

## Analysis of Messages and Moral Values in Film “Jakarta Vs Everybody”

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### Abstract

The objectives of this study encompass identifying the messages conveyed in film “Jakarta VS. Everybody”, the moral values portrayed in the film “Jakarta vs Everybody”, and to find the implementation of messages and moral values found in the film “Jakarta VS. Everybody” for English teaching and learning. The methodology employed in this research is descriptive qualitative, using the film "Jakarta vs Everybody" and its script as the data source. The data collection technique involved watching and analyzing. The data analysis technique for this research involved a qualitative approach. The researchers analyzed the collected data (notes) by identifying and categorizing the key messages conveyed in the film and the moral values portrayed. From the analysis, the writer found 5 messages, 4 moral value, and the implementation of messages and moral values for English teaching and learning. The research findings provide the implementation of code switching and code mixing, Resilience and Pursuit of Dreams, and Ethical Decision-Making and Consequences. Incorporating films like "Jakarta VS Everybody" into English teaching and learning provides an engaging approach that promotes language development, cultural understanding, ethical discussions, and critical thinking. It creates a meaningful and interactive learning environment that encompasses the messages and moral values of the film, facilitating students' holistic growth and fostering their engagement with language and culture.

**Keywords:** film, messages, moral value, possessive, teaching and learning.

### Introduction

Humans, both as individuals and as members of societies, require and appreciate morality greatly. People's moral integrity may be used to judge a nation's success since they must abide by its laws, regulations, and standards. The Latin word *mos*, in the plural form *mores*, which implies ordinances or conventions, is where the word *moral* derives its etymology. The definition of *moral* in the Indonesian Dictionary written by Echols (1989: 592) is "morals, character, or immorality." According to Batubara et al. (2021), moral instructions about right and wrong conduct and acts are important. However, as society becomes more immoral, other issues start to emerge. One such issue is the rising crime rate in a nation. Lack of moral instruction from a young age can weaken a person's character, which makes him more likely to act on impulse and commit crimes including stealing, behaving impolitely, using profane language, and showing disdain for researcher figures. The surroundings or what he observes can have an impact on character development.

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Social values may be defined simply as things that the community finds to be positive, desirable, expected, and significant. These items serve as a guide for folks to take action. Social norms influence how people behave anything of value because it can discriminate between what is excellent and what is terrible, what is lovely and what is not. In society, values are expressed through praise, reprimands, awards, and other mechanisms. Social values are those that everyone agrees upon and recognizes as such. They are strongly related to the belief in the possibility of shared prosperity in society (Gultom et. al., 2020). Social values are a kind of value that relate to how people are associated with one another in society, whereas moral values are values that connect to one's ethics or morals.

As a reflection of human existence, literary works are the product of human ingenuity. Literature that falls within the fiction-non-fiction category, such as prose, can be separated based on its format, such as novels, plays, short stories, comic books, soap operas, and movies. Esten (1978) explains that literature uses language as a medium to expose creative and imaginative truths as an expression of human existence and society in general and has a beneficial impact on human life. Humans and their lives are the object of literature, which is the outcome of creative art that uses language as a means to transmit meaning. (Pardede, Herma, and Silalahi, 2021) Film is a literary form that may be considered a work of culture and art and is used as a tool to transmit different kinds of information and enjoyment using a narrative style. According to Ayoana in Turnip et al. (2021), cinema is an electronic mass communication tool that uses story media to show words, sounds, and images. Film is also referred to as this type of audio-visual medium. The same way that a short story has a message, a movie likewise needs to convey something to the viewers that will stick with them, such a lesson in science, faith, or morals.

Movies are a kind of communication that educates viewers with useful messages. The plot of the movie contains intriguing phrases that elevate this kind of media to a crucial role in human existence. The movie's chosen language is not made up of basic terms, but one plot point connects it to literary language. It creates something original that is accessible to all audiences. Literature is written expression that uses carefully chosen words to convey dramatic effect in each sentence. Connotative language use is used to ensure that all audiences will find the literary work acceptable. An innovative concept may be communicated through literature. The message of the movie may be understood by viewers thanks to the engaging medium used in movies as works of literature. Movie delivers a single message, which the spectator must discover. It might be argued that movies convey messages to help viewers understand the filmmakers' intentions. The film also conveys educational themes. Because the audience must evaluate not just the dialogue's literary words but also the actions or occurrences in each scene, the educational messages in the film serve the same purpose as the sender messages and are just as complicated.

However, the film has its own distinctiveness since it mixes words with images, sound, and action to create a compelling story that people will love. Themes are frequently presented in movies, but we must be imaginative when viewing them. We ought to pick things that are morally or educationally significant to us. The movie offers lessons that might benefit viewers in addition to being entertaining. The film that became the researcher's concern for message and moral analysis research is the film entitled "Jakarta vs everybody". a drama genre film directed by Pratama Pradana Picture directed by Ertanto Robby Soediskam 19 March 2022 This film is also filled with Indonesian film stars, Wulan guritno, Jefri nichole, Ganindra bimo, Dea harvestdra, Chiccojerikho.

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The researcher found several previous studies related to this research. The first one is A study entitled “Semiotic Analysis of Moral Messages in Animated Film *Raya and the Last Dragon*” written by Afifah (2021). This journal article aims to analyze and describe the moral messages contained in the film *Raya and The Last Dragon*. This research uses qualitative methods, with Roland Barthes semiotics analysis approach, so that ultimately obtained the results of research on what moral messages contained in every dialogue spoken by each character such as moral messages about friendship, cooperation, responsibility, leadership, courage, unity, and most often appears in this film is the power of trust in each other to create unity without division.

The next previous study was conducted by Tira (2020) entitled “An Analysis of Moral Values Found in a Korean TV Series 'The World of Married'”. the objective of this study is to find out the moral values or messages in “The World of Married”. This research uses qualitative research. The analysis shows that In “The World of Married”, contains some moral value, they are 1) there is no perfect family life. 2) honesty is the key to family life. 3) having principles in choosing or deciding something. 4) having loyalty with a partner and not having an affair with another. 5) selecting in choosing the best friend. 6) loving the Wrong Person (Love is blind). 7) all decisions have risks. 8) an act of revenge is not the best solution. 9) avoiding violence in the family. Moral values in the movie can be understood as one base on which people make decisions whether they do is right or wrong. It also implicates what have to do or not to do in their life. 10) children become victims of the problems and divorce of parents.

The third study is conducted by Anisa (2019) entitled “THE ANALYSIS OF MORAL VALUES IN DANGEROUS MINDS MOVIE BY JOHN N. SMITH”. This research aims to find out: The intrinsic element in *Dangerous Minds Movie* by John N. Smith, The kinds of moral values in *Dangerous Movie Minds* by John N. Smith, The Cause of the moral value in *Dangerous Minds Movie* by John N. Smith, The solution of moral values in *Dangerous Minds Movie* by John N. Smith. The research method used is content analysis and literary psychoanalysis. The subject of the study was *Dangerous Movie Minds* by John N. Smith. The results of this study include the intrinsic elements in *Dangerous Movie Minds* by John N. Smith are theme, plot, characterization and background. The kinds of moral values found in this research are honesty, authentic value, self-confidence, moral independence, humility, responsibility, tenacity, reality and crisis, moral faith and courage. These findings suggest that this technique is effective for analyzing the moral values in *Dangerous Minds Movie* by John N. Smith.

The last, the researcher found a study entitled “Representation Of Communication Between Cultures And Moral Messages In Animation Film (Study Analysis Of Animation Film "Upin Ipin" In MNC TV)” by Dewi (2012). In this study the writer analyzed an animation film entitled *Upin & Ipin*. The film picked up the different cultures in Malaysia as Malay, China, India and Indonesia. Representation of children of different cultures that will be examined in this research. In particular how cross-cultural communication and the moral messages that exist in the animated film *upin* this. The research was a qualitative discourse analysis, more in particular is of critical discourse analysis (Critical Discourse Analysis / CDA), Fairclough Entman model, it is used to see the meaning contained behind the animated film. Fairclough divides discourse analysis in three dimensions: text, discourse practice and sociocultural practice. There were several important findings in this study, can generally be described that in the animated film-*Ipin Upin* laden with moral messages are packaged in a

diversity of cultural backgrounds in the community "village windfall." Highlighting the attributes and traditions of the three major tribes in Malaysia (Malay, Chinese and Indian). Imply a unity and togetherness of the diversity of cultural / tribal in Malaysia

In contrast to earlier research, which concentrated at finding the moral value from tv series, using psychoanalysis as a method in the study, and has some different cultures in the film. The present study not using psychoanalysis as a method and focus on a film that don't have too many culture in it.

## Method

The researcher employed qualitative research in this study. This research is classified as qualitative since the researcher describes the data using the character from the film "Jakarta VS Everybody." According to Creswell (2012:16), qualitative research is most suited to addressing a research topic when the variables are unknown and need to be explored. Irrational reasoning is used in qualitative research to reveal what is genuinely real: the quality, meaning context, or picture of reality in what people actually do, not what they say (as on question).

## Finding and Discussion

The purpose of the research is to analyze the messages and moral values portrayed in the film "Jakarta VS Everybody" and explore how they can be implemented into English teaching and learning. By examining the messages and moral values of the film, this research aims to provide insights into the underlying themes and lessons that the film conveys. Overall, the research aims to shed light on the messages and moral values of "Jakarta VS Everybody," offering valuable insights for educators and learners alike, and promoting the use of films as educational tools in language classrooms.

### 1. Messages Conveyed in the Film "Jakarta vs Everybody"

#### a. *Becoming an actor is not as easy as one might think*

Example :

Dom : "*Kirain jadi aktor tu bakal gampang, tapi ternyata susah banget.*"

Translate : "*I thought becoming an actor would be easy, but it's been nothing but a struggle.*"

This dialogue emphasizes that pursuing a career as an actor, particularly in the capital, is a demanding endeavor that requires mental readiness. It cautions against being driven solely by the desire to go to the capital (Jakarta) without considering the potential negative consequences, emphasizing the importance of patience and a long-term perspective.

#### b. *Focus on achieving dreams.*

Example :

Dom : "*Gue dating ke Jakarta tujuannya cumin satu. Buat jadi aktor.*"

Translate : "*I came to Jakarta with one goal in mind – to become an actor.*"

This dialogue highlights the importance of mental strength and preparedness to avoid succumbing to the difficulties of life, as demonstrated by the character

Dominik, who becomes involved in the drug trade instead of pursuing his acting dream. In addition to maintaining focus, the film suggests that honing skills and self-improvement contribute to the attainment of desired aspirations.

c. *Help each other.*

Example :

Ratih : *"Hidup di Jakarta itu susah, tp seenggaknya kita punya satu sama lain."*

Translate : *"Life in Jakarta can be tough, but at least we have each other."*

This dialogue conveys the moral value of fostering a sense of community and extending a helping hand to alleviate the burdens of individuals facing adversity. It encourages viewers to cultivate empathy and support those in need, emphasizing the positive impact such actions can have on collective well-being.

d. *Limit yourself from lust.*

Example :

Ratih : *"Jangan gampang tergoda dengan untung cepet, Jalan- jalan gitu biasanya cuma bikin bencana."*

Translate : *"Don't be easy to be lured by quick gains. Those paths often lead to destruction."*

This dialogue warns against the temptations of easy money and suggests that engaging in such actions may bring temporary satisfaction but ultimately lead individuals into deeper trouble, making it even more challenging to escape. The film encourages individuals to limit themselves from lustful desires and instead focus on their dreams, engaging in activities that promote positivity and personal growth.

e. *Awareness of the Dark Realities*

Example :

Ratih : *"Dom, lo harus hati-hati di kota ini. ada hal-hal berbahaya yang ngintip dari bayangan, contohnya pedagang narkoba. Begitu lo masuk ke dunia mereka, susah banget buat keluar."*

Translate : *"Dom, you need to be careful in this city. There are dangerous elements lurking in the shadows, like drug dealers. Once you're in their world, it's hard to escape."*

This dialogue emphasizes the importance of being cautious and discerning when choosing one's environment. It suggests that even the smallest mistake can have fatal consequences, making it difficult to break free from the grip of such a dangerous world.

**2. Moral Values Portrayed in the Film "Jakarta vs Everybody"**

a. *Perseverance and Pursuit of Dreams*

Example :

Dom : *"Apapun rintangan yang ada, gue tetep nggak bakal nyerah sama mimpi gue."*

Translate : *"No matter what obstacles come my way, I won't give up on my dream."*

This moral value of perseverance encourages viewers to stay committed to their goals, even in the face of adversity.

b. *Friendship and Loyalty.*

Example :

Pinkan : *"Kita mungkin emang terlibat dalam bisnis kayak gini, tapi seenggaknya kan kita bisa back up satu sama lain."*

Translate : *"We may be involved in things we shouldn't be, but we'll always have each other's backs."*

This moral value emphasizes the importance of genuine friendships and loyalty, regardless of the circumstances. Additionally, throughout the film, the characters demonstrate acts of selflessness and sacrifice for the sake of their friendship.

c. *Consequences of Illegal Activities.*

Example :

Radit : *"Lo harus paham, Dom. Di dunia kita ini konsekuensinya gede banget. Kalo lo mau tetep nyemplung di jalan ini, lo bakal harus relain sesuatu yang berharga."*

Translate : *"You have to understand, Dom, this world we're in has consequences. If you want to keep going down this path, you will have to give up on things you hold dear."*

This moral value serves as a cautionary tale, urging viewers to consider the repercussions of their actions and make responsible choices.

d. *Self-Reflection and Change.*

Example :

Dom : *"Gue salah dan gue gak bisa lanjutin jalan kayak gini. Udah waktunya gue berubah dan buat pilihan yang lebih baik buat masa depan gue."*

Translate : *"I've made a mistake and I can't continue down this destructive path. It's time for me to change and make better choices for my future."*

This moral value encourages viewers to examine their own actions and consider the potential for personal growth and transformation.

### 3. **Implementation of Messages and Moral Values for English Teaching and Learning**

a. *The Implementation of Code Switching and Code Mixing.*

Example :

Pinkan : *"Santai aja. It's gonna be a fun experience!"*

Translation : *"Relax. It's gonna be a fun experience!"*

This code-switching showcases how individuals seamlessly switch between languages based on social context, interlocutors, and personal preference. By incorporating examples of code-switching from the film into English teaching and

learning, students can gain insights into the dynamic nature of language use and its influence on communication.

b. *The Implementation of Resilience and Pursuing Dreams.*

Example :

Dom : “Gue bakal tetep berusaha dan buktiin kalo gue bisa jadi actor disini.”

Translation : “I’ll keep pushing forward and prove that I can make it as an actor here.”

The dialogue showcases Dom's resilience and determination, providing a starting point for discussions on the importance of perseverance and the mindset needed to overcome obstacles. Students can share their own dreams and discuss strategies to overcome challenges, drawing inspiration from Dom's experiences. This activity promotes critical thinking and resilience-building among students.

c. *The Implementation of Ethical Decision-Making and Consequences.*

Example :

Dom : “Kita gak bisa terus-terusan kayak gini. Ini udah gak etis dan bisa bikin kita sama yang lain dalam bahaya.”

Translation : “We can't continue with this (drug dealing). It's unethical, and we're putting ourselves and others in danger.”

This dialogue illustrates the characters' recognition of the ethical implications of their actions. Students can discuss the consequences faced by the characters and reflect on the importance of ethical decision-making. Through critical thinking activities and role-playing scenarios, students can explore the factors that influence decision-making and justify their choices based on the consequences depicted in the film. Additionally, students can engage in reflective writing or group discussions to consider alternative actions the characters could have taken and the potential outcomes, promoting accountability and ethical reasoning skills.

The research findings discussed above have several implications for English teaching and learning. Incorporating the messages and moral values portrayed in the film "Jakarta VS Everybody" can enhance the English learning experience by providing students with meaningful content and promoting critical thinking and reflection. The following points outline the implications of these findings for English teaching and learning.

The first result is about Cultural Understanding and Awareness. By analyzing the messages and moral values of the film, students can gain a deeper understanding of the socio-cultural context of Jakarta and Indonesia as a whole. The film provides insights into the challenges, realities, and values prevalent in Jakarta, allowing students to broaden their cultural knowledge and awareness. This understanding can promote empathy, cultural sensitivity, and respect for diverse perspectives, which are essential skills for effective communication in English.

The second outcome is Language Acquisition and Communication Skills. Using films like "Jakarta VS Everybody" in English language classrooms provides students with authentic and engaging language input. Students can develop their listening, speaking, reading, and writing

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skills by analyzing the film's dialogues, engaging in discussions, and producing written and oral responses. The film's messages and moral values can serve as prompts for class debates, role plays, and writing assignments, allowing students to practice using English in meaningful contexts.

The next outcome Critical Thinking and Reflection. The analysis of the film's messages and moral values encourages students to think critically and reflect on the content. Teachers can facilitate discussions that prompt students to evaluate the characters' choices, consider alternative actions, and analyze the consequences of different decisions. This critical thinking process enhances students' analytical skills, encourages them to question and challenge ideas, and fosters their ability to make informed judgments.

The last outcome Social and Emotional Learning. The themes and lessons in the film "Jakarta VS Everybody" can contribute to students' social and emotional learning. The exploration of perseverance, friendship, and the consequences of actions can foster students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By reflecting on the characters' experiences, students can develop a deeper understanding of their own emotions, relationships, and personal growth.

## Conclusion

The film showcases code-switching and code-mixing between Indonesian and English, reflecting the multicultural and multilingual nature of Jakarta. Teachers can use examples from the film to help students understand and appreciate the dynamic nature of language use in multilingual environments. The theme of resilience and pursuing dreams, exemplified by the character Dominik, can inspire and motivate students to overcome obstacles and stay committed to their goals. By analyzing Dominik's journey, students can learn about perseverance, determination, and the mindset needed to navigate challenges. The film explores the consequences of unethical choices and emphasizes the importance of ethical decision-making. Teachers can engage students in discussions and activities that promote ethical reasoning and accountability, encouraging them to consider the potential repercussions of their actions. Incorporating films like "Jakarta VS Everybody" into English teaching and learning provides an engaging approach that promotes language development, cultural understanding, ethical discussions, and critical thinking. It creates a meaningful and interactive learning environment that encompasses the messages and moral values of the film, facilitating students' holistic growth and fostering their engagement with language and culture. Based on the findings and discussion, it is suggested that students take away the importance of perseverance and staying focused on their dreams. The film "Jakarta VS Everybody" showcases the challenges and obstacles individuals face in pursuing their goals, particularly in a bustling city like Jakarta. Students can learn from the characters' experiences and be inspired to work hard, remain dedicated, and never give up on their aspirations and it is suggested that teachers incorporate films like "Jakarta VS Everybody" into their English teaching and learning strategies. Films can serve as powerful educational tools, engaging students and offering valuable insights into different cultures, contexts, and moral values.

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