

Technology Integration in Learning: Understanding of Life Value by Students in MARS Film

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Abstract

The integration of technology in learning through film can increase students understanding of life values, which will be important for an educator. This paper aims to describe the understanding of life value by students in the MARS Film. It is quantitative research with an open survey method. Researchers distributed questionnaires to 93 students and used descriptive analysis. The results showed the value of life that the students can find in the film are hard work and fighting spirit. As parents, the value of life that can be learned is to support dreams by providing the best education and motivation. It also found that moral values can be learned is persistence and respect. This Film is recommended for learning because it can inspire and motivate the importance of education.

Keywords: *Technology Integration, MARS Film, life value, moral value*

INTRODUCTION

In this year's Pre-service teachers are filled with children known as the Z-generation. Z Generation is children born from 2010 to the mid-2020s. These children are known as digital natives because they grow up in an environment heavily influenced by digital technology (McCrindle, 2014). This generation is familiar with smart devices such as smartphones and tablets and has access to digital information and entertainment very quickly. They also tend to have high technological skills early on and use technology to communicate, play, and learn. However, such intense exposure to technology can give rise to certain negative traits (Twenge, 2017). For example, they may be more susceptible to attention disorders and addiction to digital devices, which can impact their ability to focus on long-term tasks and face-to-face interactions.

In addition, high dependence on technology can lead to a lack of social skills and empathy because their interactions occur more through screens than in person (Prensky, 2021). This generation may also face challenges in developing independent problem-solving skills, as they are used to getting instant answers from the internet. Limitations in facing these challenges can affect their ability to deal with complex situations in the

real world. Therefore, this generation needs to understand what life values they must have to become a successful person, especially as a Pre-service teacher. Life values are a person's beliefs about appropriate attitudes and actions to achieve prosperity (Stepanyuk et al., 2023). This value covers various aspects of life, such as interactions with family, friendship, career, health, and spirituality. Individuals from various age groups and social backgrounds form their life values through experiences and interactions in these contexts. Forming these values is dynamic and influenced by different environments and life situations. Interaction with family, for example, plays a vital role in instilling fundamental values such as compassion, responsibility, and morals from an early age (Zhou, 2013).

Relationships with friends also provide a different perspective, helping individuals develop values such as loyalty, trust, and social support (Smith, 2012). Experience in a career influences values related to work ethic, achievement, and professionalism. Aspects of health, both physical and mental, shape values related to a healthy lifestyle and well-being. In addition, spirituality through religious practices or meditation provides inner peace and deep meaning in life. Thus, individual life values result from interactions and experiences in various life contexts, which develop throughout their life.

So that pre-service teachers can understand the value of life, integrating appropriate media is needed in classroom learning. One of the media that can be integrated into the learning of prospective teachers is the MARS film. The film MARS: Mimpi Ananda Raih Semesta is adapted from the novel of the same title by Leila Chudori. This novel tells the true story of Sekar Simanjuntak, a girl who dreams of becoming an astronaut and wants to set foot on the planet Mars. This film was produced with the aim of inspiring Indonesia's young generation to dare to dream big and pursue their dreams. This film also wants to show that with hard work and strong determination, anything is possible.

This film tells the story of Sekar, a girl who lives in a remote village in Gunung Kidul, Yogyakarta. Since childhood, Sekar had a big dream of becoming an astronaut and wanted to set foot on the planet Mars. With strong determination, Sekar worked hard to achieve his dream. Sekar's journey to achieve his dream was not easy. He had to face various obstacles and obstacles, such as poverty, discrimination, and doubts from the people around him. However, Sekar never gave up and continued to fight to make his dream come true.

Several previous studies have examined the use of this film in learning. First, the value of the MARS film characters on Indonesian language learning (Juliarti et al., 2022). This research shows that religious values are the central values that must be instilled as a guide in carrying out other charitable values. Second, validation in previous research shows that the narrative structure and character education values in the MARS film are suitable as Indonesian language learning materials in high school (Puspita, 2022). Third, other research adds that the film MARS (Mimpi Ananda Raih Semesta) shows women's struggle to obtain proper formal education despite limitations (Lindawati & Chintanawati, 2021). There are many signs displayed in several scenes that can be interpreted as having the value of struggle in education, such as the struggle to obtain education costs, the struggle to provide children with learning tools in the form of books and pencils, the struggle to obtain scholarships for higher education. These studies use the MARS film as material for secondary school subjects where character values are most often found. However, very little research has examined Pre-service teachers' use of MARS films. Therefore, this research aims to provide an overview of the character values obtained by Pre-service teachers by integrating a film.

LITERATURE REVIEW

a. Preservice teacher

Pre-service teachers are individuals who are in the process of preparing themselves to become professional teachers. They have many abilities and knowledge necessary to teach and guide students. Pedagogical knowledge is the most crucial ability for Pre-service teachers. Research has shown that Pre-service teachers with pedagogical knowledge must understand and apply educational theories, design and implement effective learning, and improve their students' learning outcomes (Sari et al., 2021). Teaching ability is the next ability that Pre-service teachers must have. Pre-service educators must be able to deliver lessons clearly and interestingly and use various learning methods and media that suit students' needs. Teachers with good teaching skills can attract students' attention and make them more active in learning (Sari et al., 2023). The involvement of Pre-service teacher is not limited to pedagogical knowledge and skills; they must also understand the values of life. Pre-service teachers who understand the values of life will be able to be role models for their students and help them develop positive character.

b. Life value

Life values for students involve a series of beliefs and principles that help them achieve prosperity and success in various aspects of life. For example, students appreciate the importance of education and knowledge as a foundation for personal and professional development (Brown & Ralph, 2013). They see learning as a way to broaden their horizons, improve their skills, and prepare for a better future. In addition, work ethic and discipline are highly valued by students in achieving academic and non-academic goals (Robbins et al., 2004). Commitment to tasks, perseverance, and the ability to manage time are values that they instill and practice in their daily lives. Thus, values such as education, work ethic, and discipline form the foundation for students in navigating their life journey.

METHOD

a. Research Design

The study is done uses a quantitative design. The researcher chose survey methods to determine the Pre-service teachers' perception of live value in the MARS Film. This research approach is the most suitable because it can provide data more quickly but is representative of a population. The data that will be collected is Pre-service teachers' perceptions of the value of life in a film. This method allows Pre-service teachers to reflect and express their views anonymously, which may encourage excellent honesty and openness in responses. All these reasons make surveys an effective and efficient tool for evaluating Pre-service teachers' perceptions of life values conveyed through films.

An open questionnaire facilitated by Google Forms was used to collect the data. Questionnaires allow for collecting data from many respondents relatively quickly, making it very efficient for researching Pre-service teachers' perceptions spread across various locations. Additionally, questionnaires provide structure and consistency in questions, ensuring that all respondents answer the same questions in the same way, which is essential for the reliability and validity of the data. With all these advantages, questionnaires are a handy and effective tool in educational research. These are some questions used in the questionnaires.

- a. If your position is as a student, what life values can you learn from the MARS film?
- b. If you are a parent, what life values can you learn from the MARS film?
- c. After watching the film MARS, what moral values will you implement when educating young children?
- d. If you think the film MARS is good for educators to watch, what reasons would you use to encourage others to watch this film?

b. Participants

Ninety-six Pre-service teachers from universities in Yogyakarta were involved in this research. All participants were female. No males were involved in this study because there were no applicants in the two selected classes in that class year. The data collection technique used purposive sampling with the criteria of being in the fourth semester in the early childhood education department. This department was chosen because it contributes to teacher graduates who will be fully responsible for early childhood education. The characters that early childhood education teachers will teach are the primary foundation for the formation of humans in the golden generation. Therefore, this department is suitable for sampling.

c. Procedure

The researcher said that participants would be asked to watch the MARS film. They were given three days. Participants were given a YouTube link to the film. Once completed, participants are asked to fill out an open questionnaire. Each participant can answer according to their own understanding.

d. Analysis

The data analysis technique used is descriptive analysis. The data collected in the form of answers with long paragraphs is analyzed to find the life values that participants in the MARS film consider to exist. Each life value that appears in the open questionnaire is converted into a percentage to see which life value is the most dominant.

RESULTS AND DISCUSSION

a. Life values that can be learned as a student

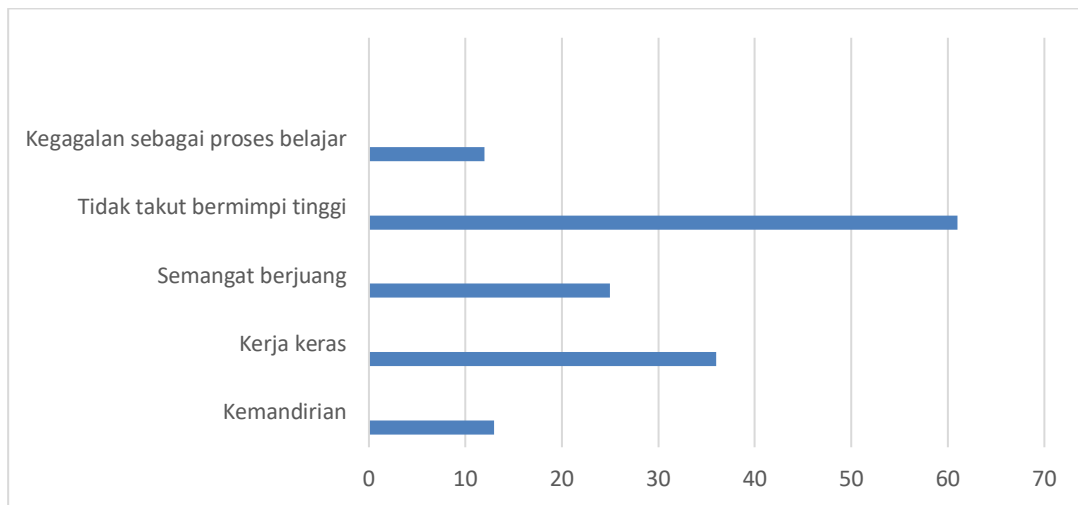


Figure 1: Life values that can be learned as a student

The results of the data analysis show that positive personal character can be demonstrated by independence, perseverance, hard work, and the spirit to fight. First, independence in striving to achieve dreams is a value that respondents often mention. Respondents saw the importance of independence in the learning process and achieving goals. This attitude will be seen when there is a problem; someone will try to solve it themselves. Second, persistence. Ananda, the main character in the film, shows extraordinary perseverance and fortitude in pursuing his dream of becoming an astronaut. This message teaches the importance of determination and hard work to achieve impossible goals for children from villages and families who are not wealthy. Perseverance and hard work are the main factors in achieving goals. Strong determination and relentless effort are the keys to achieving a decent education and big dreams. To achieve big dreams, a person must be able to go through every process and challenge that lies ahead.

Third, fighting spirit. Respondents stated that someone should not give up before trying, despite facing many problems and difficulties. This film shows the importance of persevering and keeping fighting despite the odds. Developing one's potential through education and continuous learning is a significant value that respondents expressed through films. Respondents are motivated to continue studying hard, try hard, be persistent, and never give up on achieving their dreams. Thus, it shows that respondents are motivated to be enthusiastic about learning and seeking knowledge wherever they are.

This film inspires us not to be afraid to dream big and pursue ambitions. The main character in the film shows that big dreams can be realized with hard work and self-belief. Students must not be afraid to dream big and believe that everyone has the potential to achieve great things. Transparency, dreams, and goals must be the primary motivation for success. To achieve this, education is needed as a place to gain knowledge. As seen in Sekar's (main character) struggle in the field of astronomy. Only starting from Sekar and his mother's habit of looking at the sky at night can inspire him to have dreams. Therefore, there is a learning process to gain knowledge in the educational process. Learning is correcting any ignorance and mistakes to become proper and known. In the film MARS, it is told that Ananda faced many obstacles and failures on his journey. However, Ananda learned from each failure by continuing to move forward without giving up. This teaches the importance of seeing failure as learning. Failure can be a stepping stone to get back up because it is part of the process.

This research shows that students believe that the life values they can find in the MARS film are independence, hard work, fighting spirit, not being afraid to dream big, and failure as a learning process. This independence is closely related to how a student convinces himself to be able to achieve targets, goals or dreams with his efforts. If a student can independently solve every existing problem, then it can be said that he is ready to be in the world of work. This is supported by previous studies which reveal that developing self-confidence and autonomy while at university can support success in the workplace (Henri et al., 2018). This process requires the role not only of the students themselves but also of the lecturers. Lecturers need to provide opportunities for students to develop independence. Information services, content mastery services, and group guidance services

related to student learning independence can be provided by universities to emphasize independence for student success (Yolanda & Ahmad, 2019). Integrating films into the student learning process is one strategy lecturers can use to support independence in learning

In the observation process that has been carried out on the content distributed during the 2024 presidential election campaign period, it was found that the presidential and vice-presidential candidate pairs used politainment to convey their campaign messages. It was found that the politainment content came from the candidate pair's accounts, candidate pair supporter accounts, and fans of Japanese popular culture. The content selected was also based on the content of the politainment aspect. It considered the analysis categories developed by Cervi, Tajedor and Blesa (2023), which explored political communication on TikTok. This article uses not only TikTok as its platform but also Instagram. This is because Instagram social media users are still high namely according to Napoleoncat data (in Julius, 2024), as of August 2024, 31.6% of the population in Indonesia. In addition, Instagram and TikTok social media have unique characteristics in terms of their modes. Both platforms can become a space for the audience to participate in politics.

b. Life values learned as parents

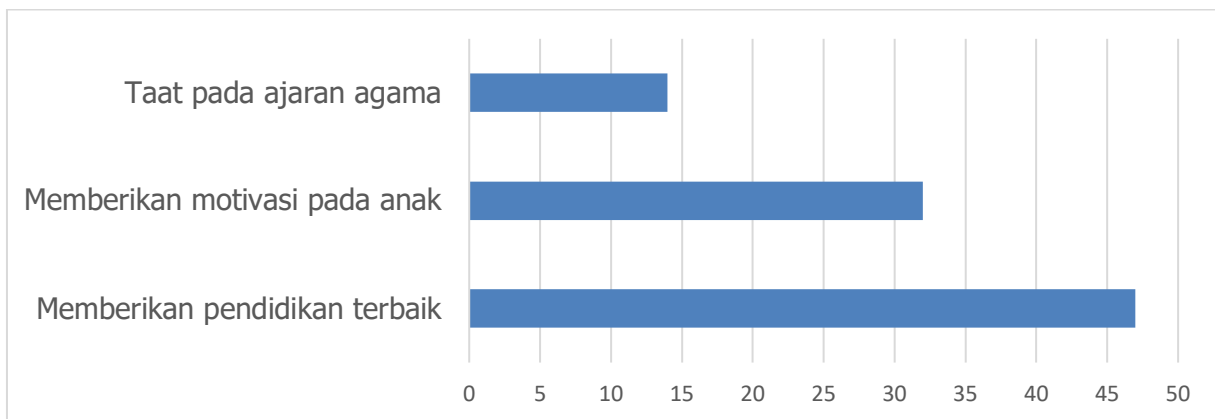


Figure 2: Life values learned as parents

Based on the results of data analysis, it shows that there are five life values that can be learned, if we as parents after watching the MARS film are providing the best education, motivating children, working hard as parents, having strong determination and obeying religious teachings. The first life value, namely providing the best education to children is in the highest position. A total of 47 respondents said that providing the best education is the main thing parents can do to support their children's. Parental education significantly influences a child's choice of educational field dreams (Thahir, Yusuf & Yusuf, 2022; Affendi, Pawi, Roslan, Mamat & Zain, 2022). The most obvious impact is that parents who are educated with a master's degree will direct their children to pursue an education commensurate with their parents' education or even higher (Helland & Wiborg, 2019). Even though Sekar's parents were not highly educated, Sekar's parents tried to ensure that Sekar could pursue higher education.

The second life value, namely parents providing motivation to children, 32 respondents answered. Parental involvement in children's education, such as providing motivation to children, can control children's negative traits (Grolnick & Pomerantz, 2022). Parents play an important role in fostering children's motivation by providing praise, attention, advice, gifts, punishments and learning facilities, which are several ways to provide motivation to children (Muda'im & Shanie, 2023). This means that providing motivation is not only in the form of praise and gifts, but advice and punishment can also be a motivation for children. Providing motivation to children also apparently has an impact on children's willingness to continue learning (Nugroho, Tripando, Ramadhani, 2023). This is in accordance with the character Sekar, in the film Mars. That Sekar never gives up and wants to continue learning to achieve his dreams because his parents always give him motivation. The motivation given by parents to children also influences learning achievement and motivation to achieve higher education (Ernawati, 2023).

The third life value, namely obeying religious teachings, was answered by 14 respondents. Parents have a very important role in shaping children's character and future. One of the main ways in which parents can support a child's aspirations is through adherence to religious teachings. When parents live their lives firmly adhering to religious principles, parents not only become good role models, but also provide a strong foundation for children to pursue their dreams (Smith & Adamczyk, 2021). In addition, parents who adhere to religious teachings tend to

build a harmonious and loving family environment. This stable and loving environment is very important for a child's emotional and mental development. When children feel loved and supported, children will be braver to pursue their dreams, because children know that they have full support from their family (Amaliyah, 2020). As shown in the film MARS by Sekar's mother, adherence to religious teachings not only enriches the spiritual life of the family, but also helps shape a bright future for the children.

c. The reason that will be used to invite other people to watch the MARS film

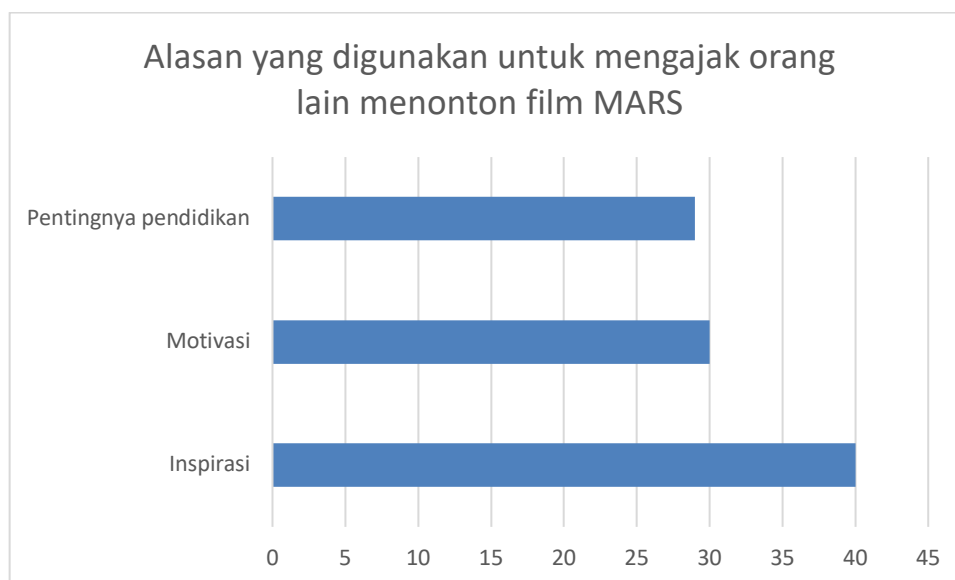


Figure 3: The reason that will be used to invite other people to watch the MARS film

The results of data analysis show that most of the reasons students invite others to watch the MARS film are inspiration, motivation and the importance of education. This shows that the MARS film has the potential to attract other people's interest in watching it because of the positive values contained in it. Most respondents stated that the reason students invited other people to watch the MARS film was inspirational (40 respondents). Inspirational values are values that encourage someone to achieve their goals with determination and hard work. The film MARS tells the story of the struggle of Tita, a girl who wants to become an astronaut. Tita's struggle, which was full of obstacles and obstacles, but did not make her give up, became an inspiration for students. Several research results state that inspirational figures can help children develop their character, including values such as determination, hard work and optimism (Johnson, 2018). The MARS film can be a medium for an effective learning process, especially for Pre-service early childhood educators to foster inspirational values in students. Watching inspirational films such as MARS can foster motivation and determination which will later be taught to children to achieve their goals (Smith, et al 2020).

The second reason why students recommend other people to watch the MARS film is motivation (30 respondents). Motivational values are values that encourage someone to take action to achieve their goals. Jones and Smith (2019) conducted research and found that motivation is an important factor in the learning process for young children. Children who have high motivation are more likely to be enthusiastic about learning and can reach their full potential.

According to research published by Johnson & Brown (2018), several approaches that educators can use to increase early childhood motivation include creating a positive learning environment, providing support and reinforcement, and helping children set realistic goals. The third reason that motivates students to invite other people to watch the MARS film is the importance of education. A total of 29 respondents said that as educators, especially for early childhood, it is important to instill that education is very important in human life. This shows that the MARS film has a positive effect in raising awareness of the importance of education among students.

The film MARS shows how Sekar must complete her education first before she can become an astronaut. This can teach young children that they need to study hard and complete their education if they want to achieve their dreams and teach young children that education can help them to become better people and be useful to others. This is in line with research from Duncan and Magnuson (2020) which found student who participate in high-quality education programs are more likely to be successful at school and in their lives. Research from Barnett, Ko, and Sheridan (2018) found that school can help student develop important social and emotional

skills, such as cooperation, self-regulation, and empathy. This research shows that the MARS film can be an effective learning tool to be implemented in the learning of Pre-service educators, especially early childhood educators. The MARS film can be an effective learning medium because it can inspire, motivate and introduce the importance of knowledge in human life.

d. Moral values that you will implement when educating young children

Students said that the moral value that is most often implemented when educating early childhood is persistence with 61 people answering. Other moral values, namely respect (32 people), honesty (23 people), responsibility (22 people), courage (21 people), and patience (20 people). This can be seen in the image below.

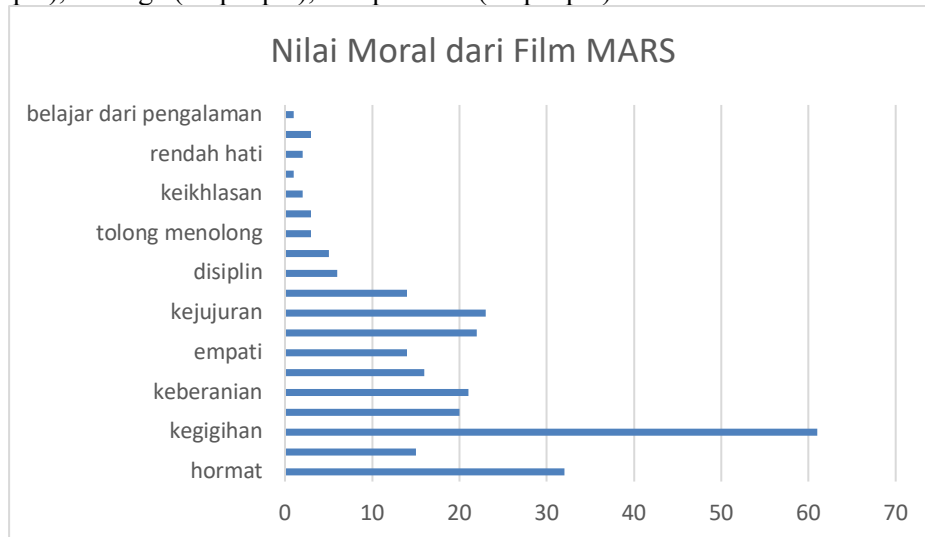


Figure 4: The moral value of MARS film

In this research, it was found that there were four moral values that students obtained most from the MARS film, namely persistence, respect, honesty and responsibility. These four moral values are in line with the finding that films can provide positive characters in the form of responsibility, honesty and persistence (Piscayanti et al., 2020) as well as respect for others and the environment (Tarigan et al., 2022). The use of this film is also an interesting and integrated means of stimulating a person's character values (Juliarti et al., 2022).

The value of persistence in this research was found in the character of Tupon and his children who tried hard to gain knowledge at a higher level. This value of persistence is in line with what was explained by (Amos et al., 2019) that the value of persistence includes the moral value of oneself which is closely related to being reliable, capable, and having an "ambitious" nature. This character of persistence can provide conditions that continue to run even in difficult conditions (Huizingh, 2023). Sometimes a person's persistence is motivated by the person's socio-economic living conditions (Falcone, 2011).

The respect gained from the MARS film takes various forms. Such as respect for parents who have always supported and accompanied children, respect for the environment, and respect for other people. These three values of respect lead to the value of respect given to other people. This is in line with the presentation (Blader & Yu, 2017) which explains that respect is carried out as an attitude of giving value to people who have a higher position, both in terms of age and ability. Apart from that, this value of respect can be a consideration for someone in determining the actions to be taken with various provisions (Engelmann & Tomasello, 2019).

The moral values in the MARS film also contain the value of honesty. The value of honesty explained by this student is important to instill in children. This stimulation is intended so that children will always be honest in their daily activities. This is in line with the explanation (Dwijatmoko, 2018) that the value of honesty is important for a person to have in dealing with the surrounding environment as an effort to gain other people's trust. Apart from that, from honesty, children will have an attitude of responsibility and discipline (Munif et al., 2021).

Responsibility (22 people) Forming the character of responsibility from an early age is important for a person's future life (Bary & Febrinda, 2020). This presentation is in line with the findings in this research which show the value of responsibility as one of the important moral values that students get from the MARS film. The importance of the value of responsibility is influenced by a person's ability to respond to things that are oriented towards other people (Ansori, 2021).

CONCLUSION

This film teaches students the value of life in the form of hard work and fighting spirit. For parents, the value that can be learned is supporting their children's dreams by providing the best education and motivation. Apart from that, this film also conveys moral values such as perseverance and respect. This film is recommended for learning because it can inspire and motivate the importance of education.

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