

Cinema for change: Sokola rimba for the young generation in building integrity and love of nature

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Abstract: This article discusses the role of the film Sokola Rimba as a means of character education for the younger generation. The film inspires its audience to appreciate nature and strengthen integrity. In a fast-paced and individualistic era, character education is increasingly important in shaping an ethical personality. The cultivation of character values in this film is relevant because it reflects the beauty of nature and the urgency of its preservation. The audience is invited to reflect on social responsibility towards the environment. The interaction between characters shows the importance of integrity in dealing with complex situations. This paper explores how the moral and ethical messages in the film shape the attitudes of the younger generation. The film becomes a source of inspiration and learning for them, encouraging them to care for the environment and act with integrity. Through research of relevant film elements, this article presents a strong argument on the importance of audiovisual media as a tool to spread positive values to the younger generation. This article is expected to provide new insights into the role of film in shaping the character and environmental awareness of future generations.

Keywords: Cinema for change; Sokola Rimba; Integrity; Love of Nature

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Introduction

In a world marked by rapid technological advancements and an increasing disconnect from nature, the importance of character education and environmental consciousness among the younger generation has never been more crucial (Plucker et al., 2004). As we grapple with environmental challenges and strive to cultivate ethical leaders, an unlikely hero emerges on the silver screen, showcasing the transformative power of cinema in shaping young minds (Isserman et al., 2010). The Indonesian film "Sokola Rimba" stands as a testament to the potential of movies to inspire character development and instill a profound love for nature.

"Sokola Rimba" takes viewers on a captivating journey through the dense and mystical Bornean rainforest, immersing them in a tale of resilience, compassion, and environmental awareness. In this article, we delve into the profound impact of this cinematic masterpiece as it weaves together the threads of character education and ecological consciousness, leaving

an indelible mark on the hearts of its audience. Drawing from the powerful depiction of the film's protagonist, Ibu Muslimah, we explore how her unwavering dedication to education becomes a poignant example of building integrity and moral fortitude. Through her interactions with the children, she nurtures in the heart of the rainforest, the film offers invaluable life lessons that transcend the screen and reach the impressionable minds of its viewers.

Moreover, the lush and vibrant landscape of the Bornean rainforest serves as more than a mere backdrop; it assumes the role of a silent teacher, inspiring a newfound appreciation and love for the natural world. As the characters navigate through the forest's wonders and witness its fragility, young audiences are invited to reflect on their responsibility to protect and preserve the environment for future generations. This article sheds light on the multifaceted impact of "Sokola Rimba," as it not only sparks introspection and ignites a passion for nature but also empowers the young generation to take charge of their own ethical journey. Through the lens of this remarkable film, we explore how cinema can be harnessed as an educational tool, molding hearts and minds, and cultivating an ethical and environmentally-conscious society. As we unravel the common threads of character education and love of nature intertwined in "Sokola Rimba," we discover the potential of cinema to inspire positive change and ignite a spirit of care for nature in the next generation in the community of Serangrejo Village, Kulwaru, Wates, Kulon Progo, D.I. Yogyakarta. Based on population data and data collection of the population profile of Kulwaru Village, it was recorded that there were 198 adolescents with the age group of 10-14 years. This large number is a potential for the team to achieve the expected goals.

Method

The Community Service Activity "Cinema for Change: Sokola Rimba" is conducted, drawing inspiration from the film "Sokola Rimba" as a tool to shape character and foster love for nature among the young generation. The objective of this activity is to enhance awareness of the importance of integrity and appreciation for the environment, on Monday, 17th July 2023. The Community Service Activity "Cinema for Change" activity is carried out by a team comprising 3 lecturers from the Mathematics Education and Science Education Programs at Universitas Sarjanawiyata Tamansiswa (UST), and also from Yogyakarta State University, assisted by 3 university students. The participants who took part in this activity were 25 students from elementary school to high school. The event takes place physically at Serangejo, Kulwaru, Wates, Kulon Progo.

This activity is conducted in response to the identified issue in the field, which is the lack of character education and love for nature among the young generation. Our team then provides a solution by organizing the Community Service Activity "Cinema for Change: Sokola Rimba" in agreement with the team and participants. In this Community Service Activity activities, the team provides a film screening of "Sokola Rimba" for elementary and secondary

school students. Following the film screening, the team also conducts character planting activities to enhance integrity and love for nature. The "Cinema for Change: Sokola Rimba" Community Service Activity activities aims to create a positive impact on participants by enhancing their awareness of character and the environment, inspiring them to become morally upright, environmentally conscious, and responsible members of the young generation. Stages of community service activities include: (a) Observation; (b) Planning; (c) Implementation; and (d) Evaluation (Figure 1).

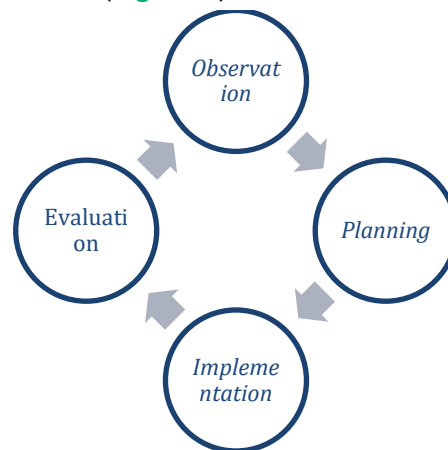


Figure 1. Stages of Community Service Activities

In the observation stage of the "Cinema for Change: Sokola Rimba" community service activity, the team conducted a thorough analysis of the identified issue in the field (Trudel & Gilbert, 2001). The main focus was on understanding the existing challenges related to character education and love for nature among the young generation. The observation stage was essential in identifying the specific needs and areas that required attention and intervention (van Meijel et al., 2004). In the planning stage, the team meticulously developed a comprehensive strategy to ensure the successful implementation of the program. This stage involved detailed planning, resource allocation, and setting clear objectives to address the identified issues of character education and love for nature among the young generation (Al-Mashari et al., 2003).

In the implementation stage, the carefully planned program was put into action. The team worked diligently to execute all aspects of the service to achieve the set objectives of enhancing character education and fostering love for nature among the young generation. In the evaluation stage, the team conducted a comprehensive assessment to measure the effectiveness and impact of the program (Neumark-Sztainer et al., 2003). The evaluation stage aimed to gauge the extent to which the objectives of enhancing character education and fostering love for nature among the young generation were achieved. This activity is said to be successful if: (1) Participants who participated in this activity amounted to more than 15 people; (2) The results of the questionnaire measuring integrity, empathy, and love for nature showed positive results.

Result

Observation

In the observation stage of the community service activity "Cinema for Change: Sokola Rimba," the team identified several critical problems that underscored the importance of the service activities. These problems not only served as the foundation for the program but also highlighted the pressing need for community engagement and intervention:

1. **Lack of Environmental Awareness:** One of the foremost problems identified was a significant lack of environmental awareness among the young generation in the target community. Many of the youth were disconnected from nature, and environmental issues were often overlooked. This raised concerns about the future sustainability of the local environment.
2. **Decline in Socio-Cultural Values:** The team observed a decline in socio-cultural values related to nature and integrity.
3. **Lack of Engagement:** There was a lack of engagement with subjects related to environmental ethics.
4. **Economic Struggles:** The team recognized the potential for the community to benefit economically from nature-based activities and sustainable practices, which could help improve their living conditions.
5. **Disengagement from Community Initiatives:** The young generation appeared disengaged from community initiatives, including environmental conservation and ethical projects.
6. **Disconnect from Traditional Knowledge:** The team observed a growing disconnect from the rich traditional knowledge and practices related to nature and integrity. This loss of cultural heritage and wisdom was seen as detrimental to the community's identity.
7. **Lack of Inspirational Resources:** The absence of inspirational resources and activities that could motivate the youth to reconnect with nature and ethical values was a notable problem.
8. **Environmental Degradation:** Environmental degradation, including deforestation and habitat destruction, was a palpable problem in the community.

These identified problems emphasized the urgency of implementing the "Cinema for Change: Sokola Rimba" program. It became evident that there was a critical need to rekindle a love for nature, nurture integrity, and inspire a sense of responsibility among the young generation. By addressing these issues, the program aimed to create a positive impact on the community's environmental consciousness, socio-cultural values, education, economic opportunities, and overall well-being. The observation stage served as the catalyst for initiating community service activities that could effectively address these pressing concerns and bring about positive change.

Planning

In the planning stage, the team carefully laid the foundation for success by setting clear and SMART objectives, conducting a needs assessment to tailor program activities to the specific challenges of the community, allocating appropriate resources, designing the program with an engaging activity of watching the movie "Sakola Rimba", implementing strategies to maximize participants, and creating a questionnaire as an evaluation material to determine the achievement of the activities.

Implementation

The implementation activities of the "Cinema for Change: Sokola Rimba" program represent a dynamic and engaging phase (Figure 2). Here, meticulously planned activities are transformed into real experiences that actively involve the young generation, nurturing character education and a deep love for nature. The continuous engagement and commitment of participants, along with ongoing monitoring and evaluation, ensure that the program remains responsive and effective in achieving its objectives. The implementation phase is where the program comes to life, igniting positive change in the community. With a shared vision, the team works diligently to execute every facet of the program. This includes setting up film screenings, organizing workshops, and coordinating community projects. Each of these activities is meticulously choreographed to work in harmony and achieve the program's set objectives.



Figure 2. The Implementation Activities

Evaluation

The evaluation activities in the "Cinema for Change: Sokola Rimba" program encompassed a multifaceted approach to data collection, attitudinal assessments, socio-cultural impact analysis, economic assessments, participant feedback, performance indicators, community perception and involvement, comparative analysis, and the generation of a comprehensive report with recommendations. This thorough evaluation process allowed the team to measure the program's effectiveness and its impact on character education and love for nature among the young generation, enabling them to make informed decisions for future initiatives. Evaluation of the implementation of service activities is seen from the

results of the questionnaire. The questionnaire consisted of 2 parts, the first regarding the respondent's initial condition while the second regarding the participant's response after watching the movie "Sakola Rimba". The results of the respondent's initial condition's questionnaire are presented in Table 1.

Table 1. Respondents' Initial Condition

Indicators	Questions	Answer	
		Yes (%)	No (%)
Integrity	Do you always keep your promises and commitments?	56	44
	Have you ever spread rumors or engaged in gossip about others?	100	0
	Do you refrain from stealing or taking things that don't belong to you?	36	64
	Have you ever cheated on a test or an assignment?	92	8
	Do you avoid making promises you know you cannot keep?	36	64
Empathy	Have you ever helped someone in need without expecting anything in return?	84	16
	Have you ever comforted someone who was feeling sad or upset?	52	48
	Have you ever taken the time to listen attentively to someone who needed to talk?	36	64
	Do you avoid judging others without knowing their full story or background?	40	60
	Have you ever shown empathy towards animals or the environment by taking actions to protect them?	48	52
Love of Nature	Do you enjoy spending time outdoors, such as in parks, forests, or gardens?	68	32
	Do you prefer spending time in nature over indoor activities like watching TV or playing video games?	24	76
	Have you ever felt a sense of awe or appreciation when observing natural landscapes, such as mountains or oceans?	40	60
	Do you find joy in observing and learning about different plant and animal species?	20	80
	Have you ever engaged in activities like bird-watching, hiking, or gardening?	44	56

Given the low levels of integrity, empathy, and love of nature displayed by the respondent (Table 1), further treatment and intervention were necessary to address these areas of concern. The goal was to help the respondent develop a stronger sense of integrity, cultivate empathy and compassion towards others, and foster a deeper appreciation and responsibility for the environment. Through community service activity "Cinema for Change:

Sokola Rimba", the hope was to instill positive values and attitudes in the respondent, encouraging personal growth and positive contributions to both their social relationships and the natural world. After participants were given treatment by watching the film "Sokola Rimba", participants were then asked to provide a response to the activity. Participants' responses are statistically presented in Figure 3.

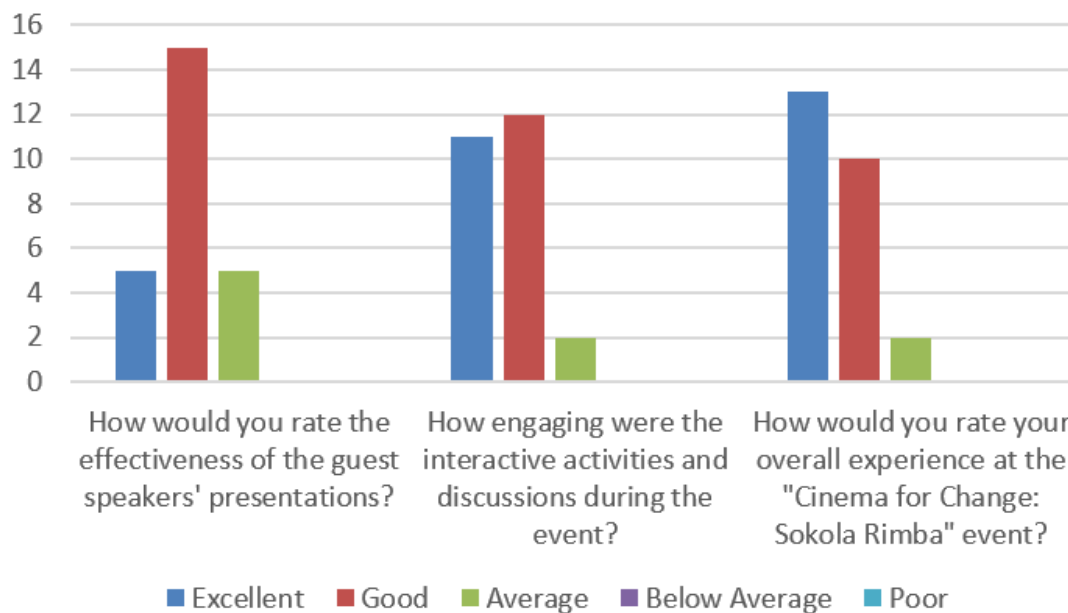


Figure 3. Participants' responses

The program has an advantage in terms of relevance to local conditions due to its focus on educational character and environmental awareness. Another advantage is the immersive experience provided by the program, especially through films and activities in the Borneo forest. This provides participants with powerful hands-on experiences, which can influence their views and values. The program also encourages active participation of participants in community activities. This can produce tangible results in environmental conservation and character development in the community. On the other hand, the program requires significant resources, including finances, personnel, and logistics. Communities in the activity sites have limited resources, which is a weakness of the program. The program must be implemented with local culture in mind. Failure to understand and respect local values and traditions may lead to incompatibility and unsuccessful programs. Measurement of character impact and environmental awareness may be difficult. Not all changes in character and attitude can be easily measured, which can be a weakness in assessing the success of the program. These strengths and weaknesses should be carefully evaluated and considered to ensure that the program "Cinema for Change: Sokola Rimba" program is appropriate to the conditions of the community at the activity site and can provide significant benefits.

Discussion

In the "Cinema for Change: Sokola Rimba" community service activity, a comprehensive program was designed and executed to address the identified issues of character education and love for nature among the young generation (Wardani, 2022; Harrington, 2015). The implementation of the program involved various activities, and the results and impact of these activities were discussed and evaluated. The service began with the screening of the film "Sokola Rimba," a powerful narrative that served as a catalyst for engaging the participants in meaningful discussions. The film's themes and messages resonated with the students, creating a strong foundation for the subsequent character planting activities.

The character planting activities were carefully designed to foster the development of essential character traits, such as integrity, empathy, and love of nature (Samsinar et al., 2023). Integrity is a crucial concept for an understanding of governance (Evans, 2012; Huberts, 2020). This presupposes that moral values and norms are important to describe and explain the behavior of governance actors (Huberts, 2018). Empathy, is an experiential way of grasping another's emotional states (Halpern, 2003). Empathy is a "perceptual" activity that operates alongside logical inquiry (Post et al., 2014). Then, love of nature consisting of passion for nature, intimacy with nature, and commitment to nature (Dong et al., 2020). It's as an expression of people's personal and explicitly emotional relationship with nature (Perkins, 2010). These three important characters need to be instilled in students from an early age. Instilling the characters of integrity, empathy, and love of nature in students is essential for their personal growth, well-being, and future success. These character traits contribute to the formation of responsible, compassionate, and environmentally-conscious individuals who positively influence their communities and contribute to a better and more sustainable world.

Through interactive sessions and group discussions, the participants were encouraged to reflect on the film's lessons and relate them to their personal lives and experiences. This approach enabled the students to connect emotionally with the program and internalize the values being promoted. The Forum Group Discussions (FGDs) provided a platform for the students to openly discuss challenges they faced during online learning and explore collaborative solutions as a group (Anabel & Simanjuntak, 2022). The FGDs promoted critical thinking, teamwork, and problem-solving skills while addressing real-life issues experienced by the participants (Tan & Vicente, 2019). This aspect of the service encouraged active participation and empowered the students to take ownership of their learning experiences.

The evaluation stage played a crucial role in assessing the effectiveness of the service (Tan & Vicente, 2019). Post-event surveys and feedback indicated positive responses from the participants, demonstrating the program's success in engaging and inspiring the young generation. Moreover, the service fostered community engagement and collaboration. The program's emphasis on environmental consciousness also encouraged students to take active roles in protecting and appreciating nature, promoting a sense of responsibility towards the

environment (Wilson, 2007; Chawla & Cushing, 2007). The service encouraged creativity and expression among the students, as demonstrated by their artwork, writings, and creative projects inspired by the film and program activities. This aspect of the program not only showcased the students' talents but also allowed them to share their thoughts and emotions about character education and environmental awareness.

Overall, the "Cinema for Change: Sokola Rimba" community service activity successfully addressed the issues of character education and love for nature among the young generation. The program's thoughtful design, engaging activities, and positive impact on participants showcased the potential of community service initiatives in shaping positive attitudes and behaviors. By fostering character development and environmental consciousness, the program aimed to empower the young generation to become morally upright, environmentally conscious, and responsible members of society. The lessons learned from this service can serve as a blueprint for future community-driven initiatives that aim to make a positive difference in society.

Conclusion

In conclusion, the "Cinema for Change: Sokola Rimba" community service activity successfully implemented a comprehensive program aimed at enhancing character education and fostering love for nature among the young generation. Through careful planning, thoughtful implementation, and thorough evaluation, the program achieved its objectives of inspiring positive character development and environmental consciousness. During the service, participants engaged in film screenings, character planting activities, and Forum Group Discussions (FGDs). The film "Sokola Rimba" served as a powerful source of inspiration, instilling valuable life lessons and environmental awareness in the students. The character planting activities encouraged self-reflection and the cultivation of essential character traits, such as integrity, empathy, and responsibility. Through post-event surveys and feedback, the "Cinema for Change: Sokola Rimba" program received positive responses from participants, demonstrating its effectiveness in resonating with the young generation. The program also showcased its impact on the participants' academic performance, as they exhibited improved engagement and motivation in their learning.

Furthermore, the "Cinema for Change: Sokola Rimba" activity fostered community engagement and collaboration, strengthening bonds between schools, community members, and the university. The program's emphasis on environmental stewardship also encouraged participants to take active roles in protecting and appreciating nature. By encouraging creativity and expression through artwork, writings, and projects, the program empowered the students to voice their thoughts and emotions about character education and environmental awareness. Overall, the "Cinema for Change: Sokola Rimba" community service activity provided a holistic and transformative experience for the participants. It inspired the young generation to embrace positive character traits and become responsible,

environmentally-conscious individuals. The program's sustainable impact and ongoing evaluation ensure that the lessons learned and values instilled will continue to shape the lives of the participants and contribute to a better future for the community and the environment.

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