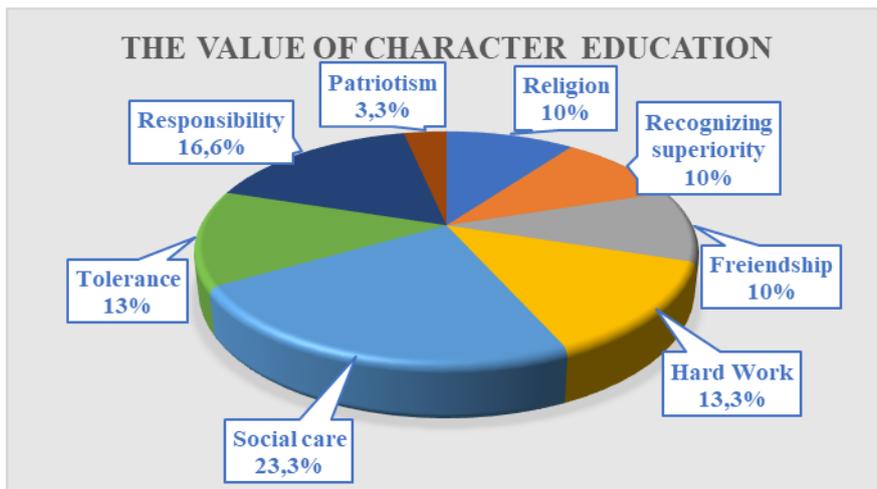


Diagram 1 Percentage of use of character education values

$$\frac{\text{The Value of Education Character}}{\text{amount of data}} \times 100\% = y$$

From the diagram that has been presented, it can be concluded that the most dominant value of character education in The Blind Side film is the value of social awareness. If observed from the findings of the data on the value of character education found, there are 3 data religious values with a percentage of 10%, the value of recognizing superiority is 3 data with a percentage of 10%, friendship is 3 data with a percentage of 10%, hard work is 4 data with a percentage 14%, social care is 7 data with a percentage of 23%, tolerance is 4 data with a percentage 13%, responsibility is 5 data with a percentage 17%, and patriotism is 1 data with a percentage 3%. So the value of social care is the value of character education that is most commonly found or most dominant in the film The Blind

Side by John Lee Hancock. The value of social care contained in the film *The Blind Side* can be seen from the attitude of the characters who always help one another and support and love one another.

Discussion

The value of character education found randomly will be analyzed as follows:

Religion

Religion is the appreciation of knowledge and education in everyday life which is always related to religious and divine teachings.

1. Data Number: 4.2 (Dialog)

Teacher : Coach Cotton, *we understand your interest in this young man's athletic abilities.*

Teacher : *He wouldn't be able to play sports until he got his grades up.*

Cotton : *Forget Sports, Look at the wall, "Christian." We either take that seriously or we paint over it, You don't admit Michael Oher because of sports, you admit him because it's the right thing to do.*

(00:09:02 – 00:09:25)

Analysis : In the teacher's meeting, Cotton discussed a black child named Mike who wanted to attend their school, but because his academic grades were low, the teachers considered him to be able to accept Mike at their school. The teachers concluded that children who had low IQ scores would find it difficult to understand lessons and would damage their school's reputation, even so, Coach Cotton defended Mike and told him that Mike's strengths were seen in sports. But the teachers also couldn't accept Mike just because Mike excelled in his sport and Coach Cotton kept looking for loopholes to defend Mike so he said forget about Mike's grades and skills but we can accept it because of our human values that accepting Mike to go to school here is an obligation and religious orders in helping fellow people. Cotton's attitude in helping and defending is a religious value because he reminds fellow human beings that they must help and care for one another.

2. Data Number: 4.3 (Scene)



Motto "With Men This Is Possible, With God All Things Are Possible"

refers to the divine value in which nothing is impossible by His will.

(00:09:51 – 00:09:54)

Analysis : In the Wingate Christian School's school motto, it is written that there are rights that uphold divine values and when the first day Big Mike came

to his school, he stood in front of the school gate then he saw writing and was silent he stared at it until he was finally sure to step foot inside a school. because he believes that nothing is impossible in the hands of God. Mike was not a lucky kid but he believed when he worked hard he could. From there the story of Big Mike's journey to achieving his dream begins.

Recognizing superiority

Knowing yourself means gaining knowledge about the right totality of yourself, namely realizing the strengths or advantages you have as well as the weaknesses or weaknesses that exist in yourself.

1. Data Number: 4.1 (Scene)



Burt Cotton watched Big Mike and Steve's basketball game which amazed him and believed Big Mike had talent in sports.

(00:07:40 – 00:08:06)

Analysis : Tony took Steven and Big Mike to register them at Wintage School and then he went to one of his friends there named Cotton, Cotton was a sports coach there. Tony asked for Cotton's help to be able to accept the two children he brought to school, but Cotton could not promise to be able to accept both of them because Mike had problems with his academic grades. Tony who tried to explain and beg finally after they finished talking. Soon Cotton saw Big Mike's basketball game from there he tried to convince Cotton that Big Mike had talent in sports. Cotton's attitude includes recognizing the advantages of a child that can be honed through the talents he is interested in.

2. Data Number: 4.16 (Dialog)

Ms Boswell : *He knows it.*

Literature Teacher : *Who knows it and what does he know?*

Ms. Boswell : *The material, Michael Oher. **I gave his this test verbally.***

History Teacher : *Got even allowed?*

Sarcastic Teacher : *On how big a curve?*

Ms. Boswell : *He's been listening all along. It's amazing what he's absorbed. Trust me. He's listening to you, too. Now, his reading level is low and he's got no idea how to learn in the classroom. **I'm not saying he's going to pass but Big Mike is not stupid.***

Analysis : Mrs. Boswell taught Big Mike's class when he taught he watched Big Mike try to understand the lessons he gave and he tried to

answer the practice questions, Mrs. Boswell, after completing the questions given by Big Mike, he scored above the previous one, which made Mrs. Boswell was shocked and convinced that Big Mike was not stupid but he just didn't understand what he was learning so far. attitude Boswell is categorized into the value of recognizing Big Mike's excellence because he believes that no child is stupid, it's just that we don't know their talent.

Friendship

Friendship describes a relationship that involves knowledge, respect and affection.

Friends will welcome the presence of each other and show loyalty to each other.

1. Data Number: 4.5 (Dialog)

Big Mike : *Hi,,,*

S.J : ***Smile at them. It lets them know you're their friend. You're Big Mike, right? Well, I'm sean. But everyone calls me SJ. It's for Sean Junior. My father's name is Sean.***

(00:14:51 – 00:15:36)

Analysis : On Mike's first day at school, he tried to greet the children who were playing in the school garden but they ran away for fear of seeing Mike who was big and black, and that's where he met SJ, the only child who dared to reply to Mike's greeting, introduced and gave advice to Mike so that Mike smiles when greeting people so they won't be afraid and consider him a friend. SJ's attitude shows the value of friendship because he values Mike and is the only child who respects and wants to talk to him.

2. Data Number: 4.15 (Dialog)

Friends : *where are you going? Collins?*

Collins : ***Quit looking at me like that, I mean... we study together at home.***

(00:50:50 – 00:51:06)

Analysis : When Mike entered the library to do his assignment and was looking for a seat, from Mike's point of view he saw Collins and his friends studying together not long after that Collins left his friends and went to sit next to Mike because he saw the stares of his friends who looked Mike in the eye. Collins' attitude shows the value of friendship because he approaches Mike without hesitation and is not racist.

Hard work

Hard work is an effort that is carried out in earnest and does not give up in completing various activities in order to achieve the goals that are achieved as well as possible.

1. Data Number: 4.11 (Scene)



Mrs. Boswell, who is very empathetic and sees Mike's hard work in studying, wants to prove that Big Mike can follow the lessons.

(00:39:02 – 00:39:23)

Analysis : Mrs. Boswell created additional classes for Mike so that Mike could catch up on his grades. While the other teachers looked at Big Mike in one eye and doubted him, only Mrs. Boswell after Coach Cotton who believes in Mike's abilities and is willing to accept and teach him seriously. The attitude of Big Mike and Mrs. Boswell is included in the value of hard work because it wants to catch up on academic grades that are lagging behind.

2. Data Number: 4.16 (Scene)



S.J encourages Big Mike to become an athlete, and Mike works hard to fulfill his new family's dream as an expression of gratitude.

(00:53:25 – 00:55:02)

Analysis : While practicing for SJ's upcoming match to help Big Mike, SJ really hopes that Mike can make his dream come true. And Mike also feels very lucky to be in the midst of the Leigh Anne family who really love and support him in every way, as a form of gratitude Mike is trying hard to make them proud. Mike's attitude in this regard includes the value of hard work to realize his dream and that of his new family.

Social care

Social care is an attitude and action that always wants to provide assistance to other people and communities in need.

1. Data Number: 4.4 (Scene)



Mrs. Boswell showed empathy and convinced other teachers that Michael Oher had talent but he was not confident.

(00:14:09 – 00:14:55)

Analysis : When in the teachers' room the teachers were talking about Mike and Mrs. Boswell, who overheard the conversation of his colleagues who could not accept Mike as a student, and made fun of Mike because of his social status and thought that Mike also could not follow the lessons they gave, and Mrs. Boswell contradicted his colleagues and defended Mike by reading out the writing Mike threw in the trash which stated Mike could write and he believed Mike was capable of taking lessons.

2. Data Number: 4.7 (Dialog)

Anne : **Turn around.** Big Mike.... **Stop the car.**

Hey, my name is Leigh Anne. My kids school in Wingate. You said you're going to the gym? The school gym's closed. Why were you going to the gym? Big Mike?! Why were you going to the gym?

Big Mike : *Because... it's warm.*

Anne : **Do you have any place to stay tonight?** Don't you dare lie to me. **Come on get inside.**

(00:20:43 – 00:21:16)

Analysis : On the way home Anne and her family met Mike who was walking alone and caught in the rain. Finally, Anne decided to turn around and stop approaching Mike then she offered Mike a lift to come with them home because after Anne asked Mike she lied and actually Mike had no place to live. And Anne brought Mike home to stay at his house and finally they went home together.

3. Data Number: 4.11 (Dialog)

Anne : I was not about to let that in my house, but I got you something nicer.

Big Mike : **It's Mine?**

Anne : **Yes, sir.. what?**

Big Mike : Never had one before.

Anne : What, a room to yourself?

Big Mike : **A bed.**

(00:38:01 – 00:38:22)

Analysis : Anne prepared a bedroom for Mike but the room was small and maybe not too comfortable for Mike according to Anne, it turned out that Anne

was surprised after she heard Mike ask her about this bed because she had never slept in a bed before. Mike's words made Anne's heart grow fonder of Mike. So far, there is still a child who has never felt comfortable sleeping on a bed.

4. Data Number: 4.13 (Dialog)

Touhy : ***Why are you smiling?***

Anne : *I don't know, I'm just happy. Really happy.*

Touhy : *Does it happiness have anything to do with Michael?*

Anne : *No, It has everything to do with Michael.*

Touhy : *Happy's good.*

Anne : *You know what I think we should do? **We should start a charity for kids like Michael.***

(00:44:30 – 00:44:57)

Analysis : During the night Anne chats with Sean, he recalls his arrival at Hurt Village. Anne felt sorry for the plight of the young people living there, so Anne finally invited her husband to organize a charity for homeless children like Mike so that they could still get an education and not be damaged by the circumstances that had happened to them. Sean also agreed with Anne's invitation to help them.

Tolerance

Tolerance is an attitude of respecting opinions, views, beliefs, customs, behavior, etc., or those that are contrary to the founder himself.

1. Data Number: 4.8 (Dialog)

Anne : *Alright, tell me everything, I need to know about you. Who takes care of you? A mother ? Do you have a mother? A grandmother maybe? Tell me what, Big Mike, we can do this the easy way or we can do this the hard way, you take your pick. **Fine, tell me just one thing, I should know about you. Just... just one.***

Mike : ***I don't like to be called Big Mike.***

Anne : *Okay, tell you what, from now on, to me, you're Michael, Okay?*

Analysis : When Anne asks where Mike's real family is to ask permission and takes Mike's equipment. He felt offended and did not like being called "Big Mike" and Anne tried to understand and comply with Mike's request. Anne felt that her attitude towards Mike had not been good and had never asked how Anne should treat Mike, thus making Mike moody and not wanting to talk to Anne. After they communicated well, then Anne realized that Mike wanted to be treated like a friend.

2. Data Number: 4.14 (Scene)



Anne showed respect for the differences of opinion between their friendship because she wanted to adopt Michael, a black race, while Anne was a white race.
(00:48:12 – 00:48:45)

Analysis : When Anne and her friends were gathered in a cafe, they discussed Mike, a black boy who Anne had been raising. His friends think that Mike's existence is very dangerous for Collins. Anne was not affected by them, instead, Anne told her friends that she would officially adopt Mike. Anne's friends looked shocked at Anne's decision, but Anne did not ask for their approval, Anne just wanted them to respect her decision.

3. Data Number: 4.29 (Dialog)

Anne : *I know I should've asked you this a long time ago, Michael. But do you even wanna play football? I mean, do you even like it?*

Mike : *I'm pretty good at it.*

Anne : *Yeah, you are. Sean and I have been talking and Michael, **if you're gonna accept a football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you.***

(00:117:17 – 00:118:00)

Analysis : Anne and Touhy finally gave Mike freedom and continued to support him if Mike chose to continue his studies in Tennessee. Anne and Touhy promised to always come when Mike played. After Anne found Mike again and Mike also felt that what he did to Anne was wrong because all this time Anne had tried to give the best for Mike, it's just that Mike got carried away with anger when he was cornered by the NCAA.

Responsibility

Responsibility is the attitude and behavior of a person in carrying out their duties and obligations as they should be done to oneself, society, the environment, the state, and God.

1. Data Number: 4.9 (Dialog)

Anne : *This is where your mother lives? Let's go get them.*

Big Mike : ***Don't... don't get out.***

Anne : *Who's gonna help you carry your clothes, Michael?*

Big Mike : ***Don't get out the car.***

(00:30:39 – 00:30:50)

Analysis : Anne took Mike to Hurt Village where Mike last knew that his mother lived there and to pick up clothes at his house but when he arrived there Anne wanted to come down to help Mike pack his clothes, but Mike forbade Anne to get out of the car because seeing the conditions around it was a place for the thugs who often harass foreign women and Mike doesn't want anything bad to happen to Anne.

2. Data Number: 4.10 (Dialog)

Anne : *I've been in Memphis my whole life and never been anywhere near here. **You're gonna take care of me, right?***

Big Mike : ***I got your back.***

(00:32:59 – 00:33:08)

Analysis : After Mike and Anne couldn't find her birth mother's address, to be able to ask permission and pick up clothes. Finally Anne decided to buy Mike some clothes. While walking to the clothing store, the people around looked at Anne with terrible looks. Anne felt uncomfortable and afraid of their stares because it was the first time Anne had been there and then Anne asked Mike to be willing to protect Anne from people who tried to annoy her.

Patriotism

Patriotism is an attitude of loyalty, courage, and sacrifice to maintain the integrity of the Indonesian state, as a sign of love for the nation and state.

1. Data Number: 4.23 (Scene)



Big Mike always remembers Anne's advice to protect his family and the team is his family in the game so he can beat the opponent.

(00:79:48 – 00:79:60)

Analysis : When the match started Mike was still unable to control the game on the field, until at the end of the game time he tried to focus and remembered Anne's advice, that the team was his family, he imagined that the team was Anne's family which he had to protect so that Mike could win his first match.

CONCLUSION

Based on the results of the analysis described in the previous chapter, the writer believes that the film *The Blind Side* has succeeded in analyzing the character education value contained in the film. The character education value that the writer uses is based on the theory of Samani and Hariyanto which divides the value of character education into 18 values, but in this study, the writer only uses 8 values because the other 10 values are not found in the film. From the research, it was obtained 30 data with a percentage of 100% covering religious values totaling 3 data or 10%, recognizing excellence totaling 3 data or 10%, friendship totaling 3 data or 10%, hard work totaling 4 data or 14%, social care totaling 7 data or 23%, tolerance is 4 data or 14%, responsibility is 5 data or 17%, and patriotism is 1 data or 3%. So the value of social care is the value of character education that is most commonly found or most dominant in the film, scenes and dialogues from the characters teach many things to do good by helping one another and always sharing with people who are more in need.

REFERENCE

- Adediwura, A. A., & Tayo, B. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Reviews*, 2(7), 165.
- Aganingrum, A., Hidayat, N., & Kustantinah, I. (n.d.). CHARACTER DEVELOPMENT IN THE BLIND SIDE MOVIE AND IT'S CONTRIBUTION IN DRAMA TEACHING.
- Desmawati, E. (2018). ANALYSIS OF FEMINISM IN THE NOVEL OF LITTLE WOMEN BY LOUISA MAY ALCOTT. *Journal of Language and Literature*, 6(2), 91–96. <https://doi.org/10.35760/jll.2018.v6i2.2487>
- Handayani, N., & Indartono, S. (n.d.). THE IMPLEMENTATION OF MULTICULTURAL CHARACTER EDUCATION.
- Madrah, M. Y., & Praptawati, D. (2021). Teaching & Literature ISSN. *A Journal of Culture*, 21(1). <https://doi.org/10.24167/celt.v21i1>
- Muchlas, S., & Hariyanto. (2013). Konsep dan Model: Pendidikan Karakter. *Bandung: PT Remaja Rosdakarya*
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1-12.
- Sultan, U., & Tirtayasa, A. (2019). DEVELOPMENT OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL THROUGH MACROMEDIA FLASH FOKLORE Suprani, Nana Hendracipta. 5(2). <http://journal.upi.edu/mimbar-sekolah>
- Van, T. T. M. (2009). The relevance of literary analysis to teaching literature in the EFL Classroom. In *English teaching forum* (Vol. 47, No. 3, p. 2). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European journal of education*, 48(2), 311-325.