

CHAPTER I

INTRODUCTION

This chapter presents six aspects contained in the research. Those are background of the study, statement of research problems, the objectives of the research, significant of the research, scope and limitation of the research, definition of key terms.

A. Background of Study

Film is undeniably one of the most impactful and pervasive art forms globally. Its ability to captivate, inspire, and provoke thought makes it a powerful medium for storytelling, emotional expression, and the portrayal of diverse perspectives. Through the lens of a camera, films have the remarkable capacity to convey complex narratives, evoke deep-seated emotions, and communicate profound ideas about the human experience. Furthermore, they serve as a mirror that reflects the cultural, societal, and historical contexts in which they are created. By portraying unique cultural nuances, societal norms, and evolving values, films play a significant role in shaping and preserving the identity of communities and nations. Therefore, it is evident that films transcend mere entertainment, serving as a multifaceted reflection of the rich tapestry of human existence and the dynamic interplay of culture, identity, and social values within society.

Amidst the expansive landscape of digital technology and the ever-shrinking borders brought forth by globalization, cinema has emerged as a potent force in reshaping our collective understanding of the world. This artistic form now holds immense sway over how we perceive various facets of humanity's shared experiences – from socio-political landscapes to cultural identities, and even the delicate balance between mankind and nature itself. The power of film lies in its unparalleled ability to traverse geographical boundaries with ease,

reaching vast international audiences through digital platforms and distribution networks. As cinematic works continue to proliferate across continents, they exert a profound influence upon viewers' perspectives regarding pressing global concerns such as social justice, cultural diversity, political discourse, and ecological sustainability. In this way, movies act as mirrors reflecting the intricate mosaic of contemporary realities while simultaneously challenging us to reconsider longstanding assumptions and preconceived notions.

Moreover, these audiovisual narratives provide fertile ground for fostering meaningful dialogue among peoples of different backgrounds and cultures. They offer opportunities for cross-border exchange, enabling individuals worldwide to engage with each other's histories, traditions, and viewpoints in ways previously unimaginable. Thus, films contribute significantly to the development of empathy, tolerance, and mutual respect among disparate groups, thereby promoting greater harmony and cooperation at both local and global levels. As the world continues to evolve, so too does the role played by cinema in shaping our collective consciousness. With every new release, films remind us of the boundless potential inherent in harnessing the arts to foster positive change and promote understanding among humankind. It is through this transformative process that cinema will continue to shape our worldviews and facilitate more effective modes of intercultural communication well into the future.

Apart from being a medium of entertainment, film also plays a role in education, research and a deeper understanding of various aspects of human life. Films can be used to teach history, inspire social change, promote diversity, and provide insight into complex issues affecting society. Therefore, research on films is relevant and important in exploring the influence, meaning and role of films in

contemporary culture and society. Film is a medium that has great potential to influence culture, values, and social consciousness, and film research opens up opportunities to further explore how film plays this role in shaping our world.

Animated films have proven to be an effective teaching medium for enhancing writing skills in elementary school students. According to research conducted by Pranata et al., 2021, animated film learning media demonstrated a substantial impact on improving the story writing abilities of fourth-grade students. This finding is corroborated by additional research conducted by Pertiwi (2020), which similarly highlighted the benefits of animated films on student writing skills. By utilizing animated films as a pedagogical tool, teachers can capitalize on the innate appeal of visual storytelling to motivate and engage young learners, ultimately fostering the development of stronger writing competencies. Through this innovative approach, educators can help students to build confidence in their creative and expressive capacities, while also promoting greater literacy and comprehension skills. As such, animated films represent a powerful resource for enhancing the academic performance and overall wellbeing of elementary school students.

In the scope of education, films have also succeeded in increasing students' learning motivation. Because films have elements of entertainment, when teachers develop films as a teaching medium it will increase students' interest which will have an impact on increasing students' understanding of the material to be studied. Increasing students' understanding of the material studied and can increase students' learning motivation, is very effective as a means of training students' courage to appear in presentations and effectively trains students' discipline in respecting time for studying (Saufi & Rizka, 2021).

In the field of linguistic studies, films have emerged as a valuable tool for exploring the development of language. Language variety, which refers to the various languages that exist within a language being used, is a concept that can be observed in film media as well (Oktavia, 2019). The use of multiple languages in film titles can add layers of meaning and intrigue, making them more appealing to audiences. As such, film producers often employ a diverse range of languages when naming their productions. This phenomenon presents a unique opportunity for educators to incorporate films into language education curricula. By analyzing the use of language in films, students can gain a deeper understanding of the nuances of language variety and how it is used to convey meaning. Furthermore, the use of films in language education can help to make the learning process more engaging and enjoyable for students. As such, the incorporation of films into language education can be a valuable tool for promoting language learning and fostering a deeper appreciation for the diversity of languages and cultures around the world.

Outside the educational sphere, films also have a role in the social sphere. In her research on one of the Disney Pixar films, namely "Mulan", Winata & Arifin, 2023 revealed that there are many moral values, namely honesty, being yourself, being responsible, moral independence, moral courage, humility and critical thinking. The personality of the character Mulan, who has high moral values, should be used as a role model for the audience. Not only feature films, serial films such as "Upin & Ipin" also have the same influence as feature films. In their research, Risdiyana & Lestari, 2021 found 9 moral values in the cartoon film Upin and Ipin, namely courage, cooperation, caring for others, mutual help, self-discipline, wisdom, tolerance and the value of respect. Meanwhile, Nurwita, 2019 found that there are many religious values in the "Upin & Ipin" series coupled with its cartoon style which is popular with children.

The moral value of a film is not limited to children alone, as it can also be relevant to adults, particularly parents. In fact, films can serve as a powerful medium for conveying important life lessons and values that resonate with viewers of all ages. A study conducted by (Febriyanti & Bernadtua Simanjuntak, 2022) on the film "Dangal" highlights the potential of films to impart valuable lessons to audiences. The research revealed that this particular film teaches a great deal about the struggles and sacrifices that parents make for their children. By depicting the story of a father who trains his daughters to become world-class wrestlers, the film showcases the importance of parental support and dedication in achieving success. Moreover, the film's portrayal of the father's unwavering commitment to his daughters' dreams can serve as an inspiration to viewers who may be struggling with their own challenges. In this way, films like "Dangal" can awaken people to the possibilities that exist beyond their current circumstances, encouraging them to persevere and strive for their goals. Thus, the moral value of films extends beyond mere entertainment, serving as a source of inspiration and motivation for viewers of all ages.

In addition to conveying moral messages, films often serve as a platform for addressing various social issues, including the representation of gender roles and stereotypes. A notable example of this is the Disney Pixar film "Brave," which endeavors to challenge traditional female stereotypes. The movie delves into the complexities of gender expectations, portraying the protagonist, Merida, and her mother, Elinor, as they navigate societal norms related to women's roles, behavior, appearance, and relationships with men (Go et al., 2013). By depicting these characters in a multifaceted manner, the film encourages audiences to question and reevaluate preconceived notions about women's capabilities and aspirations. Through its narrative, "Brave" advocates for the empowerment and autonomy of women, offering a compelling

commentary on the importance of challenging and transcending gender stereotypes in society. As such, films like "Brave" play a significant role in fostering discussions about gender representation and promoting more inclusive and diverse perspectives within popular culture.

Female stereotypes and issues of racial conflict are two issues that are often intertwined in the context of representation in film. Female stereotypes can include stereotypes related to race and ethnicity, such as stereotypes about black women or Asian women. In films, these stereotypes can influence the way race and ethnicity are portrayed, as well as how the relationship between gender and race is shown. Thus, stereotypical representations of women in movies can influence the way racial conflict is portrayed and understood in society. Research on racial conflict in film is an in-depth field of study that seeks to understand how race and ethnicity are depicted in film works and their impact on society. This research involves various aspects and may be focused on many different areas. Research on racial conflict in film can vary greatly depending on the focus of the research and the goals to be achieved. This helps in understanding the role of film in society and promotes awareness of relevant racial issues.

The term racism is one that carries significant emotional weight, particularly for those who have experienced the effects of discrimination and prejudice firsthand. The degrading attitudes and behaviors that underpin racism can cause immense harm to individuals and communities, perpetuating cycles of oppression and exploitation that can have far-reaching consequences (Febrianti et al., 2023). For those who have been subjected to racial discrimination, the pain and trauma caused by these experiences can be profound, leaving lasting scars on their lives and livelihoods. The current problem of racism is a serious one, and it is essential that we work to

overcome it in order to prevent further harm and chaos in society. This requires a concerted effort on the part of individuals, communities, and institutions to challenge and dismantle the systems and structures that perpetuate racism. It also requires a commitment to promoting greater understanding, empathy, and respect for diversity, as well as a willingness to engage in difficult conversations about race and racism. By working together to address this critical issue, we can create a more just and equitable society for all, one in which every individual is valued and respected regardless of their race or ethnicity.

Racism has a negative impact on social life. One of them is the growing understanding that committing violence against minorities is normal. One of them is the case of racism by white American police which caused the death of a black American man named George Floyd on May 25, 2020. Another impact of racism is that it can cause gaps in access to education and employment. One example is in England. In 2017, for example, the British government identified more than 4,000 people into the “Gang Matrix”, a list of the names of young people suspected of being gang members. As many as 78% of the people on the list are black. Because of this list, many young people find it difficult to find work and difficult to continue higher education. From these several cases, it is important to carry out research on racial conflict. By conducting racial conflict research, we can build a solid foundation for achieving a more just and sustainable society, where all individuals can live without fear of being victims of discrimination or inequality.

In the educational sphere, understanding racial conflict helps teachers to avoid unfair treatment of students based on ethnicity or race. This involves consistently enforcing rules, providing constructive feedback, and ensuring that all students have an equal opportunity to succeed even if the students come from different

backgrounds. Apart from that, understanding racial conflict can overcome conflicts that occur between students. This can have an impact on reducing the number of bullying. Moreover, Indonesia has many different races and tribes that make Indonesia vulnerable to racial conflict. Racial human rights violations in education in Indonesia can have a serious impact on student learning. These violations include discrimination, physical violence and psychological violence in the school environment. These human rights violations can affect students directly or indirectly, both emotionally and academically.

According to the Komnasham (2019), human rights violations in schools include withholding certificates and report cards, termination of teaching and learning activities, misuse of education funds, disability discrimination, arbitrary sanctions, discriminatory treatment of rape victims, and violence in the school environment. This can create an unsafe and uncondusive learning environment for students, and can interfere with the learning process and students' personal growth. Racial discrimination in schools can also affect students' emotional well-being, affect their social interactions and even affect their learning motivation and academic achievement. This can hinder students' overall development and create inequalities in access to education. Therefore, it is important to create a human rights-friendly educational environment and address human rights violations in schools to create a safe, inclusive and supportive learning environment for all students.

In examining the portrayal of racial conflict in films, the focus of this research is on the movie "Elemental," a 3D animated comedy-drama released by Disney Pixar in 2023 and directed by Peter Sohn. The film's depiction of racial diversity within a city makes it a compelling subject for study, particularly due to its relevance to real-world dynamics. The coexistence of diverse racial and ethnic groups

within the movie's setting mirrors the multicultural reality of many societies, including Indonesia, where numerous tribes and ethnicities live alongside each other. By analyzing how "Elemental" addresses and represents racial diversity, this research aims to draw parallels between the fictional narrative and the complexities of real-life intergroup relations, offering valuable insights into the potential for film to both reflect and influence societal attitudes and dynamics related to race and ethnicity.

This movie is unique because the plot that tells the story of racial discrimination experienced by the main character. Long story short, the main character has just moved to Element City. When they come to the city, they are immediately viewed with cynicism, hated, feared, and shunned by the residents of the city until the main character has difficulty finding a place to live so that in the end the main character is forced to live with difficulty by living under the city. The difficulties experienced by the main character are similar to the difficulties experienced by minority students in Indonesia. One example is the case of SMAN 1 Pakusari in January 2022. Where a teacher committed an act of racism by calling a Papuan student "Si Hitam" just because she did not do the assignment. In addition, a Papuan model, Olvah Alhamid was also bullied during her education in Surabaya.

Elemental are interesting to discuss because the plot that displays the inequality between the lower city where the main character lives and the upper city where all Element city residents live. The lower city where the main character lives is shown darkly, much different from the upper city. It has difficulty accessing life support and has an education system that is not as good as the upper city. This is relevant to the situation in Indonesia, where schools and universities outside the island of Java are considered not as good as education on the island of Java. According to a survey conducted by EduRank in

2022, top 20 universities in Indonesia, 16 of them are located on the island of Java. This causes educational inequality where students outside Java Island do not get the same education as students in Java Island. Whereas all students in Indonesia, from any region, are entitled to the same education.

This research aims to understand the causes and effects of racism in the educational environment. By knowing the causes of racism in Indonesian Education, it will be easier to eliminate racial conflict events in Education so that the practice of the 3rd precept of Pancasila, namely "unity of Indonesia" can run well. By implementing racial understanding, it will foster a sense of unity in students so that there is an awareness that racial differences are not obstacles in learning. The conflict in the Disney movie titled "Elemental" will be the link to show how racial conflict occurs in the movie. Elemental is a 3-dimensional animated movie that is suitable for all ages with an easy-to-understand storyline. By linking the racial conflict in this movie with the situation in the real world, this movie can be a relevant teaching material.

Racism can affect interactions between individuals or groups in educational settings and can lead to discriminatory treatment based on race, ethnicity or origin against individuals or groups. Racism can also fuel prejudice against certain races and negatively impact its victims. Films that address racial issues can help show the reality of prejudice and discrimination based on race. Watching these films can help understand racial issues in everyday life and can trigger changes in human behavior in dealing with racial issues. In addition, movies can also carry messages or ideologies from their creators, such as racism, which can influence the audience's views and attitudes towards racial issues.

The movie "My Name is Khan" stands as a poignant portrayal of the racial and social challenges faced by Muslims in America,

particularly in the aftermath of the tragic events of September 11, 2001. The film delves into the pervasive discrimination and Islamophobia that emerged in the wake of the 9/11 attacks, shedding light on the profound impact of these issues on individuals and communities. Through its narrative, the movie addresses a range of complex and interconnected themes, including cultural identity, discrimination, Islamophobia, gender dynamics, and radicalism (Akbar & Sakinah, 2020). By exploring these multifaceted issues within the context of a deeply personal story, "My Name is Khan" serves as a powerful vehicle for fostering greater understanding and empathy, while also prompting audiences to critically reflect on the far-reaching consequences of racial prejudice and social injustice. The film's nuanced approach to these themes offers a compelling lens through which to examine the real-world implications of systemic discrimination and the importance of promoting tolerance, compassion, and solidarity in the face of racial adversity.

Research on racism in society has increasingly focused on fostering empathy towards minorities, with the design thinking method emerging as a promising approach. This method seeks to explore issues of racism, social justice, and empathy with students, recognizing the limited availability of literature on the subject and the need for effective and efficient delivery of information. The importance of empathy in promoting pro-social behavior and inhibiting anti-social behavior cannot be overstated, as it is closely linked to morality and our ability to care for one another as human beings. By using design thinking to cultivate empathy towards marginalized groups, researchers hope to promote greater understanding and compassion, while also challenging the systemic structures and attitudes that perpetuate racism and discrimination. Through this approach, it is possible to foster a more inclusive and equitable society, one in which every individual is valued and respected regardless of their race, ethnicity, or background.

The prevention of racism in education has become an increasingly important area of research, with scholars seeking to identify effective strategies for addressing this pervasive issue. One such study, conducted using a qualitative method, explores how to prevent the emergence of racism and radicalism in the context of education at SMK Mahardika Singkep. The authors highlight the dangers of both racism and radicalism, with the latter being defined as a behavior that seeks to force major changes in the social environment through violent means, often manifesting as acts of terrorism (Febria et al., 2022). By examining the root causes of these issues and identifying effective prevention strategies, researcher hope to create a more inclusive and equitable educational environment, one in which all students feel valued and respected regardless of their race, ethnicity, or background. This requires a concerted effort on the part of educators, administrators, and policymakers to promote greater understanding and empathy, while also challenging the systemic structures and attitudes that perpetuate racism and radicalism. Through this approach, it is possible to create a safer and more supportive learning environment, one that fosters the development of critical thinking skills, promotes diversity and inclusion, and prepares students to become responsible and engaged members of society

To combat racism in education, initiatives such as the ones implemented at Yos Sudarso Junior High School are crucial. Counseling sessions aimed at increasing adolescent awareness of racism were conducted, helping students understand the traits of radicalism and racism, along with their potential impacts and methods to counteract them (Cuandra et al., 2022). By focusing on prevention rather than reaction, Yos Sudarso Junior High School took a proactive stance against racism, equipping students with the necessary knowledge and skills to navigate the complexities of intergroup relations. Through these efforts, students became better

prepared to confront racism and radicalism, promoting greater understanding and empathy while also challenging the systemic structures and attitudes that perpetuate discrimination and prejudice. By continuing to prioritize the prevention of racism in education, schools like Yos Sudarso Junior High School can help to create a safer and more supportive learning environment, one that fosters the development of critical thinking skills, promotes diversity and inclusion, and prepares students to become responsible and engaged members of society.

The presence of African-American characters in Hollywood comedy films has been a topic of discussion in recent years. While the inclusion of black characters is often seen as a positive step towards greater diversity and representation, the reality is that these characters are often subjected to racism and stereotyping. In many cases, black characters are relegated to roles as oppressed individuals, serving as a foil for the comedic antics of their white counterparts. This type of racism is particularly evident in Hollywood films that use African-American characters as a means of generating absurd and inappropriate humor (Maiza & Adi, 2020). Such depictions perpetuate harmful stereotypes and contribute to the marginalization of black individuals in society. To address this issue, it is essential that Hollywood and the entertainment industry as a whole take a more proactive approach to promoting diversity and inclusion. This includes not only increasing the representation of black individuals on screen but also ensuring that these characters are portrayed in a respectful and nuanced manner. By doing so, the entertainment industry can help to challenge and dismantle the systemic structures and attitudes that perpetuate racism and discrimination, promoting greater understanding and empathy while also fostering a more inclusive and equitable society for all.

Based on the research that has been done, one of the things that has never been conveyed is about the representation of racism in Disney films. One of them is the movie *Elemental*. The *Elemental* movie represents racism between ethnic groups. The *Elemental* film depicts the fire tribe as the most oppressed among other tribes. The depiction of various ethnic groups in the *Elemental* film is very suitable for the state of Indonesia, which has many ethnic groups spread throughout the territory of Indonesia. Therefore, it is important to show the target audience of this movie, namely children, to know how racial issues occur in Indonesia through the *Elemental* movie media. By knowing racial issues occur in society, children will be morally educated so that they do not act arbitrarily when living in a pluralistic society. Furthermore, in the scope of education, the content of the *Elemental* movie can be used as teaching material for ethical and moral education for students in the early stages of education.

The depiction of racism in *Elemental* is relevant to multiculturalism in Indonesia. With the cultural diversity depicted in the film, it is very vulnerable to the issue of racism. Therefore the importance of examining the representation of racism in a multicultural society through the *Elemental* film is important for students. The importance of studying racism for students is so that students can identify the actions and views of racism. When students have understood the acts of racism, they will know how the state punishes the perpetrators of racism. By knowing the consequences of racism, there will automatically be an awareness to prevent racism. With the emergence of awareness of the issue of racism in education, the learning process in Indonesia will run without gaps between ethnic groups. All students from various ethnic groups will feel equal to the majority ethnic group. This fosters confidence in ethnic minority groups to continue to compete in learning activities without fear of racism. Student exchanges will run well because students

from ethnic minority groups will feel safe and not feel racism by the majority ethnic group. Conversely, students from majority ethnic groups will not feel superior when coming to minority ethnic groups. Thus, equalization of education in Indonesia will occur so that human resources in Indonesia can be better.

B. Statement of Research Questions

In this research focused on investigating the racial issue of movie in Elemental movie. The research problems are formulated as follows:

1. How multiculturalism is portrayed in the movie Elemental?
2. How are racial issues represented in the movie Elemental?
3. How the racial issue in the movie Elemental is resolved?

C. The Objective of Study

1. To find out how multiculturalism is portrayed in the movie Elemental.
2. To find out how racial conflict is depicted in the movie Elemental.
3. To find out how the racial issue in the movie Elemental is resolved.

D. Significant of Study

1. The Teacher
The results of this study can help teachers in teaching social norms about the existence of racism to students through movies. In addition, it can be useful for the

teaching and learning process and can use some learning media such as movies to teach moral values to students.

2. The Student

The students can be more interested and enthusiastic when the teacher teaches about the presence of racism issues in people's lives and how to overcome them through interesting media such as movies.

3. Parents

This research can increase parents' knowledge on how to teach the values of unity to their children not only through real cases of racism with heavy topics for children, but they can teach moral values to children through movies.

4. Other Researcher

For the next researcher this study can be used as reference for those who are interested in conducting a research with the same topic.

E. Scope and Limitation of the Study

In order to avoid the explanation and description improperly of this research, the researcher has to limit the scope of this research to control what the researcher asserted in this study.

The scopes of the limitations focused in this research are:

1. The object of this research is limited to character analysis as actors in the story to find racial issues that are implied or explicit in the story in the Elemental movie.
2. The analysis in this study was carried out by identifying the dialogue and behavior of the characters in the Elemental film that represented the issue of racism.

F. Definition of Key Term

1. Movie

According to oxford dictionary, film is a series of moving pictures recorded with sound that tells a story, watched at a cinema or on a television or other device. Film is a visual storytelling medium that utilizes moving images and sound. A movie can be a single work of art or a collaboration of various individuals with various skills. Film is a live-image which is also often called a movie. Movies collectively often referred to as cinema. Cinema itself comes from the word kinematic or motion. So it can be interpreted that a movie is a moving picture and is the work of an individual or group that has artistic value in it.

2. Multiculturalism

Multiculturalism is a term used to describe one's view of the variety of life in the world, or a cultural policy that emphasizes the acceptance of the values, systems, customs, and politics that proclaim themselves to exist in the life of a society. self-proclaimed politics that exist in the life of the Society (Agnes et al., 2023). Thus, multiculturalism is a situation in which all different cultural or racial groups in a society have equal rights and opportunities to participate in and maintain their cultures. Multiculturalism recognizes cultural and racial diversity, and calls for the unity of various cultural groups with equal rights and socio-political status in modern society.

3. Racial Issue

Racism is a trait that distinguishes and demeans between one race and another based on physical

characteristics, and the racial action becomes discriminatory. Racial discrimination is closely related to injustice, and this this notion then provides many problems and disrupts stability of social life (Mylano ,2018).

According to KBBI, issue means a problem that is put forward to be addressed and so on. So, racial issue means a problem of discrimination between races that should be addressed. Racial issues are problems related to the practice of racism and racism, which include cultural, racial, ethnic and tribal differences. Racial issues occur when there is a difference or severe behavior towards a different group of people