



# Revealing the film "budi pekerti": Digital platform in anti-cyber bullying character education reform

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## ABSTRACT

Film has a unique ability to influence and stimulate minds, a fact that cannot be ignored in the digital age. This research explores the merging of technology and morality, creating a medium that impacts audience thoughts and feelings. The focus is on character-based learning strategies to instill positive values and ethics. Directed by Wregas Bhanuteja, the film "Budi Pekerti" narrates the main character's development, reflecting a journey to adulthood while emphasizing essential moral values. "Budi Pekerti" pioneers a new dimension in character education, adapting to a world where technology is deeply embedded in daily life. The film invites viewers to explore the main character's story through various challenging situations in cyberspace. From social media interactions to moral conflicts online, the film highlights inclusive character learning, promoting values such as honesty, empathy, responsibility, and patience through conflict and character growth. The research uses Documentation Notes as its instrument. The results and discussion of the film's substance, semiotics, and anti-bullying values provide a deep understanding of the ethical implications of everyday actions online. This film is not only an entertainment medium but also a social movement encouraging audiences to combat cyberbullying and build strong characters resilient to negative online pressures.

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## INTRODUCTION

The ability of films to influence, shape, and stimulate minds cannot be ignored. In the ever-growing digital era, films are not just entertainment, they are also an effective tool for conveying anti-bullying character lessons. With the title "Exposing the Film 'Evil Character': Digital Platforms in Reforming Anti-Bullying Character Education," we enter a world where technology and morality come together, creating a medium that can penetrate the thoughts and feelings of the audience. The character approach is a learning strategy that aims to form positive and ethical values in individuals.

Film, as a visual and narrative tool, can convey moral messages in a deep and pervasive

way. In this context, the film "Budi Pekerti" is not only for entertainment but also as a means to reform and educate anti-bullying characters through the use of digital space. This film presents a story that spans the development of the main character, depicting the journey to adulthood while highlighting essential moral values. The specialty of this film lies in its integration with digital technology as an intelligent means of conveying moral messages.

By utilizing digital space, this film enters a new dimension in character education, adapting itself to a reality where technology is increasingly embedded in everyday life (Dwiwasa & Sihotang, 2024). As viewers, we are invited to explore the story of the main character who is faced with various challenging life situations. Starting from social interactions on social media to moral conflicts faced in cyberspace, the film "Budi Pekerti" teaches how important it is to maintain good values amidst the continuous flow of information and digital interactions.

In an era where the boundaries between the real world and the digital world are increasingly blurred, this film is a reflection on how character can be tested and formed through the use of technology (Afni Rachman, 2023). Not only that, but this film also explores the concept of inclusive character learning, raising various positive values and attitudes such as honesty, empathy, responsibility, and patience through conflict and character development. The digital space stage becomes a place where these characters interact, influence each other, and grow together.

Films have always had the power to influence, inspire, and educate their audiences. According to Wibowo (Anggraeni Novita Sari, 2018) Film is a tool for conveying various messages to the public through narrative media, and can also be interpreted as an artistic expression for artists and films to express thoughts and story ideas. One of the film genres that is an effective vehicle for conveying messages of morality and character is "Good Character Films".

This film tells a story about ethical values, kindness, and self-reflection. Members of society and social groups not only express their experiences, but they also create them through language and provide meaning to their experiences through communication media with each other (Listiyapinto, 2024). Character is a very basic aspect of life. Both for individual life and social life (Rossiana, 2024). These values include honesty, compassion, justice and responsibility. The film "Budi Pekerti" explores the depth of moral character values and helps the audience understand why cyberbullying is so important to teach so that people avoid it and are reluctant to do it.

Therefore, this film motivates us to explore the great potential of reforming character education on digital platforms. Through an in-depth story and attractive visual displays, the film 'Budi Pekerti' invites us to understand that character education is not only limited to the real world but can be lived and applied in a virtual world filled with challenges and opportunities. This film invites us to reflect on how we, both as individuals and as a society, can bridge the gap between technology and morality, creating a harmony that supports positive character development in this digital era, including understanding the impact of cyberbullying and its prevalence in the digital space.

In facing the ambiguity in the definition and implementation of ethics in character education, this challenge is increasingly complicated by the post-truth era that we are currently facing. The post-truth era, characterized by the prevalence of false information and manipulation of public opinion, raises new questions regarding the validity of ethical values. Are the values taught relative to the dissemination of information that is not always accurate? Is the existence of absolute ethical standards still relevant in a context where truth is often distorted or shaped by public opinion?

The inability to understand deeply the relationship between ethics and character education also becomes more critical in the post-truth era. How can we empower young people to make wise and ethical moral decisions when the information they receive may not always be trustworthy?

How can character education methods and strategies overcome the challenges of critical reflection and deep understanding when the information received is often manipulative?

In the context of technology which increasingly influences students' character development, the post-truth era demands special attention to the way technology can influence moral perceptions and the values taught. How can technology be used as a tool to strengthen ethical understanding and positive values in the face of often ambiguous and distorted information in the post-truth era? All of these questions create additional complexity in addressing the challenges of ethics and character education in the current era.

The current research on the film "Budi Pekerti" will be explored qualitatively, focusing on its narrative, visual elements, and semiotic aspects to understand how it conveys messages related to character education and anti-bullying. Although it will not measure direct impacts on specific audiences like school students, it will delve into how the film addresses cyberbullying and promotes ethical values. Inaccurate or manipulative information can distort moral and ethical perceptions by presenting biased viewpoints, leading individuals to form misguided beliefs and make unethical decisions.

The film "Budi Pekerti" counters these negative effects by providing clear, relatable narratives that emphasize positive values such as honesty, empathy, and responsibility, illustrating the consequences of cyberbullying and reinforcing moral lessons. By integrating digital technology, the film presents a new dimension of character education, relevant in the digital era where the boundaries between the real and virtual worlds blur. It motivates exploration of reforming character education on digital platforms, inviting viewers to bridge the gap between technology and morality. This approach is particularly critical in the post-truth era, characterized by misinformation and manipulation, posing challenges to the validity of ethical values and requiring strategies to empower young people to make wise, ethical decisions amidst often distorted information. The film's narrative and semiotic analysis provide a comprehensive understanding of how technology can influence moral perceptions and how character education can adapt to these modern challenges, supporting positive character development in both real and virtual worlds.

Film "Budi Pekerti" distinguishes itself from previous studies through its emphasis on the integration of digital platforms, specifically addressing contemporary issues like cyberbullying. Unlike earlier research, this study employs a qualitative descriptive approach with a strong focus on semiotic analysis, exploring how symbols, signs, and icons convey complex moral messages. It also tackles the challenges of the post-truth era, where misinformation complicates ethical and character education, raising critical questions about the validity of ethical values in a digital context. Additionally, the research highlights practical applications, suggesting ways educators, policymakers, and social workers can develop effective anti-cyberbullying campaigns and character education programs. By examining inclusive character learning and providing empirical and sociological insights through direct film observations, this study offers a comprehensive and modern perspective on character education and the impact of digital technology on moral development.

## RESEARCH METHODOLOGY

Research uses the method of watching films directly and observing with a qualitative approach. Two types of data were analyzed in this research, namely primary data obtained directly from the film "Budi Pekerti", and secondary data obtained from supporting literature, such as articles, dictionaries, the internet, and related books. The research instrument that will be used is Documentation Notes. After the data was collected, analysis was carried out using a qualitative descriptive approach, especially on the semiotic aspects in the film "Budi Pekerti". Researchers will

make detailed observations of the settings, scenes, and characters in the film. After that, the researcher will take notes, select visuals or film footage, provide information, and analyze the semiotic meaning contained in the footage. The final step involves reviewing literature relevant to the research as well as evaluating the results of the research that has been carried out.

To analyze secondary data sources relevant to the topic, the researchers will conduct a comprehensive literature review, focusing on existing studies, articles, and publications that discuss character education, cyberbullying, and the role of media in shaping social behaviors. This will involve identifying key themes and findings from these sources and comparing them with the primary data obtained from the film "Budi Pekerti". The researchers will utilize academic databases, online resources, and libraries to gather a broad spectrum of information that can provide context and support for their analysis. By synthesizing this secondary data with the primary observations, the research will offer a well-rounded perspective on the issues addressed in the film.

The research involves collaboration with experts in the fields of education, psychology, and film studies to enhance the depth and credibility of the analysis. These experts will provide insights and feedback on the semiotic and sociological interpretations of the film, ensuring that the analysis is grounded in established theories and practices. Their expertise will help validate the research findings and offer additional perspectives that may not be immediately apparent to the researchers.

To validate the research results, the researchers will compare their findings with current work and existing literature on the topics of character education and cyberbullying. This involves cross-referencing their conclusions with established theories and empirical studies to ensure consistency and reliability. Additionally, the research outcomes will be presented at academic conferences and peer-reviewed journals for further scrutiny and validation by the academic community. Feedback from these platforms will be incorporated to refine and substantiate the research results, ensuring they align with current work and contribute meaningfully to the field.

## RESULTS AND DISCUSSIONS

### **Empirical and Sociological Substance of the Budi Pekerti Film**

The film "Budi Pekerti" begins by introducing the character Mrs. Prani Siswoyo, a BK (Guidance and Counseling) teacher at a junior high school in Yogyakarta (Widiyanto et al., 2020). The role of the guidance and counseling teacher is considered crucial because of their ability to provide advice and guidance to students. Mrs. Prani is also a candidate for deputy principal and is trying to achieve this position to improve the economic quality of her family.

Mrs. Prani's husband, Didit, suffers from bipolar disorder due to business failure after the coronavirus pandemic. Did it have to visit a psychiatrist and take expensive medicines? Financial problems made it difficult for Mrs. Prani to pay rent for several months. Mrs. Prani's family consists of two children, Tita, an indie band member and thrift shop owner, and her younger sister, Muklas, a meditation content creator with the name "Animalia."

One day, Mrs. Prani went to the market to buy the legendary putu cake for her husband. The long queue resulted in several people breaking into the queue, and Mrs. Prani reprimanded a man who was seen just cycling. This feud heated things, and Mbok Rahayu, the putu cake seller, tried to break it up and suggested that Mrs. Prani make the cake first.

Mrs. Prani, who upholds justice, chose to give in and left the market without buying a cake. Before leaving, Mrs. Prani said "ah su," which was later misinterpreted as a curse at Mbok Rahayu. This incident was recorded and went viral, threatening Mrs. Prani's reputation at school. The school threatened to expel him even though he was always liked while working.

Schools should make wiser decisions by conducting objective analysis before making policies. If it is proven to be a violation, Ms. Prani can be subject to appropriate sanctions, but if there is a misunderstanding, the school must help explain and protect Ms. Prani's good name. The whole situation is a lesson for students about the importance of good manners at school.

The video that was detrimental to Mrs. Prani went viral and showed the public's perception of BK teachers who were considered not by their character. Even though the video did not reflect the actual situation, the news spread quickly and the public spread it. Netizens attacked Ms. Prani and her family disrespectfully on social media, creating a difficult situation for them.

The film "Budi Pekerti" illustrates how difficult it is to fight cyberbullying behavior, especially in the post-truth era. The ambiguity between right and wrong further exacerbates the situation, where netizens can judge an incident based on a short video clip. People should be wiser in criticizing and not get caught up in behavior that harms other people in cyberspace.

Overall the film "Budi Pekerti" is very good. Cyberbullying is a topic that is rarely discussed in Indonesia. This is a true and possible story, and there is a lot we can learn from it. Some of them are: a. Cyberbullying or bullying via the internet must be stopped because it can have a broad impact not only on the victim but also on their family (Sukarno, 2020). Apart from that, what is uploaded is not necessarily true. This may have been edited or only footage shown, which may have a negative impact. Remember that not everything on the internet is true. b. Stop criticizing others. Everyone has a different spirit. Even in the case of tutoring, special screening and approval from the school are required to be able to teach students. Teachers are also human and can be right or wrong. c. When we write a message or upload something to the Internet, the first thing we think about is what is good or bad. Moreover, they don't just create clickbait to take advantage and harm other people.

Wregas Bhanuteja, the director and screenwriter of this film, deserves recognition for his work which reflects everyday life with a deep view. This film questions the role of moral subjects in schools and illustrates how a simple action can change a person's entire life. "Education" provides a deep understanding of people's behavior on social media and its impact on real life (Hendri Ripa'I dan Indy Yustiani, 2024).

### **Semiotics of Virtuous Films**

The semiotics of the film Budi Pekerti is an interesting study to explore the symbolic meaning and messages contained in each visual and narrative element. As an analytical tool, semiotics provides an in-depth view of how this film conveys moral messages and character education. Through this approach, we can discuss the use of signs, symbols, and icons in the film (Hikmah & Sania, 2023).

For example, the setting in Budi Pekerti can be considered as a sign that reflects the story context and character development. Digital spaces, such as social media, are represented as dynamic and complex settings, reflecting the reality of life in the digital era (Amelia & Ramadan, 2021). The choice of this background is not only a visual decoration but also an element that summarizes the essence of the anti-cyberbullying message.

Furthermore, the scenes in the film become symbols that depict the main character's journey (Chaniago, 2020). From moral conflict to character growth, every scene becomes part of a narrative that conveys positive values. The film's semiotics allow us to read each scene as signs that provide in-depth information about the characters and the changes they experience.

The characters in Budi Pekerti are also interesting semiotic objects. The facial expressions, body movements, and body language of each character become signs that describe emotions, values, and attitudes (Dwiwasa & Sihotang, 2024). Semiotic analysis helps reveal the complexity of relationships between characters and how they influence each other in facing the challenges of

cyberbullying.

The use of visuals or film footage is important in understanding semiotic messages. Through the selection of certain visuals, the audience is guided to highlight certain aspects of the story (Fathor Rozi et al., 2021). Semiotics help us to understand how shooting, lighting, and visual composition are used to increase understanding of the moral and ethical values conveyed.

The final step in the semiotic analysis of the film Budi Pekerti involves taking notes, selecting visuals or film footage, providing information, and analyzing the semiotic meaning contained in each element. All of this together forms a symbolic fabric that conveys the moral message and character education in this film.

By applying semiotics, we can see that Budi Pekerti is not just a film, but a work of art full of signs and symbols that summarize positive values and anti-cyberbullying messages. The semiotic analysis of this film opens up new views on the complexity of conveying moral messages through visual and narrative media.

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### **Budi Pekerti Film as Anti-Cyber Bullying Character Reform**

The film Budi Pekerti is a film that stands out as an innovation in anti-cyberbullying

character education. This film not only provides entertainment but is also an effective means of conveying moral and anti-bullying messages (Umi Sumiati As, 2023). This film enters a new dimension in the fight against cyberbullying. Character education is the main focus of the narrative of this film, teaching positive values and ethics in facing the challenges of cyberbullying. Through a stretching story, this film depicts the journey of the main character who faces conflict in the digital world, highlighting essential moral values.

This film not only creates awareness about the dangers of cyberbullying but also provides solutions and inspiration to fight it. This film is an inspiration for audiences to consider the impact of technology on individual character and morality. By utilizing the digital space, this film reflects a reality where technology increasingly plays a key role in everyday life. The uniqueness of this film lies in its ability to integrate digital technology as a tool to convey moral messages intelligently.

As a visual and narrative medium, the film "Budi Pekerti" can convey a deep and pervasive moral message (Naziyah & Hartatik, 2021). This film invites viewers to reflect on how characters can be tested and shaped through the use of technology in the post-truth era. Viewers are invited to explore the story of the main character who is faced with various challenging life situations in cyberspace. From social interactions on social media to moral conflicts in cyberspace, the film "Budi Pekerti" illustrates how important it is to maintain good values.

This film is a reflection on how characters can develop in a digital world where the boundaries of the real world are increasingly blurred (Umar et al., 2021). Apart from that, this film also explores the concept of inclusive character learning amidst the continuous flow of information and digital interactions. The story presented in this film gives appreciation to values such as honesty, empathy, responsibility, and patience. The digital space in the film becomes the stage on which these characters interact, influence each other, and grow together.

By using a qualitative descriptive approach, this film provides an in-depth understanding of the ethical implications of everyday actions in cyberspace. The film "Budi Pekerti" teaches that anti-cyberbullying character education is not only the responsibility of individuals but also of society as a whole (Prabandari, 2020). This film illustrates how technology can be part of the solution to educating strong characters who are resistant to cyberbullying.

The challenges faced in this film reflect the complexity of a virtual world full of digital devices and complex social interactions. The film "Budi Pekerti" can be a powerful tool to open discussions about the need for character education reform in this digital era.

Through research instruments such as Documentation Notes, this film can be used as study material to explore the impact of technology on individual character development. Besides that, this film is not just a film, but a social movement that invites audiences to work together to fight cyberbullying and build strong characters.

### **Anti-Cyber Bullying Character Values from the Film Budi Pekerti**

The film "Budi Pekerti" presents several inspiring anti-bullying character values. One of the main values emphasized is justice. Through the character Bu Prani, this film teaches the importance of upholding justice and standing for the truth, even amid pressure and challenges. Mrs. Prani's firm attitude in reprimanding inappropriate behavior in the market reflects the value of justice as the main foundation of anti-bullying character (Faiz & Soleh, 2021).

Apart from that, empathy is also an important value in this film. When Mrs. Prani learned about the psychological condition of her husband, Didit, who suffers from bipolar disorder and is facing economic difficulties, she still tried to understand and support him (Khatimah, 2022). This empathy is also reflected in the relationships between other characters, such as between Mrs. Prani and Mbok Rahayu, the putu cake seller (Sioratna Puspita Sari, 2021). The film "Budi Pekerti"

teaches that understanding other people's feelings and conditions is the key to creating an environment free from bullying.

Honesty is another character value demonstrated through conflict in the market. Even though Mrs. Prani was faced with a difficult situation, she chose to remain honest and not use fraudulent methods. This honesty is the foundation for forming an anti-bullying character, showing that positive values must be upheld even in difficult conditions.

Furthermore, endurance or resilience also appears as a character value shown in the film. Mrs. Prani's family faced ridicule and insults from the public on social media due to the viral video (Pertiwi et al., 2021). However, they remained strong and tried to overcome the pressure with a positive attitude and courage. This film teaches that emotional resilience and courage in facing the impact of cyberbullying are the keys to surviving and fighting back against these actions.

Lastly, the film "Budi Pekerti" depicts the positive values instilled in the family. Tita and Muklas, Mrs. Prani's children, show concern and support for their mother and family. They also have positive values in living their daily lives, such as Tita's efforts in the creative industry and thrift shop business, as well as Muklas' dedication to creating meditation content that teaches positive values to its audience.

Overall, the film "Budi Pekerti" provides a strong message about the importance of anti-bullying character values in everyday life. Through the journey of its characters, this film not only entertains but also inspires building a society that values justice, empathy, honesty, resilience, and other positive values.

## CONCLUSION

This research concludes that the film "Budi Pekerti" empirically and sociologically raises important issues related to character education, cyberbullying, and character education. The film's story discusses the daily life of the main character, Mrs. Prani, a guidance and counseling teacher who faces big challenges in her life. This film also depicts the negative impact of cyberbullying and provides a moral message and anti-bullying character education.

In terms of substance, the film highlights the need for good character in everyday life, especially in facing economic pressures and difficult mental conditions. Additionally, the film shows that small actions such as conflict in the marketplace can have a big impact on a person's reputation, especially in the age of social media.

From a semiotic perspective, this film uses symbols, signs, and icons to convey moral and anti-cyberbullying messages. Each visual and narrative element is studied in depth to explore the symbolic meaning contained therein.

The film "Budi Pekerti" is also recognized as a platform for anti-cyberbullying character education. Stories not only provide entertainment but are also an effective means of conveying positive values, ethics, and solutions to combat bullying in cyberspace (Afni Ma'rufah, 2022).

In terms of character values, this film teaches justice, empathy, honesty, resilience, and other positive values (Yuniar Mujiwati, M.Pd, et.all, 2022). Through the journey of the main character and the interactions between the characters, this film inspires building a society that respects these values.

Overall, "Budi Pekerti" is not just a film, but also a work of art that provides a deep understanding of the complexity of life in the digital era, the challenges of cyberbullying, and the importance of building strong character and being resistant to negative pressure in cyberspace. This film is also appreciated as a social movement that invites viewers to work together to fight cyberbullying and build a better society.

This research on the film "Budi Pekerti" is expected to make significant contributions both



theoretically and practically. Theoretically, the study enriches the discourse on character education and cyberbullying by providing empirical and sociological insights into the portrayal of these issues in contemporary cinema. It bridges the gap between media studies and educational psychology, offering a nuanced understanding of how visual and narrative elements in films can be leveraged to teach and promote ethical values and behaviors. This research also contributes to semiotic theory by analyzing how symbols, signs, and icons are effectively used to convey complex moral messages and social critiques within the context of modern digital challenges.

Practically, the findings of this research can be utilized by educators, policymakers, and social workers to develop more effective anti-cyberbullying campaigns and character education programs. The depiction of everyday scenarios and relatable characters in "Budi Pekerti" provides a practical framework that can be adapted for educational purposes, allowing students to learn through engaging and realistic narratives. Furthermore, the research highlights the potential of films as a medium for social change, encouraging filmmakers and content creators to incorporate socially responsible themes and messages in their work. By doing so, this research not only advances academic knowledge but also offers tangible solutions and strategies to combat cyberbullying and promote positive character development in society.

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