

An Analysis of Social Values in the Silent Child Film and Its Relevance to Characteristics of a Teacher's Social Competence

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Abstrak: Saat ini kehadiran media massa mempunyai pengaruh yang besar terhadap masyarakat. Salah satu media massa yang mempunyai fungsi dalam memberikan hiburan kepada masyarakat adalah film. Film merupakan salah satu media komunikasi dalam menyampaikan pesan kepada sekelompok orang yang bersifat audio visual. Penelitian ini bertujuan untuk mengetahui nilai-nilai sosial yang terkandung dalam film *The Silent Child* dan mengetahui relevansi nilai-nilai sosial dalam film *The Silent Child* dengan karakteristik kompetensi sosial seorang guru. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Metode penelitian ini bersifat deskriptif dan termasuk dalam penelitian kepustakaan, karena sumber data utama penelitian ini adalah film *The Silent Child*. Teknik pengumpulan data dalam penelitian ini adalah dengan cara observasi, yaitu mengamati dan menonton setiap adegan film *The Silent Child* dengan cermat. Hasil penelitian ini terdapat nilai-nilai sosial kasih sayang yaitu kekeluargaan, kesetiaan, kepedulian, dan terdapat nilai-nilai sosial tanggung jawab yaitu kepemilikan, disiplin dan empati pada film *The Silent Child*. Relevansi nilai-nilai sosial dalam film *The Silent Child* dengan ciri-ciri kompetensi sosial seseorang yaitu pertama, empati dan komunikasi santun, kedua, pengetahuan hubungan antarmanusia, dan ketiga, menguasai psikologi sosial.

Kata kunci: Nilai, Sosial, Film, Kompetensi Sosial.

Abstract: Today the presence of mass media has a great influence on society. One of the mass media that provides a function in providing entertainment to the public is film. Film is one of the communication media in conveying a message to a group of people that is audio-visual. This study aims to find out the social values contained in the film *The Silent Child* and to find out the relevance of social values in the film *The Silent Child* with the characteristics of a teacher's social competence. The approach used in this study is a qualitative approach. This research method is descriptive and included in library research, because the main source of data for this research is the silent child film. The data collection technique in this study was by means of observation, namely observing and watching every scene of the film *The Silent Child* carefully. The results of this study are social values of affection, namely family, loyalty, care, and there are social values of responsibility, namely possession, discipline and empathy in the film *The Silent Child*. The relevance of the social values in the silent child film with the characteristics of a person's social competence, namely first, empathy and polite communication, second, knowledge of human relationships, and third, mastering social psychology.

Keywords: Value. Social, Film, Social Competence

Submission History:

Submitted: August 16, 2024

Revised: August 24, 2024

Accepted: August 25, 2024

INTRODUCTION

Today the presence of mass media has a great influence on society. The ease of accessing information and entertainment can be fulfilled because of the presence of mass media. Mass media itself has four main functions, namely as an institution that disseminates information, entertains, educates, and shapes public opinion (Effendy, 2004). Mass in mass communication refers more to the recipients of messages related to

mass media. Communication will not run smoothly without the help of media as a means of delivering messages. The generation known as the internet generation actually has a high orientation and enthusiasm for learning, only the way they get information is different (Hidayati, 2022). Denis McQuail defines mass media as "a source of information and entertainment generated by media organizations and delivered through various platforms such as print, electronic, and digital". One of the mass media that provides a function in providing entertainment to the public is film.

Film is one of the communication media in conveying a message to a group of people that is audio-visual (Effendy, 2014). People's attraction to movies is currently increasing. In a film there are several collections of scenes that explain a value that can be learned. These lessons will affect the mindset which is then reflected in the speech of daily behavior (Abdulhak & Darmawan, 2013). Film can also be a representation of its society, where the content of the story contains many messages that can be taken and learned including broad insights about cultural values or even social values that can be conveyed to the audience easily. Poerwadarminta (2007) defines value as nature (things that are important and useful for humanity. For example: religious values, moral values, aesthetic values, and others. In sociology, values theory is concerned with personal values which are popularly held a community, and how those values might change under particular conditions. Different groups of people may hold or prioritize different kinds of values influencing social behavior (Solo, 2020).

According to Lawang in his book entitled *Social Capital in a Sociological Perspective* (2005), he argues that social value is a description of what is wanted, appropriate, valuable, and can influence the social behavior of the person of value. Social values according to Setiadi (2020) have the following functions. 1) As a motivating factor for ideals or hopes for social life. For example, in the preamble to the 1945 Constitution there are values that are the purpose of national and state life. 2) Directions such as ways of thinking, acting, feeling and guidance in measuring community judgments, determinants, and sometimes as an emphasis of individuals to do things and act in accordance with the values concerned. So that it will cause feelings of guilt for the members who violate it. 3) As a means of gluing social solidarity in community life. 4) Fortress protection or guardian of the balance of group or community culture. The division of social values according to Zubaedi (2012) consists of several sub-values, including (1) the value of affection consisting of devotion, help, kinship, loyalty, and care (2) the value of responsibility consisting of a sense of belonging, discipline, and empathy (3) the value of harmony in life consisting of justice, tolerance, and cooperation.

Furthermore, as a prospective teacher, how important it is to know what are the obligations and important roles of a teacher in carrying out his profession in educational institutions. Given the importance of the role of a teacher, it cannot be separated from the nature of humans as social creatures. So the social competence of a teacher must be very considered. According to Lefrancois, competence is the capacity to do something obtained from the learning process. Meanwhile, according to Mulyasa, it is a combination of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting (Pianda, 2018). In the National Education Standard, Government Regulation number 19 of 2005 article 28 paragraph 3 point D is stated, that what is meant by social competence is the ability of teachers as part of the community to

communicate and get along effectively with students, fellow educators, education staff, parents or guardians of students, and the surrounding community (Haj 2017).

From this explanation, Mulyasa (2013) Social competence can be described as follows: 1.) Education personnel as community officers, as has been stated that every teacher plays a role as a representative of the community so that the position of teacher is also a community position. The teacher is in charge of fostering the community so that the community participates in development. 2.) Education personnel in the eyes of the community. The position of teachers is not only limited to schools, but also in the midst of society. For this reason, teachers must be able to communicate with the community, be able to get along and serve the community well, be able to encourage and support community creativity, and maintain emotions and bad behavior. 3.) Social responsibility of teachers. The role of teachers in schools is no longer limited to providing learning, but must also bear more responsibility, namely working with other education managers in the community. For this reason, teachers must involve themselves more outside of school. The competency tools described operationally above are provisions for prospective teachers, in carrying out their duties and responsibilities in schools as well as teachers in the community.

The characteristics of social competence that teachers must have (Janawi 2012) are as follows: 1. Adapt to the environment. Adapting to the environment means that a teacher needs to adapt to the environment, both the school environment and the general community environment. 2. Empathy and communicate politely. Empathetic and polite attitudes are the most important things in communicating. Attitudes and behavior as well as language speech will determine the atmosphere of communication. 3. Mingle effectively. Mingling effectively is like developing relationships with the principle of mutual respect, developing relationships based on compassion, compassion and nurturing. 4. Have knowledge about human relationships. Social interaction is a relationship between two or more individuals where the behavior of one individual influences, changes or improves the behavior of another individual from the opposite. 5. Master social psychology. Changes in behavior are influenced by social interactions and this also takes place in the educational process. So that learning can be carried out effectively and interestingly from the interaction of teachers and students. 6. Have the skills to work together in groups. related to providing understanding to students, teachers are also required to have the skills to work together in groups, so that teachers can develop their skills in learning.

Based on the existing background, the researcher can conclude the formulation of the problem from this research are what are the social values based on zubaedi theory that exist in the entire film "The Silent Child" and what are the social values that are relevant to the characteristics of a teacher's competence.

METHOD

The approach used in this study is a qualitative approach. This research method is descriptive, which is an effort to systematically and carefully examine factual data that has been extracted through research data sources. The type of research carried out is library research, because the main source of data for this study is the Silent Child film.

Data obtained from primary data sources in the form of dialogues between characters, scenes, and all intrinsic and extrinsic elements in the silent child film. The secondary data researchers take from books, journals, and other scientific sources that have something to do with social values and characteristics of teachers' social competence.



The data collection procedure carried out in this study which are as follows. 1.) Watching the silent child film as an object of research. 2.) Observe and record what social values are contained in The Silent Child film using documentation techniques. 3.) Watching the film repeatedly to master the overall content of The Silent Child film so that it can find the social values contained in it that are in accordance with Zubaedi's theory and seek its revision with the characteristics of the teacher's social competence. The data analysis procedure carried out are 1. Researchers determined that several scenes in the film The Silent Child contained social values in accordance with Zubaedi's theory. 2. Researchers irrelevant these social values and their relevance to the characteristics of a teacher's social competence. 3. Researchers draw conclusions from the results of data analysis.

RESULT AND DISCUSSION

In the results of this research and discussion, the researcher found firstly the social values in the film The Silent Child which are explained in the dialogue and scene images below and the second the relevance of social values to the characteristics of teachers' social competence.

Social Values: The Value of Affection

Table 1. Social Value of Kinship

No	Images	Reflected in Dialogue Movie
1		Sue pouring drinks for Paul. Dialog: Sue: "what times cello tonight?" Seb: "six" Sue: "oh god, you'll have to run him paul. Pip has ballet at 5.30, I can't split myself in two" Paul: " yes okay, chill,that's fine."
2		Breakfast together and joke with each other between families. Dialog: Seb: "Jo's doing a good job". Paul: "you know, however many hairstyles you try, she's not going to go out with you." Sue: "oh, talk of the devil" Pip: "quick, someone give him some hair wax." Seb: "shut up"


The scene and dialogue 1 describe The scene depicts family values when Sue Libby's mother is so attentive to prepare breakfast for her husband and children, at the

same time she asks the schedule for Libby's second lessons, namely violin lessons for seb and ballet lessons for pip.

The scene and dialogue 2 describe the nature of family, when Paul jokes to give a joke to his son, Seb who is seen changing his hairstyle to be neater to look attractive in Joanne's eyes, then the joke is welcomed by his sister, Pip.

Social Value of Loyalty


Table 2. Social Value of Loyalty


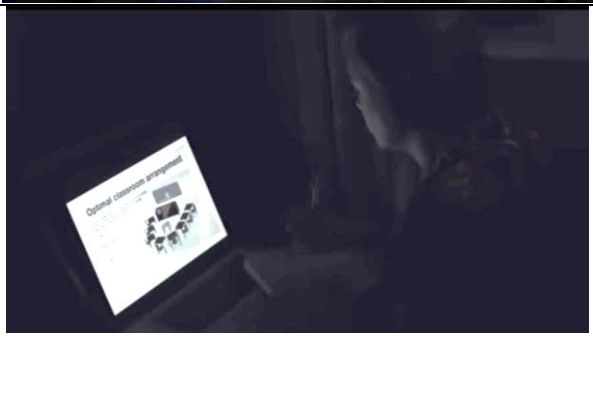
No	Images	Reflected in Dialogue Movie
1		<p>Dialog :</p> <p>Joe: "hello"</p> <p>Sue: "hello joanne, you okay"</p> <p>Joe: "yes I'm fine, I'm on the bike, everything okay?"</p> <p>Sue: " just emmh. sorry this is a difficult thing to say, but Paul and I have been talking and we think it's best if Libby stops the sign language."</p> <p>Joe: "What... why?"</p> <p>Sue: " we think that speech therapy is a better route to take, I'm really sorry jo"</p> <p>Joe: "I don't understand she was doing so well. for school it's really important that she carries on with sign language and gets extra support"</p> <p>Sue: "look, we've talked a lot about this jo and we've actually been in to see the head and they had a little deaf boy a few years ago and he was absolutely fine they know what they're doing"</p> <p>Joe: " I'm nearly here now, can I explain it to her because she'll wonder where I am"</p>

The scene and dialogue describe the value of loyalty from how Joanne continues to try to persuade Libby's mother not to give up by teaching Libby sign language. Joe sincerely wants Libby to be able to properly interact with other normal people through sign language.

Social Value of Caring

Table 3. Social Value of Caring

No	Images	Reflected in Dialogue Movie
1		<p>Joanne brings a book for Libby learning.</p> <p>Dialog :</p> <p>Joe: "oh, sorry the door was open"</p> <p>Sue: "looks like you're going to have a busy day, I'm so sorry I've got to shoot off again, I've got to take Paul's mum to the hospital."</p> <p>Joe: "oh no worries"</p>

		Sue: "see you later".
2		<p>Joe teaches a lot of sign language to Libby.</p> <p>There is no dialogue in this scene, Joe and Libby go to the park to have fun with things that make Libby cheerful such as feeding ducks, running around, and learning a lot of sign language with Joe.</p>
3		<p>Joe thinks about Libby's learning strategies in school.</p> <p>There is no dialogue in this scene, Sue thinks that Libby should only use lip reading learning instead of using sign language when interacting with others, but Joe ensures that using sign language and being mentored when learning will be the best result for Libby. he scene illustrates the value of Joe's care so that Libby can study at school to the maximum.</p>


The scenes and dialogues 1 illustrate the value of caring how Joe is very full of effort so that Libby can interact with others, can learn like others, and can learn sign language better.

The scene 2 when Joe and Libby go to the park to have fun with things that make Libby cheerful such as feeding ducks, running around, and learning a lot of sign language with Joe. Joe's concern for Libby learning using sign language illustrates the value of caring.

The scene 3 when the day before Sue and Joe have talked about Libby's progress in interacting, Sue thinks that Libby should only use lip reading learning instead of using sign language when interacting with others, but Joe ensures that using sign language and being mentored when learning will be the best result for Libby. he scene illustrates the value of Joe's care so that Libby can study at school to the maximum.

The Value of Responsibility

Table 4. Social Value of a Sense of Belonging

No	Images	Reflected in Dialogue Movie
1		<p>Sue still chooses to send Libby to school.</p> <p>There is no dialogue in this scene, after Sue finishes talking to Joe, and Sue is on her way to drop Libby off at the public school. Sue feels that her choice is the best for Libby because she is Libby's mother. The scene depicts Sue's sense of belonging to a huge Libby.</p>

The scene is at 4:55 after Sue finishes talking to Joe, and Sue is on her way to drop Libby off at the public school. Sue feels that her choice is the best for Libby because she is Libby's mother. The scene depicts Sue's sense of belonging to a huge Libby.

Social Value of Discipline



Table 5. Social Value of Discipline

No	Image	Reflected in Dialogue Movie
1.		Joe who always comes on time to Libby's house. There is no dialogue in this scene, when Joe comes to Libby's house in the morning after the Libby family finishes breakfast. Joe always arrives on time when he comes to Libby's house. The scene depicts how disciplined Joe is for his work as a social worker for Libby.

The scene is in the 1.22 minute when Joe comes to Libby's house in the morning after the Libby family finishes breakfast. Joe always arrives on time when he comes to Libby's house. The scene depicts how disciplined Joe is for his work as a social worker for Libby.

Social Value of Empathy

Table 6. Social Value of Empathy

No	Images	Reflected in Dialogue Movie
1		Joe talks to Paul's mom and demeans Libby Dialog : Joe: "hi I'm joanne, I look after libby." Paul's mom: " oh hello darling, is she being good for you?" Joe: "libby? Yeah she's great, she's so bright" Paul's mom: "is she? Do you think she'll be able to get a job one day?" Joe: "yeah I think she'll be able to have a career in whatever she likes." Paul's mom: "oh god bless her. Her grandad was deaf you know, from birth. He had a job as a cleaner. I knew him"
2		Joe and Libby play in the park. Dialog using sign language : Joe: found you Libby: easy Joe: oh it was easy, why? Libby: I thinking Joe: thinking? About what? Libby: my ears are broken.

3



Joe follows Libby to school
Dialog using sign language :
Libby: I love you
Joanne: I love you.

The scene 1 describe Joe's empathy for libby and the deaf people out there. How most people look down on those who are deaf and think that people like libby will not get a decent job as adults.

In scene 2 Joe was pensive when Libby explained "my ears are broken" using sign language. She feels sadness over what Libby has to go through in her life, this is what illustrates the value of empathy.

The scene 3 describe Joanne's great empathy for Libby when she sees her just silently watching her other friends play. But Joe can't do anything, he just cries and leaves because he doesn't feel sorry for Libby.

The Relevance Of Social Values In The Silent Child Film To The Characteristics Of Teachers' Social Competence

Table 7. Characteristics of Social Competence

No	Characteristics of Social Competence	Relevance of Social Values
1.	Empathetic and polite communication	The characteristics of empathy are relevant to the social value of empathy, one of which is in the scene shown in the movie The Silent Child at 13.10 minutes when Joanne talks to Paul's mother, in the scene Joanne feels empathy for Libby and deaf people out there who are looked down on and considered not to get a decent job when they grow up, and the characteristics of communicating politely are also relevant to the same scene when Joanne is in a conversation is full of smiles and responds to all conversations while still speaking good words and full of manners.
2.	Have Knowledge of Human Relationships	The characteristic of knowing about human relationships is relevant to the social value of empathy, one of which is in the scene shown in the movie The Silent Child at 18.05 when Joanne feels sad to see Libby who is just silently watching all her friends play while laughing. Joanne finally couldn't hold back her tears because she saw how difficult it was for Libby to interact with her schoolmates because she was deaf.

3.	Master Social Psychology	The characteristics of mastering social psychology are relevant to the value of social empathy, one of which is in the scene shown in the movie <i>The Silent Child</i> at 14.26 when Joanne talks to Libby using sign language and when Libby says "my ears are broken" she already understands that she is different from other normal people, Joanne then ponders for a moment and feels how Libby feels who already understands what happened to her.
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From six characteristics of social competence stated by Janawi (2012: 135), which are relevant to the social values found in the film *The Silent Child*, namely three characters; 1.) Empathetic and polite communication, 2.) Have Knowledge of Human Relationships, 3.) Mastering Social Psychology.

CONCLUSION

In *The Silent Child* film there are social values of affection, namely family, loyalty, caring, and there are social values of responsibility, namely belonging, discipline and empathy. The social values contained in the film *The Silent Child* which are relevant to the characteristics of a teacher's social competence namely first, empathy and polite communication, second, knowledge of human relationships, and third, mastering social psychology.

ACKNOWLEDGEMENT

All praise be to Allah SWT for all His mercy and gifts to His servants, and gratitude is expressed with the completion of this thesis. the author would like to express his deepest gratitude and highest appreciation to the honorable Dr. Yon, A.E. M.Pd. as Dean of the Faculty of Education, Lenny Solo S.S., M.Hum. as the Head of the English Education Study Program as well as a supervisor who has provided a lot of guidance, direction, and contribution of his thoughts to the author, mrs Dini Hidayati M.Pd. as the main supervisor who with kindness and sincerity provided very important and meaningful input and suggestions during the guidance, all examiners for all the ease of asking questions and kindness inside and outside the courtroom, and for all Lecturers and Staff Employees within Panca Sakti University Bekasi who have provided insight, knowledge, attitude coaching and assistance during the author's lectures.

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