

**EXPLORING PEDAGOGICAL INSIGHTS THROUGH
FREEDOM WRITERS MOVIE**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2024

**EXPLORING PEDAGOGICAL INSIGHTS THROUGH
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Presented to Islamic Institute of Ponorogo in Partial Fulfillment of
Requirement for the Degree of Sarjana in English Language Teaching Department



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ABSTRACT

Karisatun, Nufya Nisa. 2024. *Exploring Pedagogical Insight Through Freedom Writers Movie*. Thesis, English Language Teaching Department, Tarbiyah and Teacher training Faculty, State Islamic Institute of Ponorogo. Advisor: Wiwin Widyawati, M.Hum.

Keywords : *Pedagogical, Freedom writers , Movie.*

Pedagogy is the art or science of helping children by adults achieve their life goals. Mastering the science of pedagogy really helps teachers carry out good teaching work procedures. It all starts with the process of planning teaching, carrying out the teaching process, and evaluating and assessing learning outcomes, with the help of the role of knowledge, teachers can prioritize quality in their work to achieve the best results.

The aims of this research are: 1) to find out pedagogical matters of a teacher in the *Freedom Writers* movie. 2) to find out pedagogical matters of a teacher in the *Freedom Writers* movie related to *Merdeka* curriculum.

This research was conducted by using library research was used as the approach. The source of data in this research which are taken from '*Freedom Writers*' movie and movie's script as primary data. For the secondary data, the researcher used e-books, books, journals, and some internet sources. The researcher used documentary technique to collect the data and content analysis to analyze the data.

The results of the research show that: 1) pedagogical matters of a teacher in the *Freedom Writers* movie, there are pedagogical approach is an idea that refers to the approach used by teachers to teach and help their students learn. Pedagogical technique is an important part of the structure of pedagogical skills, forms and practical manifestations, through which a high level of pedagogical professionalism can be formed and develop. Pedagogical method is a learning process approach that centers on the teacher's role as a learning facilitator. Pedagogical strategy is the methods or approaches used by a teacher or educator to teach and facilitate learning, here are the results 4 pedagogical approaches, 3 pedagogical techniques, 4 pedagogical methods, and 4 pedagogical strategies; 2) pedagogical matters of a teacher in the *Freedom Writers* movie related to *Merdeka* curriculum there are profile of Pancasila students has 6 dimensions, including 1 having noble character, 1 global diversity, 4 creative, 10 critical reasoning, 2 mutual cooperation, and 11 independent.

APPROVAL SHEET

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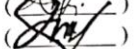

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P O N O R O G O

CHAPTER I

INTRODUCTION

A. Background of the study

In education, basic knowledge is called pedagogy. Literally, it means leading or guiding children. This is in line with the etymological meaning of Paedos which means child and Agogos which means to guide or lead. Pedagogy is the art or science of helping children by adults achieve their life goals. Mastering the science of pedagogy really helps teachers carry out good teaching work procedures. It all starts with the process of planning teaching, carrying out the teaching process, and evaluating and assessing learning outcomes, with the help of the role of knowledge, teachers can prioritize quality in their work to achieve the best results.¹ Pedagogical situations are very rich and relational (affective) experiences for teachers and students.²

Pedagogical competence is the ability of an educator in managing student learning which includes the ability to understand students, with indicators including understanding the characteristics of learner development, understanding the principles of learner personality development, such as recognizing the types of personality of learners and learners' personality development principles, such as recognizing the types of learners' personalities and recognize the stages of learners' personality development. Able to identify the initial teaching provision of students and explore the different potentials of

¹ Suhaimi, “Mastery Of Basic Educational Sciences (Pedagogic) As The Main Element Of Teacher Teaching Quality “, Vol. 8 No. 1 (2022)

² Allison Brimmer, “Loving Loving? Problematicizing Pedagogies of Care and Chéla Sandoval’s Love as a Hermeneutic “, *USF Tampa Graduate Theses and Dissertations* (2005).

students. Differences in the potential of students and Ability to make learning designs, with indicators include being able to plan the management of teaching and learning activities, such as formulating learning objectives to be achieved in accordance with the competencies to be achieved, choosing the right type of strategy or suitable learning methods, determining the steps of steps, and determining ways that can be used to motivate students.³

Pedagogical approach is shaped by the belief that the learning environment is not defined by a university or a prescribed year of study.⁴ Pedagogy is the relationship between teachers and students that creates learning conditions that result in fair and full social participation.⁵ In educational theory, in the book "Educational Foundations for Elementary Schools" in 2020 pedagogy is generally defined as the science and art of teaching. As an educator, of course, you need to know the science and art of teaching well for students. refers to planned teaching and measurable learning; both refer to the art (creativity) or science (innovation), processes and practices that provide knowledge to students and validate their knowledge through evaluation and assessment to determine whether they are effective.⁶

Movies are now one of the main sources of business and marketing around the world. Movies are fostering a new craze among people, especially among teenagers, not only movie directors and theater managers who are not

³ Widhi Diana, Teori dan Konsep Pedagogik (Surabaya: *Insania*, Desember, 2021)

⁴ Welby Ings, "Practical worlds: enskilment as pedagogical practice ", *MEDIA PRACTICE AND EDUCATION*, Vol.25, No.1 (2024) : 96.

⁵ Cazden, et.all, "A pedagogy of multiliteracies: Designing social futures ", *Harvard Educational Review; Spring* (1996); 66, 1.

⁶ Mustadi Ali, Landasan Pendidikan Sekolah Dasar (Yogyakarta: *UNY Press*,2018): 17.

only responsible for the success of movies, but also the general public.⁷ In the development of literary works, movie, as a combination of audio and visual, is very important in the process of creating literary works. Movies are also included in the category of literary works. Movies have the ability to reflect the culture of a country and have an impact on the culture itself. Movies not only serve as a source of popular entertainment but also function as a medium of information and social documents, presenting the history or culture of a society in the form of live images. In addition, movies also function as a medium to educate and provide doctrine to the public. Movies are a very effective educational medium because they can help the learning process through the use of sequential images. In addition, movies can depict story events and objects purely like events that occur in the real world, so they can be used as a method to demonstrate some knowledge, facts and understanding. Movies are also used to convey messages from the source of the message, the teacher, to the students. It can attract students' attention, feelings, and interest and allow the learning process to take place.⁸

The *Freedom Writers* movie is interesting to analyze because most of the scenes focus on the teaching process. Based on *Freedom Writers*, this essay is that it is a popular film; it has received two awards: the Golden Camera Germany and the Humanitas Prize, and it has been nominated for the Image Awards.⁹ This is because Ms. Erin Gruwell teaches in her classroom which is

⁷ Sagar S, et.all, “ Movie Succes Prediction Using Machine Learning “, India : *International Research Journal of Modernization in Engineering Technology and Science* , Vol.03 (2021), 1.

⁸ Arief S , “ Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya “, 7

⁹ Corina Carlovici, “ Analyzing Freedom Writers “ , (Linneaus University , Sweden, 2021)

full of conflicts due to the backgrounds of her students. In addition, it shows Erin Gruwell's efforts to improve her students' knowledge by using a unique way of teaching, giving them various books and asking them to write anything, including daily life topics, in their own journal books. This shows that Erin Gruwell has a unique teaching style. Her methods not only improve students' academic performance but also foster students' confidence, self-worth, cultural and racial diversity. She uses a student-centered education model based on "internal motivation". She supports "internal motivation by listening to their voices, involving."¹⁰

Speaking English is very important, especially in an educational environment. English lessons are the main subject taught in Indonesian schools. It goes without saying that teachers have a strong desire to help Indonesian students learn English. To overcome this problem, teachers should use learning strategies that can improve students' understanding of English. On the other hand, students need to be inspired to learn English in an interesting way. Movies, as an audio-visual medium, serve as a medium to teach morality and education to the general public in addition to being a popular source of entertainment.¹¹

In accordance with the pedagogical definition above, the author takes research on the pedagogical matter of a teacher, namely Erin Gruwell in the movie *Freedom Writers*. The way a person applies a particular method is known as a learning technique. This study examines Erin Gruwell's technique of

¹⁰ Nurul Nabilah, *An Analysis Of Teaching Styles Used By Erin Gruwell In Freedom Writer Movie* (Thesis, Raden Mas Said State Islamic University Of Surakarta, 2023)

¹¹ Ratih Saltri, "The Movie as a Helper for Students' Pronunciation in Speaking Skill Class ", *Elsya*, Vol.2, No.1(2020) : 16.

teaching English in a classroom linked to the freedom curriculum. The movie Freedom Writers depicts this situation. In 2007, the movie was directed by Richard LaGravenese. Freedom Writers is an interesting movie because it is based on the book of Erin Gruwell, a teacher who wrote a story based on her own experiences at Woodrow Wilson High School. Erin Gruwell as a teacher challenges herself to solve this problem.

When people talk about teaching pedagogy, they are referring to the way a teacher delivers curriculum content to the classroom. When a teacher plans a lesson, they will consider different approaches to delivering the material. The teacher's teaching preferences, their experience, and the context in which they teach will determine the most appropriate approach and One's ability to face challenges around the world. The Freedom Curriculum has become an important focus for governments to advance the education system by ensuring that education is of high quality and in line with the needs of the times. The movie "Freedom Writers" tells the true story of Erin Gruwell, a teacher who has the ability to lead her students in a school environment full of social conflict. Erin successfully encourages her students to overcome difficulties through innovative pedagogical approaches. She has the ability to transform her students, as well as the surrounding environment, through her innovative ideas. Erin Gruwell not only teaches English but also teaches tolerance, respect, and compassion to her students. She finds ways to teach, guide, and educate her students on a good and positive way of life.¹²

¹² Harsia, " Bedah Movie Freedom Writers ", Vol. 1 No. 1 (2021)

Based on the above background, the researcher is interested in conducting research on pedagogical in the movie *Freedom Writers*. In this thesis, the researcher tries to focus on the pedagogical used by Erin Gruwell as an English teacher. Based on the description above, the researcher chose to conduct a study entitled as follows **EXPLORING PEDAGOGICAL INSIGHTS THROUGH *FREEDOM WRITERS MOVIE***.

B. Research Focus

This study has a broad scope, so the problems that researchers discuss in this study are limited to the pedagogical used by Erin Gruwell in the *Freedom Writers movie*. This research also focuses on the benefits of the teacher's pedagogical for the students in the movie *Freedom Writers*.

C. Statement of the Problems

Based on the background of the study and problem identification above, the researcher proposed the problem is:

1. What are the pedagogical matters in the *Freedom Writers* movie ?
2. What are the pedagogical matters in the *Freedom Writers* movie related to *Merdeka* curriculum ?

D. Objectives of the study

The objectives of this study are stated as follows:

1. To find out pedagogical matters of a teacher in the *Freedom Writers* movie.
2. To find out pedagogical matters of a teacher in the *Freedom Writers* movie related to *Merdeka* curriculum.

E. Significances of The Study

In conducting this research, the researcher hopes that this research on analyzing pedagogical in the *Freedom Writers* movie will provide many benefits. The benefits of this research will be explained into two benefits:

1. Theoretical Benefits

- a. This research provides information about pedagogical contained in the *Freedom Writers* movie.
- b. This research provides information for further research, especially related to pedagogical in movies.

2. Practical Benefits

- a. This research is expected to contribute to the development of literary studies, especially among people who are interested in literary studies. In addition, it is hoped that this research can contribute to the development of pedagogical, especially among teachers.
- b. This research is well done and can be used as a reference by other researchers. It can also be used to conduct further research on pedagogical to be applied by teachers in the future.
- c. Researchers hope this research provides many benefits for:
 - 1) English teachers can know and understand about the pedagogical that are not monotonous.
 - 2) Future researchers can conduct other research on pedagogical with different data and sources.
 - 3) For students :
 - a) This research provides motivation for students to learn more about social about social not only in the academic field.

b) This research provides the importance of friendship.

F. Limitation of The Study

There are some key terms in this research, the researcher wants to explain the definition briefly:

1. Pedagogy

Pedagogical competence which includes the ability to understand students, design and implement learning, evaluate learning outcomes and develop students to actualize their various potentials.¹³

Pedagogical competence is the management of learners' learning potential. This includes understanding the characteristics of learners, designing and implementing the learning process, evaluating learning outcomes, and developing each learner's ability to apply the skills they have. Based on the responsibilities and roles of teachers, teachers are the main controllers in achieving national quality education. Therefore, teachers must be expert, proficient, capable and meet the standards of education and teaching.¹⁴

2. Freedom Writers

In 2007, the movie was directed by Richard LaGravenese. *Freedom Writers* is an interesting movie because it is based on teacher Erin Gruwell's book, "The Freedom Writers Diary", which recounts her experiences as an English teacher at Woodrow Wilson High School. In this movie, Ms. Erin Gruwell plays an English teacher and begins her first

¹³ *Ibid*, 18

¹⁴ Isnawati et al, " Analisis Kemampuan Pedagogi Guru SMK yang sedang Mengambil Pendidikan Profesi Guru dengan Metode Deskriptif Kuantitatif dan Metode Kualitatif ", *Inovasi Vokasional dan Teknologi*, Vol. 20, No. 1 (2020)

job as a teacher in Room 203 at Woodrow Wilson High School in Long Beach, California. All the students in this class have been labeled "unteachable".¹⁵

Freedom Writers is an American drama film released in 2007 and directed by Richard LaGravenese. The movie is based on the non-fiction diary *The Freedom Writers Diary*, written by 150 students from Long Beach, California and their teacher, Erin Gruwell. Gruwell, an idealistic teacher, began her first career as an English teacher at a high school that two years earlier implemented a voluntary integration program. This program was the reason she wanted to teach at the school, and her class consisted of teenagers from different backgrounds and experiences.¹⁶

3. Movies

Movies are a type of audio-visual art that helped develop the medium of mass communication through the representation of words, sounds, moving images, and their combination. Thus, movies have the ability to describe a lot of things in a very short time. Thus, the audience can penetrate through time and space which has the ability to tell the story of life in the movie.¹⁷

Movies are cinematographic works that can serve as an educational capacity. In addition, movies can convey cultural values well. The general function of movies is as an entertainment tool, a source of entertainment

¹⁵ Nurul Nabilah, *An Analysis Of Teaching Styles Used By Erin Gruwell In Freedom Writer Movie* (Thesis, Raden Mas Said State Islamic University Of Surakarta, 2023)

¹⁶ Corina Carlovici, " Analyzing Freedom Writers " , (Linneaus University , Sweden, 2021)

¹⁷ Rahman Asri, " Membaca Movie Sebagai Sebuah Teks: Analisis Isi Movie Nanti Kita Cerita Tentang hari ini " , *Al-Azhar Indonesia Seri Ilmu Sosial*, Vol. 1, No.2 (August: 2020), 74.

information, a source of information, an educational tool, and a representation of the nation's socio-cultural values.¹⁸

G. Research Methods

1. Research Design

In this research, the type of research used is a content analysis approach. The research that is an in-depth discussion of the content of written or printed information in the mass media. This approach allows the author to make in-depth observations and analysis of the object to be studied.

2. Data Sources

a. Primary data source

Primary data in question is the Freedom Writers movie itself. The movie is obtained by downloading a movie file from the telegram application. Then from the movie will be obtained several scenes, scenes or images that match what the researcher wants to study.

b. Secondary data sources

This is additional or complementary data to complement existing data, namely through literature studies which include reading and quoting written sources such as books, journals, archives, articles and others related to the research.

3. Technique of Data Collection

a. Document

¹⁸ Teguh Trianto, *Movie Sebagai Media Belajar*, (Yogyakarta: *Graha Ilmu*, 2013), 2

First, researchers conducted documentation in the form of downloading primary data, the *Freedom Writers* movie from one of the internet sites, the telegram application. After the researcher gets the primary data, it will be summarized into pieces of images or scenes that will become the researcher's study material. For primary data, researchers will carry out observation techniques by watching the *Freedom Writers* movie, then the author will make observations and listen carefully, carefully and deeply to each shot per scene. Furthermore, the author will identify Erin Gruwell's pedagogy in the *Freedom Writers movie* under study by linking the Merdeka Curriculum.

b. Observation

Researchers make observations or observations repeatedly on the primary data that researchers have previously obtained, by paying attention to the *Freedom Writers* movie repeatedly, especially in certain scenes that contain a description of Erin Gruwell's pedagogical as an English teacher, so that the hope is that researchers will more easily understand and observe what researchers should include in the analysis to answer the problem formulation.

c. Literature Study

So that the results of the researcher's interpretation are not wrong, the researcher also conducts a literature study study, namely by searching and reading literature in the form of books, journals and theses related to what the researcher is studying.

4. Technique of Data Analysis

The activities in analyzing data are:

- a. Displaying data related to pedagogical performed by researchers and reducing unnecessary data from the movie. In this case, data related to pedagogical.
- b. Classifying the forms of pedagogical used by the characters in the movie Freedom Writers. The researcher classified the teacher's activities in the movie based on the criteria proposed by Kurniasih theory of pedagogical.
- c. Analyze and interpret the types of pedagogical used by the characters in the movie Freedom Writers.
- d. Draw conclusions from the data analysis and provide suggestions.

H. Organization of Thesis

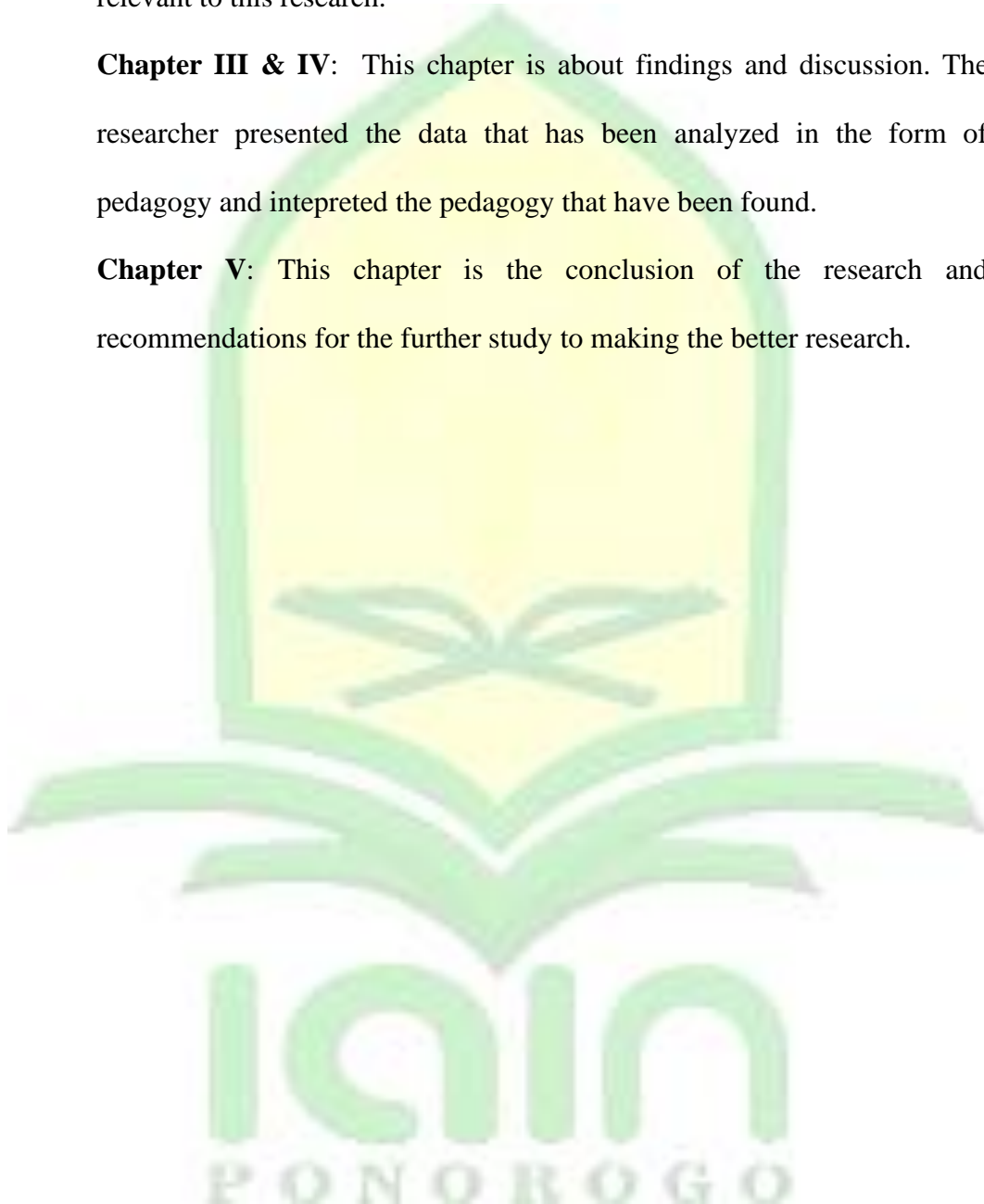
The writing of this thesis is written systematically in order to make it easier for readers to understand the objectives intended by the researcher. Before the first chapter and content, the researcher begins by loading the title page, Supervisor Approval Sheet, Ratification Sheet, Publication Letter, Letter Of Authenticity, Motto, Dedication, Abstract, Acknowledgment, Table of Contents, Table List, and List of Figures.

Chapter I: This chapter is the introduction to this research. This chapter covered the background of the study, limitations of the study, the scope of the study, the statements of the study, the objectives of the study, the significance of the research, and the organization of the thesis.

Chapter II: This chapter consists of theoretical studies, which explain the conceptual theories related to the research theme and based on an Islamic perspective, then continued with the presentation of previous research relevant to this research.

Chapter III & IV: This chapter is about findings and discussion. The researcher presented the data that has been analyzed in the form of pedagogy and interpreted the pedagogy that have been found.

Chapter V: This chapter is the conclusion of the research and recommendations for the further study to making the better research.



CHAPTER II

THEORICAL REVIEW

A. Theoretical Background

1. Pedagogical

Pedagogy can mean a place of education, school, college, university, instruction, discipline, training, introductory training system, means of guidance, art, occupation, or the practice of teaching in contemporary usage. Additionally, pedagogy can be defined as the art, science, or even craft of teaching. Looking at pedagogy in this way does not honor past events and does not connect important aspects of theory and practice. The thoughts and practices of educators who want to accompany their students, care about them, and bring learning to life are necessary to understand the term thoroughly.¹⁹

Pedagogy is one of the branches of educational science which is one of the important requirements for an educator to carry out his duties as an educator who is defined as a teacher. Pedagogy is also a science that discusses strategies and relationships between educators and students in the learning process. The educators and learners interact with each other in the learning process. In this interaction, learners are the main subject and object. In the world of education, teachers must understand three sciences: pedagogy,

¹⁹ Dr. Rajendra, “Conceptualizing and Defining Pedagogy “, *Journal of Research & Method in Education: Nepal* , Vol. 11 (2020) .

motor, and psychomotor. These three sciences are very important and must be mastered by teachers so that students can learn well.²⁰

Emphasizes the difference between teaching and pedagogy by saying that "teaching is an act, while pedagogy is both an act and a discourse. Pedagogy connects seemingly independent actions with culture, structures, and mechanisms of social control." Pedagogy therefore reflects the formation of broader social and cultural values in the context of learning, not just education, emerges from two main paradigms about learning and reflects society's beliefs about it. Traditional paradigms typically regard learning as the biological cognitive acquisition of uncontested knowledge, or alternative paradigms regard learning as a social and cultural construction within communities of practice.²¹

Pedagogy is the art of teaching that assists students in their growth and development.²² The Big Indonesian Dictionary states that "pedagogy" is a field that investigates teaching and education. Pedagogy, according to Prof. Dr. J. Hoogveled, is the field that studies how to guide children towards certain goals, for example so that they can eventually complete their life tasks independently. This description allows us to say that pedagogy is the discipline that an educator or teacher uses to teach and educate their students.²³

²⁰ Fitri Alia, et al., "Pedagogi dalam Pengembangan Diri Peserta Didik Melalui Olahraga", *Jurnal Ilmiah Pendidikan Citra Bakti*, Vol 10 (2023):3.

²¹ Dr. Rajendra, "Conceptualizing and Defining Pedagogy ", *Journal of Research & Method in Education: Nepal*, Vol. 11 (2020).

²² Yuliana Alfiyatin, " Pengaruh Model Paradigma Pedagogi Reflektif Terhadap Kemandirian Siswa Kelas II SDN Tolbuk", *Jurnal Edukasi Pendidikan Guru Madrasah Ibtidaiyah*, Vol 1 (2023):1.

²³ Amalia Trias, " Ihwal Ragam Bahasa Pedagogi", Garut (2018).

Pedagogical competence is the ability of an educator in managing student learning which includes the ability to understand students, with indicators including understanding the characteristics of learner development, understanding the principles of learner personality development, such as recognizing the types of personality of learners and learners' personality development principles, such as recognizing the types of learners' personalities and recognize the stages of learners' personality development. Able to identify the initial teaching provision of students and explore the different potentials of students. Differences in the potential of students and Ability to make learning designs, with indicators include being able to plan the management of teaching and learning activities, such as formulating learning objectives to be achieved in accordance with the competencies to be achieved, choosing the right type of strategy or suitable learning methods, determining the steps of steps, and determining ways that can be used to motivate students.²⁴

Pedagogical competence includes the ability to understand students, design and implement learning, evaluate learning outcomes and develop students to actualize their various potentials.²⁵ Pedagogy is a competency that must be possessed by educators. The definition of pedagogical competence is the idea and method by which a teacher instructs a student. Pedagogy is also the teacher's ability to manage the learning process. If teachers master this skill well, they can teach well.

²⁴ Widhi, Diana dkk.”Teori dan Konsep Pedagogik “, *Insani* (2021).

²⁵ Rahma Maulitha dkk,” Pemanfaatan Teknologi Informasi dan Komunikasi Untuk Mengembangkan Kompetensi Pedagogis Guru”, *Eduscience* , Vol.6 , No. 2 (2021)

More than ever, "teaching" or "pedagogy" means helping students consistently through interactions and activities in social activities conducted in the classroom. For example, oral language development is the basis of all teachers' interactions with their students, not just in the classroom. Pedagogy also means learning about students' homes and communities to know how to utilize local knowledge resources for academic education. Current pedagogy uses promising ideas and research results on things like communities of learners, language development, early literacy, guided participation, knowledge resources, cultural appropriateness, and instructional conversations to reach all students. The effectiveness of these pedagogical approaches, like other innovations and advancements, depends on resources and support that provide teachers with opportunities to learn, experiment and reflect in their work.²⁶

The following pedagogical matters will be searched for:

a. Pedagogical approaches

Pedagogical approach is an idea that refers to the approach used by teachers to teach and help their students learn. This approach includes not only the dissemination of information but also how students understand, internalize, and apply the knowledge and skills they learn.²⁷

To achieve the ultimate goal, an effective pedagogical approach combines theory and practice to make learning experiences relevant

²⁶ Stephanie Stol, " PEDAGOGY MATTERS:Standards for EffectiveTeaching Practice ", *Center for research on education,diversity & excellence* (1998)

²⁷ Ane Landoy, *Collaboration in Designing a Pedagogical Approach in Information Literacy* (Romania: Springer Text in Education, 2020)

and meaningful for students. The ultimate goal of this approach is for students to not only master academic material but also acquire problem-solving, critical thinking and lifelong learning skills.²⁸

Here are the various pedagogical techniques:

1). Traditional Approach: Emphasizes direct teaching, where the teacher provides information and students passively receive it. This method is often used in presentations or lectures.

2). Constructivist Approach: Centers on the active role of students in constructing their own knowledge through experience and reflection. The teacher helps students discover their own understanding.

3). Collaborative Approach: Emphasizes that students should cooperate with each other to complete tasks or solve problems. Discussion, sharing ideas and working in groups are ways of learning.

4). Question-Based Approach: Invites students to question, probe, and investigate to find answers and understanding. This method enhances critical thinking and problem-solving skills.

5). Varied Teaching Approach: This approach changes teaching methods to meet students' unique needs, learning styles, and abilities. Teachers use a variety of approaches to ensure that teaching is done correctly.

²⁸ Rustamova, “ Approaches to Teaching Writing a Foreign Language at a Non-Linguistic University,” *European Science Publishing*, Vol.2, No.4 (2024)

6). Technology-Supported Approach: The use of technology in the educational process to increase engagement and accessibility, such as the use of tablets, computers and learning apps.²⁹

b. Pedagogical techniques

Pedagogical techniques in learning refer to the strategies or approaches used by an educator to teach and educate students. Pedagogical technique is an important part of the structure of pedagogical skills, forms and practical manifestations, through which a high level of pedagogical professionalism can be formed and developed. Pedagogical technique is manifested in the acquisition of a high level of pedagogical activity based on a set of professionally important personal qualities, knowledge, skills and special abilities.³⁰

Here are the various pedagogical techniques:

- 1). Lecture :** An approach that involves the oral delivery of information by an educator to students.
- 2). Group Discussion :** Students participate in discussions guided by the educator or in groups to solve problems, exchange ideas, and deepen understanding.
- 3). Demonstration :** Educators demonstrate certain steps or processes to help students understand certain concepts or skills.

²⁹ Linda Hogg, "A Synthesis of Funds of Identity Research: Purposes, Tools, Pedagogical Approaches, and Outcomes," *Journal of Black Studies*, Vol.90, No.6 (2020)

³⁰ Bekturov T., "THE ROLE AND PLACE OF PEDAGOGICAL TECHNIQUES IN IMPROVING THE PROFESSIONAL SKILLS OF TEACHERS ", *Bulletin of Science and Practice*(2021)

4). Project-Based Learning : Students engage in real projects that allow them to apply the knowledge and skills they have learned in a practical context.

5). Collaborative Learning : Students work together in groups to complete a specific task or project, facilitating collaboration and exchange of ideas.

6). Problem-Based Learning : Students solve relevant and realistic problems, which allows them to develop a deeper understanding of the subject matter.

7). Online Learning : The use of information and communication technology to deliver subject matter, communicate, and collaborate online.

8). Game-based Learning : Using game elements in learning to increase student motivation, engagement, and understanding.

9). Differentiated Learning : An approach tailored to the individual needs of students, accommodating different learning styles and diverse ability levels.

10). Problem Based Learning : Students are given real problems relevant to the subject matter to solve, encouraging critical thinking and problem solving.³¹

c. Pedagogical methods

The pedagogy method is a learning process approach that centers on the teacher's role as a learning facilitator. It emphasizes collaborative

³¹ Aziza, "The Concept Of Pedagogical Skills, Its Role And Importance In Teaching", The American Journal of Applied Sciences, Vol.02 (2020).

learning, pays attention to students' individual needs, and encourages critical thinking and creativity. It seeks to create a learning environment that stimulates and supports students to actively participate in their learning process.³²

Some common pedagogical methods include :

1). Collaborative learning : means students work together in groups to complete a common project or solve a problem. This method enhances students' social, collaborative and leadership skills as they share ideas, thoughts and resources to complete a project or solve a problem.

2). Project Based Learning: Students work on real projects that are relevant to their lives or interests. These projects allow students to apply the knowledge and skills they are learning in the real world.

3). Problem Based Learning : allows students to learn through solving difficult problems that are relevant to everyday life. To solve these problems, students are given challenges that require critical, analytical and creative thinking.

4). Active Learning: This method encourages students to be actively involved in the learning process by allowing them to think, question, and experiment directly. Students not only listen to the teacher's instructions, but also engage in activities such as

³² Turemuratova Aziza, "The Program Of Using Modern Pedagogical Methods In The Higher Education System And The Problems Of Improving Pedagogical Skills ", *International Scientific Journal* , VOL.2 (2023)

discussions, conducting experiments, or applying ideas to real-world situations.

5). Engagement-based Learning: Students are invited to actively engage in learning through discussions, debates, or role-playing simulations. Activities such as group discussions, role plays or debates increase student motivation and engagement.

6). Flipped Learning: Students learn material independently outside of class through online learning materials, while in-class time is used for discussion, application or problem-based activities. Flipped learning reverses the traditional order of learning by introducing material through self-study resources outside of class, such as videos or reading materials.

7). Differentiated Learning: This approach customizes teaching and materials to meet the individual needs of students with different levels of understanding or interests. Teachers discover students' needs and interests and provide additional support or different tasks according to their level of understanding.

8). Game-based Learning: A method that uses game elements in learning to increase students' engagement and motivation to learn and improve their understanding. This method uses game elements, such as challenges, scores, or levels, to increase students' engagement and motivation to learn. Games can also

help students gain a better understanding of difficult concepts, and improve their skills.

9). Inquiry Based Learning: Students develop their understanding through exploration, discovery and investigation of their own questions. The teacher serves as a facilitator who guides students in their own discovery process.

10). Story-based Learning: This method uses compelling narratives or stories to motivate students and clarify difficult concepts. Stories can relate the subject matter to students' life experiences, making it easier to understand and remember.

Each pedagogical method is unique and can be applied according to the learning context and objectives. The combination of several methods can also increase the effectiveness of learning and meet the needs of diverse students in the classroom.³³

d. Pedagogical strategies

The methods or approaches used by a teacher or educator to teach and facilitate learning are called pedagogical strategies. Pedagogical strategies include a variety of tools, approaches and techniques intended to enhance student understanding and engagement in the learning process. Game-based learning, problem-based projects, group discussions, lectures and project-based learning are some of the pedagogical strategies that can be used, depending on the learning objectives, the teacher's teaching style and the needs of the students.

³³ Guldora Mustaeva, " The Place And Role Of Using Pedagogical Technologies In Learning English ",Uzbek Scholar Journal, Vol-09 (2022)

Ensuring that students not only acquire knowledge, but also understand it and can use it in real-world situations is essential for effective pedagogical strategies.³⁴

Here are the different kinds of learning strategies :

1). Expository Learning: This is a learning approach where the teacher plays the most important role, and students tend to accept and follow what is delivered by the teacher. In this strategy, the material is delivered orally to the students by the teacher. This is done so that students can understand and master the lesson well.

By using this strategy, teachers are expected to explain the material clearly and easily understood by students. They can use textbooks, references, or personal experiences as sources of information. Other media, such as educational videos and visual aids such as diagrams, Figures, maps, and physical examples, can also be used to support the explanation of the material to make it easier for students to understand.

2). Inquiry Learning Strategy: In contrast to the expository learning strategy, the inquiry learning strategy allows students to participate more actively in the learning process. This is in accordance with the definition of inquiry learning strategy, which is a learning strategy that allows students to find the essence of the lesson independently.

³⁴ Michael Wei, “A Literature Review on Strategies for Teaching Pronunciation”, University of Maryland at College Park (2006)

Students not only listen to explanations from the teacher but also try themselves to understand the subject matter. The inquiry learning strategy requires students to use their full potential. This strategy aims to improve the ability to think systematically, logically, and critically or develop intellectual abilities as part of the mental process.

3). Problem-Based Learning Strategy (SPBM) is a learning approach centered on the process of solving problems through a scientific approach. Problems can come from textbooks, events in the surrounding environment, or social events. If teachers want students to not only remember the subject matter but also understand it well, this problem-based learning strategy is perfect to use : a). Develop students' analytical skills, b). Understand the difference between facts and opinions, and apply their knowledge to specific situations, c). Improve students' problem-solving skills, d). Students are given an intellectual challenge, teaches students to be more responsible during the learning process, gives students a better understanding of the relationship between the theories they learn in school and things that happen in everyday life.

4). Cooperative Learning Strategy: This strategy is used to teach a group of students consisting of five or six students each. The teacher assigns tasks to each group to work on together, and group members who understand more are expected to explain

the task to other group members who do not understand it. The purpose of this strategy is to foster mutual confidence in students.

5). Affective Learning Strategies: This is another learning strategy that aims to encourage students to have a positive attitude. This can be achieved by putting students in situations that contain conflicts or problems. It is expected that students can use values that are considered good when making decisions in such situations. By using this learning approach, students' characters can be strengthened, such as responsibility, cooperation, discipline, commitment, confidence, honesty, respect for others' opinions, and self-control.

6) Contextual Learning Strategy: This strategy emphasizes the process of student involvement in learning the material and is expected to relate it to real-life situations or problems. Thus, students can apply what they learn at school to their daily lives.³⁵

Benefits of Education: 1. Understanding the concept of education (educational setting) systematically. 2. Provide guidance on what educators need to do. 3. Overcoming problems related to the practice of teaching children, such as conceptual, technical, and behavioral problems caused by the teacher himself. 4. Become a sad person and take care of yourself. Based

³⁵ May-Elin T. Horntvedt, " Strategies for teaching evidence-based practice in nursing education: a thematic literature review ", *BMC Medical Education* (2018)

on the previous explanation, education has the aim of carrying out tasks that have the aim of improving education.³⁶

In addition, pedagogical can be associated with skills, which indicate very specific learning outcomes. Some of the points above indicate that one of the pedagogical is the use of critical thinking during the teaching process. Teachers have the ability to challenge methods even though they are within the same corridor of methods. This is because one method can be used in conjunction with other teaching methods. If teachers adopt a new paradigm that focuses on students rather than the old paradigm, learning will run more smoothly. Educators will have the ability to design strategies to enhance their students' creativity. According to the theory, more complex learning paths do not only occur in one direction, therefore the learning process concentrates on students' capacity as a means to achieve comprehensive education.³⁷

From the above understanding, it can be concluded that the Law of the Republic of Indonesia Number 14 of 2005, Article 10 Paragraph (1) defines pedagogical competence as the ability to manage student learning. According to the National Education Standards, Article 28 paragraph (3) point a states that

*"Pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing student learning. to actualize the various potentials of students."*³⁸

³⁶ Widhi Diana, Teori dan Konsep Pedagogik (Surabaya: *Insania*, Desember, 2021), 9.

³⁷ Faqih Donosuko, "Pengembangan metode dan teknik mengajar yang berorientasi kemampuan siswa", *Jurnal Ilmiah Konseling* , Vol.21 No.1 (2021)

³⁸ Mustadi Ali, et al., *Landasan Pendidikan SD* (Yogyakarta: *UNY Press*, 2018)

2. Description of the movie “ *Freedom Writers*“

a. The Profile of *Freedom Writers* Movie

"*Freedom Writers*" is an education-themed movie that aired on January 5, 2007. The movie, by director and writer Richard LaGravenese, was adapted from the *Freedom Writers* book titled "*The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*". The 2 hours and 3 minutes movie is starring Hilary Swank, Patrick Dempsey, Scott Glenn, and Imelda Staunton.

The movie is produced by Danny DeVito, Michael Shamberg, and Stacey Sher. *Freedom Writer* is a movie based on the true story of a teacher in California Erin Gruwell played by Hillary Swank. Mrs. Gruwell was an English teacher when the problem of racism was very powerful at that time. The movie inserts moral messages about the enthusiasm and desire of children in achieving education, the nature of never giving up, and the hope to achieve their goals.

b. Director profile on *Freedom Writers* movie

Richard LaGravenese, a child of the white race, was born on October 30, 1959 in Brooklyn, United States. He is American and has one daughter with his wife, Ann Weiss. Richard LaGravenese began his career as a screenwriter in entertainment after first writing for off-Broadway musical-dance shows. He also wrote the screenplay for the movie *The King Fisher*, directed by Terry Gilliam. The movie received five Oscar nominations, including Best screenplay and Best Supporting

Actress for Mercedes Ruehl. Later screenplays include: *A Little Princess* directed by Alfonso Cuarón, *The Horse Whisperer* directed by Robert Redford, and *Beloved* directed by Jonathan Demme.

Richard also received multiple nominations for best documentary movie and in 2007, Richard wrote and acted as director for the movie *Freedom Writers*, which was adapted and based on a true story in the book *Freedom Writers Diary*. As a director, he managed to produce an interesting crime drama movie and the message conveyed in the movie is very inspiring, according to researchers. It can describe the social situation that occurred at that time in the United States, when the social status of American society was still strong and the white race felt that it dominated the country, so the black race and other groups were marginalized or marginalized. The free-writer movie has a back-and-forth storyline, is very simple, and the message is easy to understand.

Richard is adept at visualizing scene after scene. For example, the conflict begins when a young boy sits at the door waiting for his father to take him to school, and his brother is washing the car in front of him when a car suddenly drives by and shoots him. Later he witnesses white police violence against his father; his father is arrested for his innocence. The conflict of the story begins with a scene of violence shown early on by the director.

The story centers on the background of Gruwell's protégés who become involved in racist conflicts because since childhood they have been raised with hatred and resistance, and they are asked to participate

in the struggle for the freedom of their race, so in their minds they carry out the resistance to defend their families and feel their race is the right one.

c. Synopsis of The *Freedom Writers* Movie

Freedom Writers is a movie based on the true story of Erin Gruwell, a teacher in Long Beach, California. Hillary Swank plays her teacher. Erin taught English when racism was a big problem in America. After two years of being the talk of the town in Los Angeles, she entered the racist world of education. Full of hope, Erin teaches English in class 203, which consists of students of different races, such as black, white, Cambodian, and Hispanic.

The students were not interested in Erin's presence upon arrival. They are very sensitive to White people. They believe that Erin does not know about their harsh lives colored by war and violence. For them, life is how they survived the violence, right down to the racial shootings. Erin faces many problems, from racist schools to her husband and father. Erin is sad about the discrimination practiced by the school, such as class segregation and clear differences in facilities between white and non-white students. Erin looks for ways to find the right teaching approaches and techniques to be accepted by her students.

However, Erin faces new problems as she works part-time and takes care of her students. Her husband divorced her, and eventually her father, who initially did not support Erin, turned to support her work. Erin understood that her students were always grouped according to their race.

Eventually, she found a way to "reach out" to their lives by giving them books and having them write journals every day. This happened even when the school banned books in its facilities. Erin gave them a new book about the daily lives of gangs. These books include *The Diary of a Young Girl* by Anne Frank. *Zlatá's Diary: A Child's Life in Sarajevo*, 7 which contains stories of experiences of people involved in interracial conflict. He also distributed journal books.

Erin's first time teaching English at Wilson High School was to see the junior classroom of Brian Gilbert, a junior English teacher, and found it to be very neat with nice chairs. However, when she walked into room 203, Erin found that the benches were old, there was a lot of graffiti on the desks, and the window blinds were broken. Erin noticed that her students gathered according to their respective races as they began to enter the classroom. Blacks gathered with blacks, Cambodians gathered with Cambodians, and people of different races gathered together. Erin witnessed Jamal and Andre Brion's fight when she first started teaching. Erin was shocked at the event because it was beyond her expectation. However, Erin did not give up after what she experienced.

Erin monitors the state and condition of her students. Erin tries to know accurately what is going on among her students so that she can treat them properly and make her students who are naughty and don't care about education still excited to go to school. Because Jamal accidentally took Gloria's bag on the second day of teaching, Erin helped to defuse the dispute between Jamal and Gloria. Erin also witnessed a riot

at her school. She observes racial or ethnic conflicts between Eva Benita, who is Latino, and Cindy Nigor, who is Cambodian; and Paco, who is Latino, and Grant Rice, who is black. During the riot, Erin also saw that one of her students was carrying a gun. Erin observed again how the interracial fight took place.

Erin made a different appearance the next day by dancing to the music of Tupac Shakur. The day's problems began when her black students believed that Erin was teaching them about rap. Eva Benita and Jamal's response made the situation worse. This made Erin uncomfortable with her students' behavior and asked all the students to switch seats. This was Erin's way of using the observations from the previous two days to help her students get to know each other. Their behavior did not change in the few days after they were given new seating boundaries. There were fights even after Eva left the classroom. This strategy may take time for her students to adjust to the new environment.

After days of teaching, Erin was outraged by the incident where Tito made fun of Jamal by depicting a thick-lipped African. Erin remembers that this happened before Hitler, when people made caricatures of Jews with very long and large noses. Erin got her students to talk about the world's most historic gang, the holocaust. Erin tries to bring awareness to them, and she senses what is really going on among her students. She assesses after finding out what her students really need. Erin thought of

giving books, like the story of Anne Frank or a real gangster story, like Romeo and Juliet.

Erin saw the students of Wilson High School after returning from class. Erin witnessed that they gathered according to their respective races even outside the classroom. Erin had an idea for teaching the next day based on what she saw earlier. Erin invited her students to play a line game. She drew a line using large tape (tire tread), and then Erin would ask a lot of questions. They had to go to the line opposite their friends if the question interested them. Take some more time before answering the next question. The purpose of this game is for the students to get to know each other, see each other, and become more familiar. Erin gives her students a book filled with poems, songs, and good and bad things after they finish the line game. The book includes all the phrases they want. In essence, Erin asks her students to write a diary. This is Erin's way of getting to know her students better. This diary writing also involves collecting data in the form of life records.

Erin did not expect that her students would follow her order to write a diary. However, all the students did. Erin also read every day the diaries written by her students. Everything her students wrote was about the violence they experienced, gang life, and race wars. Erin came up with the idea to give them a reading book about gangs and violence after reading all the diaries. From this, it can be seen that Erin came up with this idea after getting data about what her students were experiencing. The results of this assessment helped her make decisions about what she

would do for her students. which in the end Erin gave the book Burango Street.

Erin tries to talk to the Board of Education because this is not enough. Erin told the Board of Education what her students really needed. Erin's assessment results show that her students are very interested in the knowledge that exists in the outside world. Therefore, Erin asked for permission to take her students to visit the museum. Erin wants to let them know that the suffering that Anne Frank and others who lived under Hitler's rule endured is nothing compared to what happened between them.

The museum tour had a positive impact on Erin's students; they met holocaust survivors after the tour. Erin's students will never forget these actions. Erin's goal in doing this is to ensure that her students are united and get satisfactory grades when they graduate. Erin's students' behavior began to change after the tour and talking to holocaust survivors. They become familiar. like Ben and Marcus who are white.

In the summer, Erin gave her students four books to read. Erin didn't give her students much advice when she gave them the books, except to say that there was hope in the future and not to give up no matter what. Eventually, they developed into a class of several groups, and the students got to know each other. Erin has done enough to change her students' behavior. Her students' grades that were previously F's now rose to B's. The teacher also actively answers questions. Erin always motivates her students when they face problems, as happened to Andre

Brion. When Andre's brother went to prison, he became discouraged and graded himself with an F, but Erin encouraged Andre to get back on his feet. Erin made the decision to help her student. Erin named the collection of diaries written, typed, and collected by her students *The Freedom Writers Diary*.

This analysis covers Erin Gruwell's assessment of her students. Using observations, interviews (in the form of dialogs), and life records (through diaries), Erin collects data from her students. Erin uses the results of this evaluation to make decisions about what she should do to help her students. The goal of her assessments is to change her students' behavior, bring them together, and improve their grades so that they graduate high school. In the end, many of her students successfully graduated high school and went on to college.³⁹

d. Character presentation in Freedom Writers movie

1). Hillary Swank

Finally, thanks to her good preparation, she managed to portray the character perfectly and won the Academy Award for best actress. For her acting in the HBO production *Iron Jawed Angels* in 2004, Swank then received a Golden Globe nomination for best actress in a television mini-series or movie. For the movie *Million Dollar Baby* in the same year, she also received a nomination for the second time. As the main character in this freedom writers movie, Hilary Swank is patient, persistent, unyielding and strong against all odds. Swank is

³⁹ Harsia, “ Bedah Movie Freedom Writers “, Vol. 1 No. 1 (2021)

quite good at playing the character of Erin Gruwell, an English teacher who teaches in room 203, which is inhabited by criminal students.

She also faced racial riots from her students, but that made her sympathize more with her students. She didn't care about the situation, unlike other teachers who couldn't handle the antics of the class. Gruwell empathizes with others even when they are not interested in her lessons or her. She was patient, never gave up, and kept looking for ways to incorporate the lessons into their lives. She also faced racial riots from her students, but that made her sympathize with her students even more. Unlike other teachers who could not handle the behavioral patterns of the class, she did not care about the situation. Even when they were not interested in the lesson or her, Gruwell showed empathy; she was patient, persistent, and kept looking for ways to incorporate them into their lives.

She would even do whatever it took to help her students become interested in academics and change their anti-racial perspectives. Gruwell is even willing to sacrifice her personal interests so that she often comes home late and has no time for her husband, until he divorces her. In the storyline, she shows that she works half the time to buy books that tell about the experiences of people who have been involved in racist conflicts. She then distributed the books to her students, and even bought journals for them to fill out every day so that they could write down their experiences, feelings, and emotions.

It turned out to be effective: her foster children became very interested in reading and began to open up to her. Swank's expertise in the role adds to its appeal, and inspires instructors to apply a wide range of teaching approaches and approaches, as demonstrated by her teaching approach using interpersonal communication. As Swank showed in the movie, a teacher should not only follow the standards in teaching, but also look at the background of the students and find ways to bond with them psychologically in order to know what methods are appropriate for teaching. It turns out that it is not just a player in this movie Swankpun acts as an Executive Producer EP, which to the knowledge of researchers EP is someone who funds production in a movie, from the beginning of making to the end clearly from pre-production, production and post-production, the funding comes from the Executive Producer.

2). Lee Hernenandes

April Lee Hernenandes was born on January 31, 1980 in New York City. Lee Hernandes plays the role of Eva in the movie Freedom Writers; the character of Eva is a child who was brought up hard, full of hate and vengeance, brave, and stubborn. From childhood, Erin Gruwell, the daughter of a black gang leader, was raised by her father to oppose and fight for their race. As she was washing the car outside the house, she saw her brother being shot by a passing car. Then he also saw his father being forcefully arrested by the white police, his father was dragged and put in prison, while his father was innocent.

From then on, he hated and held a grudge against white people and other groups.

When he was named a member of the gang which he was the 3rd generation in the gang, he was beaten, punched, kicked by his seniors in order to make him resilient. Until he finally went to school in Long Beach and found classmates of different races, white, Korean, Cambodian, and black. They live in groups and do not get along with each other, only hanging out with their racial friends. Eva went to school in Long Beach not because she wanted to but because she had to rather than go to juvenile prison. 3 Until finally the English teacher, Gruwell, changed her perspective, she could mingle with other groups, and dared to fight for the truth even against her own family.

3). Jason Finn

Jason Finn was born in Los Angeles, California on January 16, 1986. In addition to Freedom Writers, he was in the movie Mercy Street. He is one of the cast members of the movie Freedom Writers, a student of Erin Gruwell. Here he plays Marcus, whose character tends to be quiet, mature, and brutal. It is said that since he joined the gang group he was expelled by his parents, and his life was getting messy, he had been in prison because he had committed a crime with his gang group. In class he tends to be quiet and mature unlike other students, he is so enthusiastic about his English teacher, for him the teacher has provided valuable understanding and lessons to them, especially to himself.

In her daily journal, she often expressed her feelings of longing to go home and meet her mother. However, because of her previous mistakes, she did not dare to go home. She often read the books Gruwell gave her and what he made of the class that brought them together and bound them in home and family, giving her an understanding of the importance of family. Finally, one night, he had the courage to go home and see his mother. She was surprised and welcomed Marcus back. When they invited Miep Gies to school, he asked Gruwell to pick up and guide the old lady, as he believed that she would be an inspiration to him.

4). Patrick Galen Dempsey

Patrick Galen Dempsey or Scott Casey was born on January 13, 1966 in the United States. He moved to Hollywood in the mid-1980s and became famous for playing Dr. Derek Shepherd in the medical series Greys Anatomy. He started playing movies since 1985. He became an actor in many movies, including Sweet Home Alabama, The Emperors Club, Freedom Writers, Enchanted, Made of Honor, and Valentines Day. In the movie Freedom Writers, he played the role of Scott Casey, Erin Gruwell's husband. In this movie, he plays a patient husband who is rather quiet, even a little scary.

At first, as a husband, he wholeheartedly supported his wife's decision to teach at the Long Beach Educational Institution. However, for some reason, after she started teaching and noticed a lot of changes in Gruwell, his wife became so preoccupied with the condition of her

students that she often came home late and at home spent time talking about her students. He felt that she no longer had time for him like she did before he started teaching.

5). Imelda Mary Philomena Bernadette Staunton

Imelda Mary was born in England on January 9, 1956. She started her career as an actress in the comedy series *Up the Garden Path*. Later she became an actress in several movies, including *Harry Potter*. She has also been nominated as best actress for the Best Actress Oscar and was honored as best supporting actress at the Venice Movie Festival. She plays Margaret Compbell, a teacher at the school where Erin Gruwell teaches in this freedom writers movie. She plays an antagonistic teacher, opposing and ignoring room 203 because it is a class of outcast children, many of whom have been to prison and committed criminal acts. At first, she felt comfortable with Erin Gruwell, the school's new teacher, although she believed that Erin would not be as durable as the previous teachers.

However, her beliefs were overturned as Erin was able to persevere and strive to make her class comparable to other classes. She allowed Erin to use the library facilities like other children, such as borrowing books from the library, which Margaret forbade the children to do as it was considered inappropriate and only cluttered the library. Erin was not afraid to face the problem and tried to meet with the principal and the local education office. Eventually, Erin managed to attract media attention for her fight for her students' rights

and covered the activities of Gruwell and her children. Therefore, her actions and the coverage jeopardized Margaret's position.

6). Scott Glenn

Scott Glenn was born in Pennsylvania on January 26, 1941 and was not initially interested in acting. He joined the marines for three years and worked as a reporter for five months. However, in 1966, he decided to study acting. Since then, he has continued to strive in the world of acting. These are some of the movies he starred in, such as Urban Cowboy 1980, The Right Stuff 1983, The Hunt for Red October 1990, and The Silence of the Lambs 1991. He played Steve Gruwell, Erin Gruwell's father, in this movie.

The senior actor initially did not support his son's desire to teach at the Long Beach school. It is not clear why he did not support his son to teach, what is clear is that he did not like it especially after Erin Gruwell divorced her husband for this reason. But after her son's divorce, he often visited Erin and that's where Erin explained why she was so sympathetic to the plight of her students. Erin invited her father to meet them, in the end after several meetings and seeing for herself the persistence of the child to fight for the fate of her students, he melted and turned to support Gruwell, even he himself participated in helping the child take them to visit several places, such as museums and meet people who had been involved in the Holocaust conflict, namely the tragedy of the extermination of the Jewish race under Hitler's rule. Here, we can see his expertise in playing the role of a

father, his hard character melts after seeing the persistence and condition of his daughter's students.

7). Jaclyn Ngan

Sindy Ngon's childhood was a difficult and traumatic time, filled with suffering and violence. Little Sindy witnessed horrific events such as war and was forced to live in a refugee camp. Her childhood was definitely not pleasant, and this had an impact on the young woman's character. Sindy is a member of a gang, which causes conflict with her classmate Eva. The girls see each other as rivals and enemies, which is seen in their quarrels and disputes.

As mentioned earlier, girls differ from each other in several ways. Refugee camps are prisons to Sindy. As a result, she has realized since childhood that such a life does not suit her. This is also seen in the scene where Sindy tells Erin Gruwell openly that living in a refugee camp is like a real prison to her (Freedom Writers). Her characteristics show that she rejects this fate; instead, she is a hostage. Despite their differences, Eva and Sindy are more similar than they might think. As mentioned earlier, these two girls were members of rival gangs, which resulted in many conflicts.

Instead, it was this fact that brought these two high school girls together and shaped their personalities. Eva and Sindy also got a lot of help from Erin Gruwell's lessons to unlock their potential. It turns out that there are very vulnerable traits that both girls share, which shows what they have in common as individuals. Violence and brutality have

brought Eva and Sindy together since childhood. The teacher looked at what the two girls wrote in their diaries and found that each of them experienced each moment in their own way. Both students feel depressed by their past mistakes and want to avoid the same mistakes in the future.⁴⁰

3. Movie

Movie is part of the audio-visual arts, which develop a medium of mass communication through the representation of words, sounds, moving images and their combinations. Movies are able to describe a lot of things in a short time. Consequently, the spectator is able to penetrate into the space and time that can tell the life in the movie.⁴¹ It is very important to remember that a film can be defined as a characterization of relevant events that take place in a specific time and space. The purpose of film analysis is to understand the socio-environmental representations shown in this characterization.⁴²

Movie is an audio-visual communication medium that aims to convey a message to a group of people gathered in a certain place. It is perceived that most of the movie makers make movies based on personal experiences or real events taken from the realities that grow and develop in society.⁴³ The audience feels close to the movie scene while watching. The audience

⁴⁰ Nurul Nabilah, *An Analysis Of Teaching Styles Used By Erin Gruwell In Freedom Writer Movie* (Thesis, Raden Mas Said State Islamic University Of Surakarta, 2023)

⁴¹ Rahman Asri, "Membaca Movie Sebagai Sebuah Teks: Analisis Isi Movie Nanti Kita Cerita Tentang hari ini", *Al-Azhar Indonesia Seri Ilmu Sosial*, Vol. 1, No.2 (August: 2020),

⁴² Marcella Barbosa, " Women and work: film analysis of Most Beautiful Thing ",*Emerald Publishing Limited*, Vol-28 (2021)

⁴³ Ibid, 75.

not only sees the scene in the movie, but they also know its intent, purpose, and advice.⁴⁴

There are several types of movie, as follows:

a. Documentary movie

A documentary movie is a type of movie that aims to record real events, people, places, or phenomena, with the aim of providing viewers with information, education, or perspective on a particular topic. Documentary movies are usually made with a non-fiction approach, which means that the content of the movie is based on reality and facts, although sometimes there are narrative or dramatization elements used to enhance its visual or narrative appeal. Documentaries can talk about many things, such as history, politics, the environment, art, culture, or health and science. They often seek to unearth and reveal rarely heard or untold stories and provide an in-depth perspective on the subject at hand.

b. Short movie

Short movies are audiovisual works that are shorter than normal movies, usually less than forty minutes, but some are only a few minutes. Short movies are usually made with different purposes, such as conducting visual experiments, conveying a brief message, illustrating a short story, or even as part of the learning process in the movie industry. They often rely on the best way to tell a story by focusing on the core plot and characters in a short span of time.

⁴⁴ Nia Nafisah, "Movie Studies: An Introduction", *International Journal of Conference on Language*, (2010): 7.

c. Feature-Length Movie

A full-length movie is a type of movie that has a longer duration, usually more than 40 minutes to several hours, and has more room for character development, complex storylines, and in-depth messaging. Feature length movies are often screened in theaters and get wide distribution, both physically and digitally. They also often involve well-known performers, complex special effects, and large production budgets. They have developed into one of the most popular types of entertainment in the world and have a significant impact on popular culture.

d. Corporate Profile

A corporate profile , is a video created to introduce, promote or provide information about a company to employees, business partners, investors or the general public. The company's identity, core values, history, products and services offered, and achievements are usually depicted in these movies. Company profile movies have the main purpose of creating a positive image of the company, increasing brand awareness, and conveying important messages to the intended audience. Often, these movies are made with high quality and use good cinematography and editing techniques to convey the message effectively.

e. TV Commercial

TV Commercial , is a type of promotion that is broadcast over television and usually lasts a short time, ranging from a few seconds to

a minute or two, and is broadcast as a commercial break between programs. Television commercials aim to attract viewers' attention, increase brand awareness, influence customer behavior, and increase sales of the promoted goods or services. Television commercials often use innovative techniques such as story narration, music, visual effects, and strong messages to capture the audience's attention and feelings and increase the appeal of the ad.⁴⁵

Many people like movies from children to adults, with a choice of genres that make people interested to see them. As for the division of the types of movie genres based on their themes and characteristics, are Horror, Comedy, Drama, Action, Thriller, Adventure, and Musical.⁴⁶

There are several types of movie genres, including:

- a. Drama :** A movie that highlights the emotional conflicts and lives of the main characters.
- b. Comedy :** A movie that aims to entertain by presenting funny situations or character quirks.
- c. Action :** Movies that feature thrilling scenes of fighting, chasing, and action.
- d. Horror :** Movies that aim to cause fear or anxiety in the audience with supernatural or scary stories.
- e. Romantic :** Movies that focus on the romantic relationship between the main characters.

⁴⁵ Sudipto Ghosh, "Effects of Sentiment Analysis on Feedback Loops between Different Types of Movies ", *Journal of Media, Culture and Communication*, Vol. 02, No. 02 (2022)

⁴⁶ Asrul Burhan, *Bahan Ajar Pelatihan Sederhana (Untuk Media Pembelajaran Berbasis Labseries 2020)* (Yogyakarta: Bintang Pustaka Madani, 2021). 35

f. Science Fiction : Movies set in a world or technology that does not yet exist in the real world.

g. Fantasy : Movies that feature imaginative or unrealistic elements, such as the presence of fantasy creatures or alternate worlds.

h. Adventure : A movie that features a journey or quest full of risks and challenges.

i. Thriller : A movie that aims to generate suspense and tension, often through a plot full of intrigue and mystery.⁴⁷

4. Merdeka Curriculum

Defines curriculum as a school's full effort to achieve desired results both inside and outside the school environment or a collection of possible experiences in school intended to teach students ways of thinking and acting.⁴⁸ The new name for the prototype curriculum, Merdeka Curriculum, was officially announced by Minister of Education, Culture and Research Nadiem Anwar Makarim. Merdeka Curriculum was created as a curriculum framework that is more flexible, centered on fundamental materials and encourages students to demonstrate their unique skills. One definition of free learning is "returning the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum into their assessments".⁴⁹

⁴⁷ Wei-Ta Chu, "Movie Genre Classification based on Poster Images with Deep Neural Networks", *In Proceedings of MUSA2'17, Mountain View, CA, USA, October (2017)*

⁴⁸ Yu'timaalahuyatazaka, "Model Pengembangan Kurikulum Hilda Taba dan Identifikasinya Dalam Kurikulum Pendidikan Islam", *TADBIR: Jurnal Manajemen Pendidikan Islam*, 4(2) (Agustus 2016), 139.

⁴⁹ Tanggu Agustinus, Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar, *Jurnal Educatio* : Vol. 7, No. 3, 2021, pp. 1075-1090

Most people believe that an merdeka curriculum helps teachers because it gives them more freedom to design lessons in a more innovative and creative way, allowing them to maximize the potential of each student. Others say that it reduces administrative responsibilities and makes teachers' jobs easier. The purpose of education is to develop students both mentally and physically, starting from a healthy weight and working towards higher standards of quality in the future. In addition, education is a never-ending process, or a never-ending process.

Thus, education produces high-quality results for the future, reflecting national values and national awareness. The curriculum in education plays a very important role as an important element or component which is positioned to support the goals of education and learning.⁵⁰The Merdeka Curriculum is a new innovation that helps teachers and principals transform the learning process to be relevant, in-depth, and entertaining. To date, the Ministry of Education, Culture and Research has launched 21 episodes of the Merdeka learning curriculum that address various aspects of education. The main goal of the independent learning curriculum is to improve the quality of education and help recover from the learning crisis.⁵¹

Education needs a curriculum because it cannot be done alone. Under the name of Merdeka Curriculum, Minister of Education and Research

⁵⁰ Anggita Galuh, "The Difficulties of Elementary School Teacher in Developing Thematic Learning Tools for the Merdeka Curriculum ", *Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran* , Vol. 8, No. 3 : September (2022)

⁵¹ Anisa Tri, et al., "Literature Review: Poblematika Kesiapan Guru Terhadap Penerapan Kurikulum Merdeka", *Seminar Nasional Hasil Riset dan Pengabdian*, Surabaya(2023)

Nadiem Anwar Makarim officially launched a new education model. Currently, schools can still choose the education program that will be taught in one classroom. The available curricula are the 2013 Curriculum, Emergency Curriculum, and Merdeka Curriculum.

The Merdeka Belajar Curriculum is a revised and implemented curricula that was created as a response to the Covid-19 pandemic. The pedagogical approach enables students to select courses that they enjoy. The focus of the basic curriculum is on education so that every student has a sense of purpose and a basic understanding of education based on the principles of learning.⁵² The Merdeka curriculum is presented as part of the educational process. The aim of the Merdeka curriculum is to make it more flexible and concentrate on essential subjects and the development of students' character and competencies.⁵³

The main characteristics of this curriculum that hinder student progress are as follows: 1) Project-based learning to develop soft skills and character according to the Profile of Pancasila students; 2) Focus on essential materials on learner competencies and character; and 3) Focus on essential materials so that there is sufficient time for in-depth learning on learner competencies and character. By completing part of the Pancasila profile development project, students have the opportunity to increase their

⁵² Gungum Gumilar, et al., “ Urgensi Pergantian Kurikulum 2013 Menjadi Kurikulum Merdeka “, *Papeda*, Vol.5 , No 2 (2023)

⁵³ Andrean Syahbana, et al., “ Analisis Kurikulum Merdeka Sebagai Inovasi Pendidikan “, *Information System and Management*, Vol 03, no 02 (2023)

knowledge and improve their abilities. The program also supports the development of the Profile of Pancasila students in a broad sense.⁵⁴

Through this project, students will have the opportunity to learn more in-depth topics such as arithmetic, tolerance, mental health, business, technology, and democratic living. In addition, this project trains students to use statements as a point of reference for the issues at hand in accordance with their learning style and pace of study. The aim of this project is to encourage participants to make a contribution. The focus of the Merdeka curriculum is on the achievement of the targeted Pancasila learning profile. This curriculum features extensive intracurricular learning that enables teachers to select the most appropriate and safe teaching materials for their students, tailored to each student's learning style and needs.⁵⁵

Curriculum is a very important educational tool. Educational plans are created to meet the needs of the institution. The purpose of the Merdeka learning curriculum is to help students learn, encourage them to innovate and characterize, make education a necessity, and acquire useful knowledge for their future needs, with the OBE (Outcome Based Education) education system, the Merdeka curriculum can handle the

⁵⁴ Tri Setyo, “ Adaptasi Kurikulum Merdeka Dengan Model Pembelajaran Berbasis Problem Solving Pada Pendidikan Agama Kristen “, *Ilmu- Ilmu Sosial*, Vol. 10, No. 2 (2022): 714.

⁵⁵ Wulan Ndari, “Implementation of the Merdeka Curriculum and Its Challenges “, *European Journal of Education and Pedagogy*, Vol. 4, No. 3 (2023)

challenges of technological advancement and make students focus on relevant learning outcomes.⁵⁶

Humanistic education is a concept similar to an Merdeka learning curriculum, which emphasizes learners' freedom, choice, sensitivity and responsibility. Humanistic education sees education from the perspective of learners' personality development and focuses on their potential to discover and develop their own abilities. The concept of an Merdeka learning curriculum is implemented by giving learners the freedom to learn. Learners know and enjoy their learning rights in the classroom and outside the classroom, with facilitation that supports and succeeds their learning systems and patterns.⁵⁷

The implementation of an Merdeka learning curriculum requires a common attitude, outlook and orientation. The Merdeka learning curriculum is inspired by future life challenges that demand mastery of more than scientific disciplines and skills.⁵⁸

In addition, the Merdeka learning curriculum is in line with the ideas of transformative, liberating education, experimental learning, and contextual learning . One of the innovations in the Merdeka curriculum is P5, or profile of Pancasila student strengthening project. The aim is to provide students with opportunities to apply the core values of Pancasila through various project activities, both inside and outside the

⁵⁶ M. Nurzen S , “Teacher Readiness in Implementing the Merdeka Curriculum in Kerinci Regency “ , *Edunesia: Jurnal Ilmiah Pendidikan* , Vol. 3 ,No. 3 : November (2022)

⁵⁷ Gede Sujana, “Teacher's Paradigm in Interpreting the Birth of the Merdeka Curriculum Policy “, *Journal of Education Research* (2023)

⁵⁸ Ikhwanul Muslimin, “Konsep Dan Implementasi Kurikulum Merdeka Belajar Pada Lembaga Pendidikan Islam Studi Kasus Di Madrasah Se-Jawa Timur “ , *Jurnal Administrasi Pendidikan Islam* , Vol. 05, No. 01, March, 2023

classroom. The Profile of Pancasila students is a list of traits and abilities that students are expected to possess, which are based on the core values of Pancasila.⁵⁹

The Profile of Pancasila students is the traits and abilities built into the daily life of every student. It is brought to life in the culture of the education unit, intracurricular learning, the Profile of Pancasila students strengthening project (co-curricular learning), and extracurricular learning. The Profile of Pancasila students Strengthening Project (P5) strengthens the various competencies in the Profile of Pancasila students through cross-disciplinary learning in looking at and considering problems in the surrounding environment. This is one of the steps in realizing the profile of Pancasila students. The Merdeka curriculum is a curriculum whose learning structure is divided into two main parts: lessons that refer to what students have learned in each subject and projects that aim to improve students' Pancasila profile.⁶⁰

The Profile of Pancasila students has 6 dimensions and several elements within it :

a. Believing, fearing God, and having noble character

Indonesian students maintain their noble culture, locality and identity and remain open-minded when interacting with people from other cultures. This helps foster mutual respect, which enables the growth of good character and the growth of a good noble culture that does not

⁵⁹ Azhar, "The Distinction of Merdeka Curriculum in Madrasah through Differentiated Instruction and P5-PPRA " , *Jurnal Sustainable* , Vol. 06, No. 01 (2023)

⁶⁰ Neswary, "The Use of Digital Pocketbooks to Support Merdeka Curriculum in Physics Learning: Literature Review " , *Anatolian Journal of Education*, Vol.8, No.2 (2023)

contradict the nation's noble culture. Elements and keys to global diversity include:

- 1) religious morals;
- 2) personal morals;
- 3) morals to man;
- 4) morals to nature; and
- 5) morals of the state.

b. Global Diversity

Indonesian students maintain their noble culture, locality and identity, and remain open-minded when interacting with others' cultures. This fosters mutual respect and allows them to thrive with a noble culture that is good and does not contradict the nation's noble culture. Some of the elements and keys to global diversity include:

- 1) recognize and appreciate culture;
- 2) intercultural communication skills in interacting with others; and
- 3) reflection and responsibility for the experience of diversity.

c. Independent

Indonesian students are independent learners, learners who take responsibility for their learning process and outcomes. The key elements of being independent consist of:

- 1) awareness of self and situation; and
- 2) self-regulation.

d. Mutual Cooperation

Indonesian students have the ability of mutual cooperation, which is the ability to do activities together voluntarily so that the activities undertaken can run smoothly, easily and lightly. The elements of mutual cooperation are:

- 1) collaboration,
- 2) caring, and
- 3) sharing.

e. Critical reasoning

A critically reasoning learner is able to objectively process both qualitative and quantitative information, establish links between different pieces of information, analyze information, evaluate and conclude. The elements of critical reasoning are:

- 1) acquiring and processing information and ideas,
- 2) analyzing and evaluating reasoning,
- 3) reflecting on thoughts and thought processes, and
- 4) making decisions.

f. Creative

Creative learners are able to modify and produce something original, meaningful, useful and impactful. The key elements of being creative consist of:

- 1) generating original ideas, and
- 2) producing original works and actions.

B. Previous Research Findings

In order to support this research, the researcher discusses some related studies. The first is a thesis from Yuniar CT (Institut Agama Islam Negeri Madura 2022), entitled “The Analysis of Teaching Learning Strategy Erin Gruwell To Solve Students Problem in *Freedom Writers* Movie “. Based on the finding and discussion, the researcher concluded students' problems and the strategies used by Erin to solve students' problems in the movie *Freedom Writers*. That is, how the teacher solves student problems and makes students have an interest in learning. Students have problems and have no interest in learning. So the teacher must have a strategy to solve students' problems and make them have an interest in learning. The equation is both researching about pedagogical in *freedom writers* movies .The difference is in the subject of the study.⁶¹

The second is journal from Isnaini Zulfatul (2022) , entitled “ Analisis Strategi Pembelajaran dalam Mengajarkan Disiplin yang Digunakan oleh Erin Gruwell Pada Movie *Freedom Writers* “. In this research study, there are two primary research foci that are of great importance. The first is what kind of learning strategy Erin Gruwell used in the 2007 movie *Freedom Writers*. The second is what kind of learning strategy Erin Gruwell used in the 2007 movie *Freedom Writers*. The third is how Erin Gruwell used the learning strategy in the 2007 movie *Freedom Writers*. The equation is both of the object is Erin

⁶¹ Yuniar CT, “ The Analysis of Teaching Learning Strategy Erin Gruwell To Solve Students Problem in *Freedom Writers* Movie,” (Thesis, IAIN, Madura, 2022).

Gruwell as an English teacher in Freedom Writers movie. The difference is in the subject of the study.⁶²

The third is thesis from Dwi Mulyono Utomo (Universitas Pekalongan 2019) , entitled “*Freedom Writers* Movie by Richard Lagravenese Analysis Bases on Sigmund Freuds’s Psychoanalysis Criticism “ Research aims to identify the best practices for teachers to instruct students by understanding how they are psychologically formed. Subsequently, the teacher took a reticent stance in altering the classroom environment so that every student would learn how to be skeptical of racism and raise their own academics. The equation is both of Erin Gruwell as an English teacher in Freedom Writers movie. The difference is in the subject of the study.⁶³

The fourth is a thesis from Sena Juang Perdana Sakti (2021) (Raden Mas Said State Islamic University of Surakarta) with the research is “An Analysis of Student Politeness Strategy in Refusing Teacher’s Instruction in The Movie Entitled “Freedom Writer” (2007) by Richard Lagraveness”. His research was to analyzed the kind of politeness strategy found in the students’ refusal utterances toward the teacher’s instruction in the movie. The research was a type of qualitative research. The research found 33 data classified as the Refusal Strategies. Their research has similarities and there is also

⁶² Isnaini Zulfatul, “ Analisis Strategi Pembelajaran dalam Mengajarkan Disiplin yang Digunakan oleh Erin Gruwell Pada Movie *Freedom Writers*,” *Edukasi*, Vol 04, No 02 (2022).

⁶³ Dwi Mulyono, “*Freedom Writers* Movie by Richard Lagravenese Analysis Bases on Sigmund Freuds’s Psychoanalysis Criticism,” (Thesis, Universitas, Pekalongan, 2019.

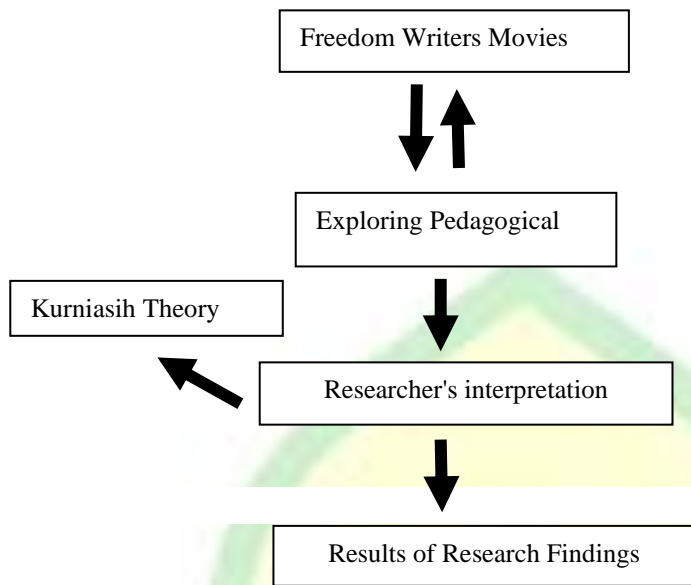
difference with this research. The equation is both object in the research is *Freedom Writers* movie. The difference is in the subject of the study.⁶⁴

The fifth is a thesis from Dhimas Wicaksono (2022) (Raden Mas Said State Islamic University of Surakarta) with the research is “Descriptive Study of Multicultural Teaching Strategy Reflected in *Freedom Writers*’ Movie”. His 22 research was to identify the characteristic of multicultural teaching strategy reflected in the *Freedom Writer* movie and to describe the multicultural teaching strategy detected in the *Freedom Writers* movie. The research was a type of qualitative research. The researcher found 5 characteristic in Gruwell’s character, those are: Gruwell has high expectation and positive attitudes and caring way toward her learners, Gruwell brought and though the learners books and relevant material has same with the learners’ cultural and ethnicity, Gruwell teaching style were matching with the teaching and learning process, Gruwell showed her respect to the student in the movie at several time, Gruwell has positive goals in her multicultural teaching strategy. Their research has similarities and there is also difference with this research. The equation is both of the object is Erin Gruwell as an English teacher in *Freedom Writers* movie. The difference is in the subject of the study.⁶⁵

C. Theoretical Framework

⁶⁴ Sena Juang, “An Analysis of Student Politeness Strategy in Refusing Teacher’s Instruction in The Movie Entitled “Freedom Writer” (2007) by Richard Lagravenous,” (Thesis, Universitas Raden Mas Said, Surakarta, 2019)

⁶⁵ Dhimas Wicaksono, “ Descriptive Study of Multicultural Teaching Strategy Reflected in *Freedom Writers*’ Movie,” (Thesis, Univesitas Raden Mas Said, Surakarta, 2021)



CHAPTER III

PEDAGOGICAL MATTERS IN THE *FREEDOM WRITERS* MOVIE

A. Research Finding

To determine the pedagogical matters in the *Freedom Writers* movie, the researcher looked at the table of data analysis results.

Table 3.1

Data Display of Pedagogical Matters in the '*Freedom Writers*' Movie

No	Pedagogical matters in the movie	Total data
1.	Pedagogical approaches	4
2.	Pedagogical techniques	3
3.	Pedagogical methods	4
4.	Pedagogical strategies	4

Based on the data table above , the researcher concludes that the pedagogical matters in the '*Freedom Writers*' movie is pedagogical approach, technique, method, and strategy.

B. Discussion

After analyzing the data on the *Freedom Writers* movie , several findings related to pedagogical matters can be found. These findings are taken from the dialog spoken by the characters and also the scenes in the *Freedom Writers* movie . The following are the findings found by researchers related to pedagogical matters in the *Freedom Writers* movie :

Scene 1 (21:29 minutes) : Pedagogical technique



Figure 3.1 Erin Gruwell change a seats

*Erin Gruwell : “ I want you all to move to this side of the room
“.*

*Erin Gruwell : “You in the back, up here. Sindy and all of you,
move to the back” .*

Erin Gruwell : “ So, everybody happy with the new borders ? “.

Analysis :

In the conversation in this scene, Erin Gruwell tells her students to change seats so that they can interact with other friends because they are hostile to each other between black and white gangs and racism. Erin Gruwell gave her students the understanding they needed to get to know each other.

The teacher's action can be categorized as a technique in pedagogy that aims to create an inclusive and supportive learning environment. This can be attributed to the pedagogical technique of collaborative learning.

Collaborative learning is where, by swapping students' seating so that they are not always with their gangs, teachers encourage collaboration

between students who may not have previously interacted with each other. The teacher's actions reflect an awareness of the importance of overcoming discrimination and creating an inclusive and safe learning environment for all students.

The definition of collaborative learning is students working together in groups to complete a specific task or project, facilitating collaboration as well as the exchange of ideas.

Scene 2 (32:22 minutes) : Pedagogical method and approach

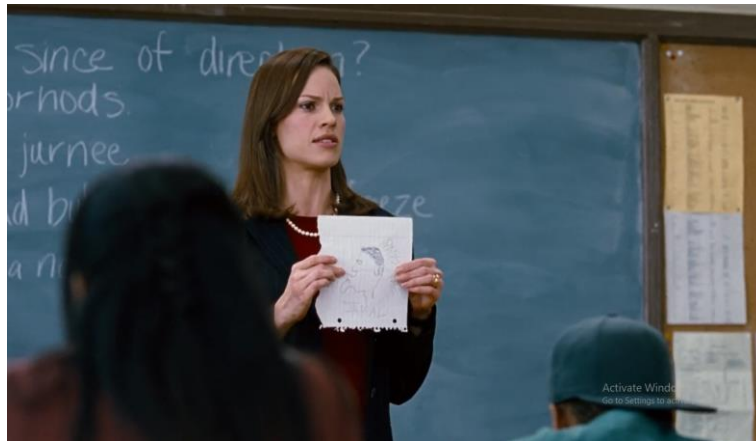


Figure 3.2 Bullying

Erin Gruwell : “ So what you’re saying is if the Latinous weren’t here, or the Cambodians or the Blacks or the Whites or whoever they are, if they weren’t here, everything would be better for you, isn’t that right ?

All Students : “ Of course it’d be better !

Analysis :

In the conversation scene above, there is a student who is bullied in class, like a Figure paper held by Erin Gruwell. Erin Gruwell, as a teacher, provides understanding to her students and also asks about the

strong racism differences in their class. Erin Gruwell also told her students to think hard and that they should prioritize each other's racial and cultural differences and also be able to reflect on themselves.

The teacher's action can be categorized as a method and approach. The pedagogical method taken in relation to the movie *Freedom Writers* is problem-based learning. The pedagogical method used by the teacher in this situation is a learning approach that involves directly intervening with students to change their behavior through counseling or explanation.

The teacher used this method to teach students that art should not be used for negative purposes, such as teasing or bullying, and illustrated positive examples of past gangsters who had achievements in other fields. The pedagogical method underlying the teacher's actions is to provide an understanding of positive values, direct students towards better behavior, and help them develop a deeper appreciation of art and history.

The Pedagogical approach taken in relation to the movie is traditional-approach. The pedagogical approach used by the teacher in this situation is the teacher gives a lecture or understanding directly to the student that bullying is not good for one's mental state.

Scene 3 (36:44 minutes) : Pedagogical Strategy



Figure 3.3 Play a game

Erin Gruwell : “ We’re gonne play a game, all right ? It’s a lof of fun. I promise. Okay, This is called the Line Game .

Analysis :

In the conversation scene above, Erin Gruwell has innovated by making games in class to make learning more interesting by making a game called "The Line Game" so that her students can be interested and more fun. The teacher's action falls under the pedagogical strategy. More precisely, it is an example of the use of a strategy in pedagogy called "game-based learning."

Teachers use games as a tool to create positive interactions between students and build connections between them, thus helping to create a more cooperative atmosphere in the classroom. Through the game experience, students can feel more engaged and motivated in learning, even if they initially feel lazy or uninterested. This strategy helps to increase student engagement and strengthen the relationships between them, which in turn can lead to the formation of a more cohesive class.

Scene 4 (46:41 minutes) : Pedagogical method



Figure 3.4 Erin Gruwell gives a diary

Erin Gruwell : “ You can write about whatever you want, the past, the present, the future. You can write it like diary, or you can write songs, poems, any good thing, bad things, anything “ .

Analysis :

In the conversation scene above, Erin Gruwell gives a diary book to her students so that they can write complaints, happy stories, bad stories, or whatever in this diary book. This idea was done by Erin Gruwell so that she could find out the nature, character, and problems of each of her students to be able to unite them with the various differences that exist.

The teacher's actions fall under the pedagogical method of story-based learning, which aims to understand individual student characteristics. This can be considered a method of pedagogy that uses a personalization approach. By giving each student a diary book and giving them the opportunity to write about their personal experiences, the

teacher creates a space for students to express themselves personally and express their feelings without fear of being judged or criticized by others. Through reading students' diaries, teachers can gain a deeper insight into the lives, worries, joys, and challenges faced by each student.

This allows teachers to develop a better understanding of each student's unique characteristics and customize learning approaches according to their individual needs and interests. Thus, this method of pedagogy helps teachers be more effective in supporting students' academic, emotional, and social development in the classroom.

Scene 5 (1:04:19 minutes) : Pedagogical method and strategy

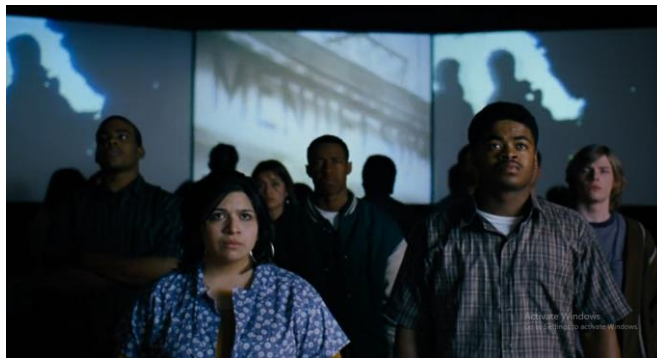


Figure 3.5 Historical museum

She invited real Holocaust survivors from the museum to meet us.

Marcus : I can't believe Ms. Gruwell did all of this for us.

Analysis :

In the conversation scene above, Erin Gruwell invites her students to tour a historical museum about ancient gangsters. His students also followed carefully, enthusiastically, and in an orderly manner while remembering their dark past.

The teacher's action can be categorized as a pedagogical method, which is active learning, and also included in the strategy, which is a problem-based learning strategy. This may reflect experiential learning, where the teacher uses students' direct experiences or relevant contexts to support their understanding. By inviting students to explore the history of gangsterism in their city, the teacher is utilizing a context that is familiar to students to stimulate their interest and engagement in learning. In addition, this action can also show that the teacher recognizes students' differences and experiences and strives to make learning relevant and meaningful for all students in the class.

Scene 6 (1:10:22 minutes) : Pedagogical strategy



Figure 3.6 Toast each other

Erin Gruwell : “ We are each gonna make a toast for change and what that means is , from this moment on every choice that told you ‘ You can ’t ‘ is silenced “.

Analysis :

In the scene above, Erin Gruwell gave her students a bag containing a special book, but before that, all her students had to take a glass of sparkling cider and toast each other for a change that is no longer the word "can't" anymore; everyone can if they want to try.

The action taken by the teacher falls under the category of strategy in pedagogy. More precisely, it can be classified as a cooperative learning strategy, where the teacher creates an atmosphere that supports collaboration and support among students in the learning process. The underlying principle of this strategy is that all individuals have the potential to learn if given adequate opportunities and support. As such, teachers use this approach to stimulate motivation, build confidence, and increase student engagement in learning.

Scene 7 (1:23:33 minutes) : Pedagogical technique



Figure 3.7 Write a letter

Ms. Erin Gruwell : “ Okay, listen up ! Marcus has given me an idea. Instead of doing a book report on The Diary of Anne Frank , for our assignment I want you to write a letter to Miep Gies, The woman who helped shelter the franks. She still alive and she lives in Europe . In the letter, I want you to tell her how you feel about

the book , tell her about your own experience, tell her anything you like. But , I want the letters to be perfect, so be prepared to do more than one draft, okay ?

Analysis :

In the scene above, after seeing that her students have been active in reading books, the next step taken by Mrs. Erin Gruwell is to tell her students to write a letter to Miep Gies, a character in the book *The Diary of Anne Frank* who is still alive today, Erin Gruwell told her students to write the best possible letter this will also train them with their writing skills.

The actions taken by the teacher can be categorized as pedagogical techniques, project-based learning techniques. In this technique, the teacher uses a real project or task, writing a letter to a historical figure, to actively involve students in learning as well as to strengthen their understanding of the material being studied.

Scene 8 (1:37:25 minutes) : Pedagogical Strategy

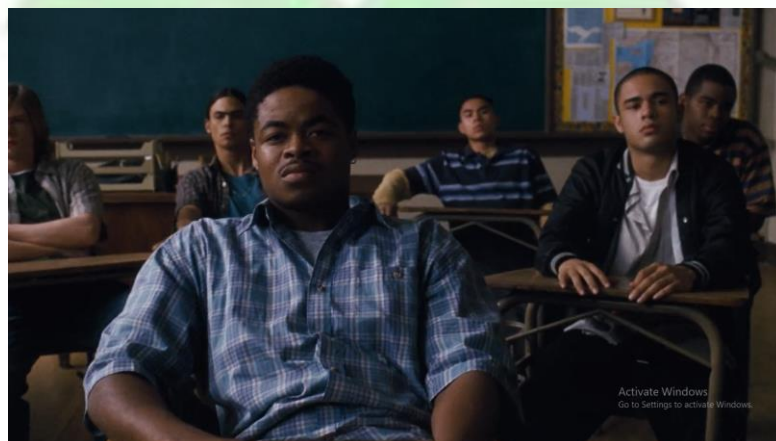


Figure 3.8 Watching a historical movie

Analysis :

In the scene above, Ms. Erin Gruwell provides learning in the classroom very differently with a new innovation, namely by using the image method by showing historical movies.

The teacher's action can be categorized as a pedagogical strategy, namely expository learning strategy. Visual-based expository learning strategies are very effective because the majority of people learn better through visual experiences. By using Figure media, teachers can make learning materials more interesting, easy to understand, and easy to remember by students.

Scene 9 (1:37:09 minutes) : Pedagogical method and technique



Figure 3.9 Two groups

Analysis :

In the scene above, it can be seen that erin gruwel forms two groups in the class, namely between men and women, which makes learning more different and is followed by them with great enthusiasm and excitement and also actively debates with each other.

The actions taken by the teacher above can be categorized as pedagogical methods, collaborative learning methods and also pedagogical techniques, project-based learning techniques. With this

project-based learning technique, students not only gain more understanding of the subject matter, but also develop social skills, creativity, and most importantly problem solving. Through collaborative learning methods, students not only learn from the teacher but also learn from interaction and cooperation with their group mates or discussions. They develop the social, problem-solving, and critical thinking skills needed to succeed in real-world collaborative situations.

Scene 10 (1:19:43 minutes) : Pedagogical approach



Figure 3.10
Eva re-read the book Diary Of Anne Frank

Analysis :

In the scene above, a student named Eva re-read the book Diary Of Anne Frank because she was curious. Even this student in Erin Gruwell's class has seen a change from before, namely from being ignorant and not caring at all about education, now she is diligent in reading. The actions taken by the teacher above can be categorized as pedagogical approach, Constructivist Approach.

The constructivist approach here focuses on the active role of students in building their own knowledge through reflection, with the

teacher as a facilitator who helps students find their own understanding. The student's action in asking the teacher about the continuation of the Anne Frank story shows initiative to seek further understanding. Although the teacher did not provide an answer, the student did not despair or depend on the help of others. Instead, they had to complete the reading of the book themselves to get the answers they were looking for.

Scene 11 (1:52:33 minutes) : Pedagogical approach



Figure 3.11 Project

Analysis :

In the scene above, you can see students doing their final project using computers, this can be categorized as a pedagogical approach, Technology-Supported Approach.

This pedagogical approach integrates technology in the learning process to increase engagement and accessibility and it is also a form of creativity exercise for the students as they can write their own work. Their reading and writing scores also improved greatly.

Scene 12 (1:23:00 minutes) : Pedagogical approach



Figure 3.12 Collaborative students

Analysis :

In the scene above, students work together to sell at an event to raise money to invite Miep Gies, which is one of the characters in the Diary of Anne Frank book after Erin Gruwell told them to write a letter that would be addressed to Miep Gies, they became excited and eager to meet Miep Gies and wanted to ask various things related to the story in the Anne Frank book. This can be categorized as a pedagogical approach, a collaborative approach.

Miep Gies is a character who is still alive in the story in Anne Frank's book, then the students in one class also compactly have the idea to raise money in order to invite Miep Gies, this can be seen many changes from the students who used to be very racist and did not want to hang out with different groups now they are compact.

CHAPTER IV
PEDAGOGICAL MATTERS IN THE *FREEDOM WRITERS* MOVIE
RELATED TO MERDEKA CURRICULUM

A. Research Finding

To determine the Merdeka curriculum in Profile of Pancasila students in the Freedom Writers movie, the researcher looked at the table of data analysis results.

Table 4.1
 Data Display of Pedagogical Matters in the '*Freedom Writers*' Movie related to Merdeka Curriculum

No	Profile of Pancasila students	Total data
1.	Believing, fearing God, and having noble character	1
2.	Global diversity	1
3.	Creative	4
4.	Critical reasoning	10
5.	Mutual cooperation	2
6.	Independent	11

Based on the data table above , the researcher concludes that the Merdeka curriculum in profile of Pancasila students in the '*Freedom Writers*' movie is

Believing, fearing God, and having noble character , creative , critical reasoning, Independent, global diversity, and mutual cooperation.

B. Discussion

Scene 1 (32:35 minutes) : Independent



Figure 4.1 Eva asks Erin Gruwell

Eva : “ What are you doing in here that makes a goddamn difference to my life ? “

Erin Gruwell : “ You don’t feel respected is that what you’re saying, Eva ? . Well, maybe you’re not. But to get respect, you have to give it”.

Marcus : “ That’s bullshit “.

Erin Gruwell : “ What ? “

Marcus : “ Why should I give My respect to you ? “.

Analysis :

In the conversation scene above, a student named Eva has a bad experience that has affected her life until now, a sense of trauma and hatred for white people. Eva here asks Erin Gruwell a question about the

injustice in her life. Therefore, this is related to the Profile of Pancasila students, independently.

Here, being independent means thinking about oneself and the situation one is in. This can start with understanding one's emotions, strengths, and weaknesses. By understanding these things, we will be able to recognize and realize the need for ourselves to develop in accordance with the changes and developments that occur.

Scene 2 (36:44 minutes) : Critical reasoning



Figure 4.2 Raise your hand

Erin Gruwell : “ Raise your hand if you know what the Holocaust is ! Raise your hand

Analysis :

In the scene above, Erin Gruwell, an English teacher, asked a question about the Holocaust, and her students gave feedback by raising their hands. Therefore, this is related to the profile of Pancasila students, namely critical reasoning. Students who actively follow the lesson by giving feedback in the form of raising their hands.

In this case, critical thinking means having a sense of curiosity. Usually, it can be realized by asking relevant questions, identifying and

clarifying ideas and information obtained, and processing the information. If these things have been done, then Indonesian students can obtain information from various relevant and accurate sources.

Scene 3 (1:08:45 minutes) : Independent



Figure 4.3 Marcus writing a diary

Analysis :

In the scene above, the student named Marcus, after returning from the museum tour, began to develop a positive character; namely, he threw his gun into the gutter. He started writing in the diary given to him by Erin Gruwell. Therefore, things according to the scene above are related to the profile of Pancasila students, independence.

In this case, independence means awareness of oneself and the situation at hand. Specifically, by reflecting on his condition and the situation at hand. It can be started by understanding his emotions, strengths, and limitations. Now, if we understand these things, then we will be able to recognize and realize the development needs within ourselves in accordance with the changes and developments that occur.

Scene 4 (1:09:28 minutes) : Independent



Figure 4.4 Teacher who underestimates a student, Brandy Boss

Brandy boss : “ At the point, I decided to check out my friend

Brandy’s English class “.

Analysis :

In the conversation scene above, during learning activities, there is a teacher who underestimates a student, Brandy Boss. At that moment, he also wanted to change himself to be better at learning English, and he also wanted to take English classes. Therefore, this is related to the profile of Pancasila students, which is independent.

Being independent means being confident and adaptive. It can be started by understanding one's emotions, strengths and limitations. Now, if we understand these things, then we will be able to recognize and realize the development needs within ourselves, in accordance with the changes and developments that occur.

Scene 5 (1:10:03 minutes) : Having noble character



Figure 4.5 Erin Gruwell start learning

Erin Gruwell : “ Okay, everybody, Ready ?

Student : “ Hey . Ms G

Analysis :

In the scene above, Erin Gruwell will start learning by opening the classroom door, and then her students will greet her in a friendly manner. This includes a significant change in her students, who used to be ignorant and also did not want to know about everything. Therefore, this is related to the profile of Pancasila students, noble character.

The noble character here means, noble character towards fellow human beings. He can be a friendly person and also appreciate every difference that exists, even with various differences in class, over time Erin Gruwell's students are increasingly positive in various ways carried out by Erin Gruwell.

Scene 6 (1:13:22 minutes) : Independent



Figure 4.6 Tell the diary

Ms. G ? Can I read something from my diary ?

That's d be great.

Analysis :

In the scene above, Mrs. Erin Gruwell told her brave students to tell stories ahead, then there was a student who had a dark past and he dared to tell in front of his friends about his personal life, namely when he and his mother were evicted from their home and he felt sorry for his mother who had no money and family. then he felt that he did not think about the burden of his life when he entered class 203 and met with his crazy teacher ms erin who could change his mind to be better for the future, having a hope. his friends also saw him telling stories so enthusiastically.

The actions of the male student are in accordance with the profile of Pancasila students, independent. what the student did to come forward

and tell about his past showed his courage and independence in expressing personal experiences.

Scene 7 (1:18:10 minutes) : Critical reasoning



Figure 4.7 Student read a book

Analysis :

In the scene above, it can be seen that an erin gruwell student reads a book given by Erin Gruwell, a book entitled "*The diary of a young girl Anne Frank*" because the book tells about the cruelty of the government during the time of Anne Frank, a little girl who likes to imagine and is forced to make friends with a notebook in the midst of the tragedy that hit Europe at that time and write this book, in the book contains confessions, hopes, despair and observations of a girl named anne frank who lives in limitations. the reason Ms Erin Gruwell gave this book to her students is that after ms erin read the diary of her students it turned out that many of her pasts were dark and fit perfectly into this Anne Frank book and also so that her students could write this book.

The reason Ms Erin Gruwell gave this book to her students is that after Erin read the diary of her students, it turns out that many of them have a dark past and it fits perfectly with Anne Frank's book and also so that her students can be like Anne Frank even in her worst times she can still learn and also work.

The actions taken by these students are related to the profile of Pancasila students, critical reasoning. By reading the book "*Diary of Anne Frank*" students are invited to develop critical thinking skills. They are invited to analyze and understand the context of atrocities at that time and reflect on the moral messages contained in the story of Anne Frank, which Mrs. Erin Gruwell hopes can also inspire her students.

Scene 8 (1:18:22 minutes) : Critical reasoning and Creative



Figure 4.8 Student read on a bus

Another student also read Anne Frank's book given by Erin Gruwell on a bus

Analysis :

In the scene above, it can be seen that Erin Gruwell's students are reading the book she gave them, the diary of Anne Frank, they look very much better than before, they become more diligent in reading because

they are curious about the story of anne frank which is similar to their past.

The actions taken by the students above are included in the profile of Pancasila students, critical and creative reasoning. Critical reasoning is that these students have developed critical thinking skills by reading and reflecting on Anne Frank's story. They can evaluate their past views and behaviors that tend to be racist and uncaring, and take lessons from Anne Frank's experience to think more openly. They may have found new ways to fill their free time with useful activities such as reading, which they may not have thought of before.

Scene 9 (1:19:22 minutes) : Critical reasoning



Figure 4.9 Eva asks about the contents of Anne Frank's book

Erin Gruwell : Hi

Eva : When is Anne gonna smoke Hitler ?

Erin Gruwell : What ?

Eva : You know. Take him out ?

Erin Gruwell : Eva, this is The Diary of Anne Frank.

Not Die Hard. Keep reading

Analysis :

In the scene above, a student named Eva asks about the contents of Anne Frank's book, this proves that they are interested and also curious about the contents of the book. The actions taken by these students are included in the profile of Pancasila students, critical reasoning.

Students who ask questions show that they are not only passively interested, but also actively think and want to understand more about the story of Anne Frank. They use critical thinking skills to dig deeper into the content of the book and gain a more complete understanding. Thus, this situation can be considered as part of the efforts to build the character of students who are active, critical and enthusiastic in learning in accordance with the values of the profile of Pancasila students in the independent curriculum.

Scene 10 (1:1943 minutes) : Independent

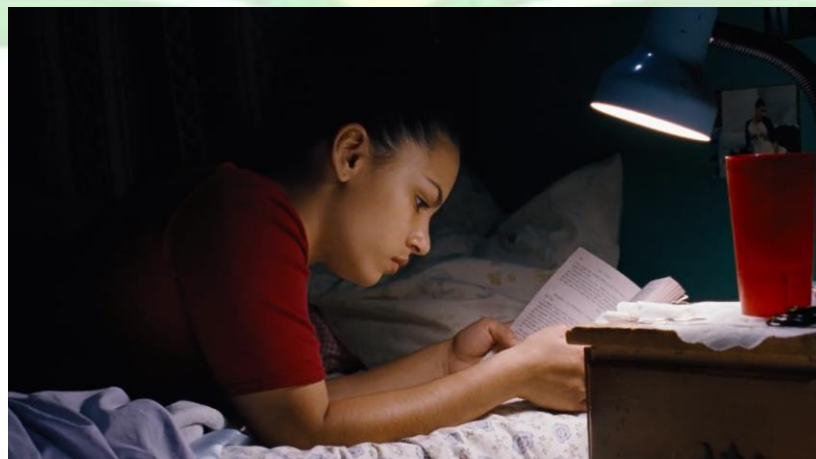


Figure 4.10
Eva re-read the book Diary Of Anne Frank

Analysis :

In the scene above, a student named Eva re-read the book *Diary Of Anne Frank* because she was curious. Even this student in Erin Gruwell's class has seen a change from before, namely from being ignorant and not caring at all about education, now she is diligent in reading. The actions taken by these students are included in the profile of Pancasila students category, independent.

The student's action of asking the teacher about the continuation of the *Anne Frank* story shows initiative to seek further understanding. Although the teacher did not provide an answer, the student did not despair or depend on the help of others. Instead, they had to complete the reading of the book themselves to get the answers they were looking for. In other words, the student demonstrated the ability and desire to learn independently.

Scene 11 (1:20:05 minutes) : Critical reasoning and Independent



Figure 4.11 Eva ask Ms.Erin Gruwell again

Eva : “ Are Anne and Peter gonna hook up ? “

Erin Gruwell : “ I’m not telling you.

Analysis :

In the scene above, when erin gruwell was preparing for class, her student, who had previously asked her about the anne frank book, returned to look for it and asked about the contents of the anne frank book because he was very curious but ms erin did not tell him then he read it himself again this proves the student's creativity to read and also dare to ask.

The actions taken by the student are included in the profile of Pancasila students category, independent and critical reasoning. Thus, the student's actions show that they not only have critical thinking skills but also independence in learning and self-development.

Scene 12 (1:23:00 minutes) : Independent, mutual cooperation, creative, and critical reasoning



Figure 4.12 Jamal and friends

Analysis :

In the scene above, after erin gruwell told them to skin the letter that would be addressed to Miep Gies, they became excited and eager to meet Miep Gies and wanted to ask various things related to the story in Anne frank's book, Miep Gies is a character who is still alive in the story in Anne frank's book, then his students in one class also compactly had

the idea to raise money so that he could invite Miep Gies this can be seen a lot of changes from the students who used to be very racist and did not want to mix with different gangs now they are compact. seen in the last Figure they compactly join one class dancing happily celebrating their fun with their teacher erin gruwel and not thinking about their problems anymore.

The actions of these students can be linked to several categories in the profile of Pancasila students in the Merdeka curriculum, Mutual cooperation, being independent, creative, and critical.

1. Creative and Critical : The students' willingness to write a letter to a living character from the book they read shows their creativity and desire to think critically. They wanted to gain a deeper understanding of the Anne Frank story by directly interacting with the characters involved.
2. Mutual cooperation : When the students came up with the idea to raise money to invite the character, it reflects the spirit of cooperation and mutual aid among them. They collaborate to achieve a common goal, even if it involves joint effort and cooperation.
3. Independent : Although the money collection effort was collective, each participating student showed initiative and independence in taking steps to achieve their goal.

Scene 13 (1:25:17 minutes) : Creative



Figure 4.13 Student draw creatively

Analysis :

In the scene above, it can be seen that the class that was once dubbed a very special class there, now a lot of news in the newspaper has emerged regarding the success of a teacher Ms. Erin Gruwell who can change her scoundrel students, because of her success, they managed to bring Miep Gies to their school seen in figure 1 there are children who draw creatively to welcome her arrival as well as ms.Erin Gruwell prepared beautiful flowers.

The actions taken by these students are included in the profile of Pancasila students category, creative. Children who are drawing creatively welcoming the arrival of Miep Gies show the value of creativity in artistic expression and appreciation for special guests. They use their artistic skills to convey gratitude and enthusiasm for the arrival of an influential figure.

Scene 14 (1:27:27 minutes) : Critical reasoning and independent



Figure 4.14 Marcus raising hand

Marcus : “ I’ve never had a hero before, but you are my hero “

Miep Gies : “ Oh , no no no , young man, no. Iam not a hero.

I did what I had to do , because it was the right thing to do “.

Analysis :

In the scene above, Miep gies came and told the original events in the past about Anne Frank, all students enthusiastically listened carefully, then Marcus actively asked questions. Actions such as the scene above are included in the profile of Pancasila students, critical and independent .Critical Reasoning which Marcus' action of raising his hand and stating that Miep Gies is their hero shows courage and ability to think critically. He appreciates Miep Gies' role in helping Anne Frank, but also questions and ponders the concept of heroism. Independent which Miep Gies' answer that all students are heroes to themselves reflects the value of independence in self-development.

Miep Gies encourages students to realize their own strengths and potentials, and to take responsibility for their roles and actions in daily life. It also reflects Pancasila values such as self-integrity, courage, and

the ability to be independent which are emphasized in education to create students who think critically, independently, and responsibly.

Scene 15 (1:32:20 minutes) : Independent and global diversity



Figure 4.15 Eva and Ms.Erin Gruwell



Figure 4.16 Eva and Sindy

Eva : So, I was just wondering if I could, like , stay here late with you.

I can get my homework done, cause it's late by the time I get home.

Ms . G : You can stay as late as you want .

Analysis :

In the scene above, Eva asks permission from mis gruweel to do her assignment in class and go home late with her. because she is afraid that when she gets home she will forget her assignment. seen in the second Figure sindy approached Eva to return her color pen, this shows

their familiarity that they used to be like enemies. The actions taken by these students are included in the profile of Pancasila students, independence and global diversity.

Independence is that Eva shows initiative and personal responsibility in completing her assignment by asking permission to go home late. She realized that if her assignment was not completed in class, she would most likely forget or be distracted when she got home. Thus, this action demonstrates Eva's ability to be independent in managing her time and responsibilities as a student. Global Diversity i.e. The relationship that develops between Eva and Sindy, who were once like enemies, demonstrates an appreciation for diversity and difference among students. While there may have been conflict or tension initially, they were able to overcome these differences and form a positive relationship.

Scene 16 (1:36:33 minutes) : Critical reasoning



Figure 4.17 All students raised their hands

Analysis :

In the scene above, it can be seen in the figure clearly that they raised their hands almost all students in the class, whereas previously

they were famous for the special class with a variety of racism that was very thick among them and also those who were indifferent to the lesson, and now they have turned into active students in the class.

The actions taken by these students are included in the profile of Pancasila students, critical reasoning. The positive response from the whole class who raised their hands when a teacher asked a question showed that they had the ability to think critically. They are able to process information well and provide organized responses, indicating that they understand the material being taught and are able to think of the right answers.

Scene 17 (1:36:50 minutes) : Critical reasoning and mutual cooperation



Figure 4.18 Students very active

Analysis :

In the scene above, it can be seen that they are very active and enthusiastic about answering questions on the board. The actions taken by these students are included in the profile of Pancasila students category, critical reasoning and mutual cooperation.

Critical reasoning, students use their free time to discuss, which shows a desire to think critically and discuss the topics they are learning.

This is a positive action in developing analytical, evaluative and critical thinking skills. Mutual cooperation: The activity of discussing on the whiteboard also reflects the spirit of cooperation and collaboration among students. They help each other and learn together, creating an inclusive and productive learning environment.

Scene 18 (1:52:33 minutes) : Creative , critical reasoning, and independent



Figure 4.19 Final project

Erin Gruwell : Now, I have one Final project in mind

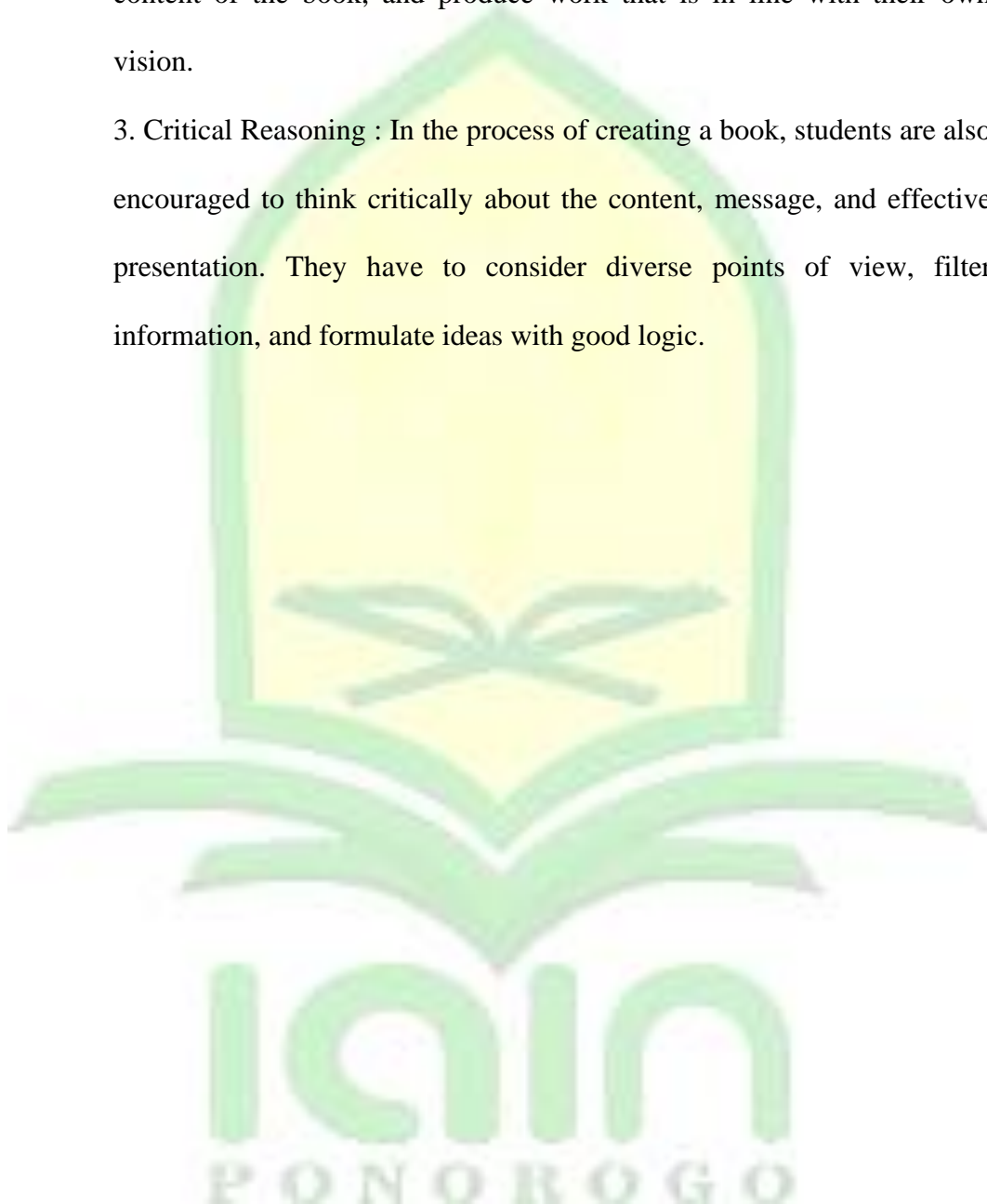
Analysis :

This is a form of creativity practice by the students as well because they can write their own work. Their reading and writing scores also improved greatly. The creative practice of students who are asked to make their own books reflects several categories in the profile of Pancasila students in the Merdeka curriculum:

1. Creative: The activity of creating a self-made book shows students' creativity in expressing their ideas and experiences. They have the freedom to determine the content of the book according to their own interests and talents.

2. Independent: This assignment also teaches the value of independence, where students are expected to produce their own work without too much direction from the teacher. They learn to manage their time, plan the content of the book, and produce work that is in line with their own vision.

3. Critical Reasoning : In the process of creating a book, students are also encouraged to think critically about the content, message, and effective presentation. They have to consider diverse points of view, filter information, and formulate ideas with good logic.



CHAPTER V

CLOSING

A. Conclusions

This chapter presents the conclusion based on the findings and discussions. This chapter is intended to answer the previous problem statements. The results of this study are shown below :

1. Based on the research findings, Pedagogy is one of the branches of educational science which is one of the important requirements for an educator to carry out his duties as an educator who is defined as a teacher. After analyzing the data on the *Freedom Writers* movie , several findings related to pedagogical matters can be found. These findings are taken from the dialog spoken by the characters and also the scenes in the *Freedom Writers* movie. The researcher found 3 pedagogical technique, 4 pedagogical methods,, and 4 pedagogical strategy.

2. The Merdeka curriculum is a curriculum whose learning structure is divided into two main parts: lessons that refer to what students have learned in each subject and projects that aim to improve the profile of Pancasila learner students. The researcher found the profile of Pancasila students as the Merdeka curriculum in the '*Freedom Writers*' movie. 'There are 1 having noble character, 1 global diversity, 4 creative, 10 critical reasoning, 2 mutual cooperation, and 11 independent.

B. Suggestions

After analyzing the data about ' *Freedom Writers* 'movie, the researcher would like to give some suggestions for the lectures, the readers, and the future researchers.

1. For the Lecturer

By using this movie, lecturers can hone their creativity more deeply in the teaching and learning process in class. The researcher hopes that lecturers can convey moral messages in the film and motivate students to learn moral messages in the film and motivate students to learn pedagogy.

2. For the Readers

The researcher hopes that readers will delve deeper into pedagogy. Studying pedagogy is very important because it can improve the quality of learning, understanding pedagogy helps teachers design effective and enjoyable learning experiences for students, and improve the overall quality of learning.

3. For the Future Researchers

For future researchers interested in pedagogy, this study can be used as a reference to support broader research in the same field.

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