

SEMIOTIC STUDY OF THE FILM “AKU PENGGAKE MIMPI” AND ITS RELEVANCE AS AN LANGUAGE TEACHING MATERIAL IN SCHOOLS

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Abstract

This study aims to analyze the film “Aku Penggerak Mimpi” using a semiotic approach and evaluate its relevance as language teaching material in schools. Roland Barthes' semiotic approach is used to explore the denotative, connotative, and mythical meanings contained in the film. This study also uses a qualitative descriptive method to understand how this film can support language learning, especially in improving students' analytical skills towards narratives, morals, and culture conveyed through visual media. The results of the study show that this film contains various signs, symbols, and meanings that are relevant to learning. The signs found not only depict struggles and hopes but also reflect moral values that are important to students, such as the spirit of hard work, the importance of education, and family warmth. The relevance of this film to language teaching materials can be seen from its ability to teach students to analyze narrative texts visually and contextually, as well as hone students' understanding of the socio-cultural context reflected in the story. Thus, this film has great potential as an innovative teaching material that motivates students to think critically and creatively. Educators are advised to utilize this film as part of a learning strategy that supports the language curriculum and enhances students' learning experiences.

Keywords : Semiotics, Teaching Materials, Film, Education.

INTRODUCTION

Film is an effective medium for conveying educational messages. In today's digital era, films not only serve as entertainment, but also as a powerful tool in shaping mindsets, conveying moral values, and motivating audiences. For example, the film “I Am the Dream Maker” depicts the inspiring journey of a young man in achieving his dreams despite facing various limitations. This film presents a story that is not only entertaining but also contains many educational messages that are relevant to everyday life.

The messages contained in films are often conveyed through signs and symbols. The semiotic approach allows researchers to analyze more deeply how signs and symbols in films can convey deep meanings. In the context of education, understanding these signs and symbols can be used as interesting and innovative teaching materials. By using films as a

learning medium, students can more easily understand abstract concepts, especially those related to language and culture. Research by Rahayu *et al.* (2023) shows that semiotic analysis in films can help students understand the meaning contained in visual and narrative symbols, thereby increasing their appreciation of literary and cultural works.

The film "Aku Penggerak Mimpi" has great potential to be used as teaching material in learning. In this film, the linguistic aspect is seen through the use of meaningful dialogue, character expressions, and cultural symbols that reflect the lives of society. The use of films as teaching materials is also in line with the contextual approach in education, where learning is based on real situations that are relevant to students' lives. According to Dewanta (2021), the use of films in learning can improve students' understanding of language and cultural structures, and encourage them to think critically and creatively.

The current Language curriculum emphasizes the importance of developing basic competencies that include the ability to communicate, think critically, and understand cultural context. Film as a learning medium can be an effective means to support the achievement of these basic competencies. By integrating semiotic analysis of films into learning, students are not only invited to understand the content of the story, but are also invited to analyze the meaning contained in signs and symbols, thereby improving their critical thinking skills.

Research by Muzakky *et al.* (2023) shows that a semiotic approach in film analysis can help students develop critical thinking skills by identifying various signs and symbols in a work. This approach allows students to interpret deeper meanings, both explicit and implicit, contained in literary works or films. In addition, semiotics can also introduce students to the cultural values that underlie the work, so that they understand not only the story, but also the social, historical, and ideological contexts that shape it. Through this process, students are expected to improve their analytical skills, which in turn can enrich their understanding of the interaction between media, culture, and society. Thus, the application of semiotic analysis in education is not only useful for improving media literacy, but also for forming individuals who are more sensitive to the social and cultural dynamics around them.

The use of films in learning requires a planned and selective approach. Teachers need to have a deep understanding of how to choose films that are relevant to the teaching material and can enrich students' learning experiences. In addition, it is important for teachers to design learning strategies that integrate film material effectively so that the desired educational goals can be achieved. For example, the film *Aku Penggerak Mimpi* can be an example of a learning media that is not only in accordance with the curriculum but also provides significant added value. This film can be used to introduce important themes such as character development, nationalism, and cultural diversity. Moreover, this film is able to strengthen students' understanding of the importance of education as a driver of social change and national development. By utilizing films as a tool to stimulate discussion and reflection, students not

only gain knowledge, but also increase empathy and awareness of cultural and national values that exist in society. Thus, the integration of films in learning not only enriches educational content but also strengthens the formation of students' character as individuals who care about and are proud of the nation's cultural identity.

According to Nikmah and Junaedi (2022), cultural representation in films can be used as an effective means to introduce cultural values to students, while increasing their awareness of cultural diversity. Through screening films that depict various aspects of society, students can not only gain knowledge about traditions, customs, and prevailing social norms, but are also exposed to a portrait of diverse community life. This allows students to understand the importance of tolerance, mutual respect, and appreciation of differences. In addition, films that contain cultural representation can stimulate critical discussions among students regarding cultural identity, the challenges of maintaining local culture amidst globalization, and the role of the media in shaping perceptions of diversity. Thus, films are not only a means of entertainment, but also an educational tool that can shape character and enrich students' cultural insights.

This study aims to analyze the signs and symbols in the film *Aku Penggerak Mimpi* using a semiotic approach and evaluate the relevance of the film to the basic competencies of the Language curriculum. Through a semiotic approach, this study will explore the various meanings contained in the visual and verbal symbols in the film, which can help students to understand more deeply about the use of language in a broader cultural context. With the results of this study, it is expected to provide a significant contribution to the development of innovative and effective film-based learning strategies, as well as enrich the Language teaching method with a more contextual and interesting approach for students.

In addition, this study is also expected to encourage the use of film as a wider educational medium among educators, as a means to introduce cultural and national values to students. Film is not only a means of entertainment, but also an effective educational transformation tool in shaping students' characters. Through the use of film as a learning medium, students not only learn about linguistic aspects, but are also involved in the process of forming attitudes and a deeper understanding of social and cultural values. This study attempts to show that signs and symbols in films have an important role in building students' understanding of linguistic and cultural aspects, while also stimulating their critical thinking. Amidst the challenges of the world of education to always be relevant to the times, the use of film as a learning medium can be a solution that bridges the world of education with the needs and interests of students today. In addition, the right use of film can enrich students' learning experiences, make them more prepared to face social and cultural dynamics in society, and be able to apply these values in everyday life.

RESEARCH METHODOLOGY

This study uses a qualitative descriptive method with Roland Barthes' semiotic approach. In this study, primary data were obtained through observation of the film "Aku Penggerak Mimpi", while secondary data includes literature on semiotic theory and the application of media-based learning. This approach allows for an in-depth analysis of the signs in the film to reveal the denotative, connotative, and mythical meanings contained therein. The analysis process is carried out systematically, including identification of signs, interpretation of meaning, and evaluation of the relevance of the film as a teaching material that supports competencies in the Language curriculum (Suwignyo, 2019).

FINDINGS AND DISCUSSION

FINDINGS

Semiotic Analysis

Denotation

The film "Aku Penggerak Mimpi" carefully displays very clear visuals of the struggles of its characters' lives, with the main focus on the aspects of hard work, family, and education. In semiotic analysis, the denotative stage is the first to appear, namely the aspect that is directly and undeniably visible in the film, in the form of visual images that represent reality. Several scenes depict the main character working hard to achieve his goals, such as working part-time while continuing his education. These visuals not only show the difficulties faced by the character in living his life, but also depict the sacrifices that must be made to realize dreams, by highlighting hard work as the path to achievement.

In addition, the film also shows strong interactions between family members who support each other. These scenes show how important the role of family is in providing emotional and practical support, which allows the main character to continue to persevere in the face of obstacles. The presence of family as a source of strength in the journey of life, which often becomes hope and motivation, is a key element that encourages the character not to give up. This visual image reminds us that success does not only depend on the individual, but also on the social network around him, especially the family who provide unconditional support. The depiction of the school atmosphere in this film also plays an important role in highlighting the importance of education as a means to achieve success. By showing a conducive and challenging school environment, this film illustrates how education opens up opportunities to achieve higher ideals. This visualization connects education with the character's struggle in fighting for a better life. Scenes showing the main character's struggle in overcoming academic and social challenges show that achieving education is not something easy, but is a challenging path that must be traversed with determination and hard work.

Overall, the denotation contained in this film depicts the social reality that we often encounter in everyday life, namely the close relationship between hard work, family support, and educational

achievement. The message to be conveyed is very strong, namely that success is not only about individual ability, but also about sacrifice, support from others, and opportunities that can be utilized. This film invites the audience to see education as the main bridge to achieving dreams, especially in a socio-economic context that is not always supportive.

Dewanta (2021) stated that the visuals presented in the film not only reflect everyday life, but also provide universal messages that can be accepted by various groups. Through visual elements, films are able to convey values that invite the audience to understand the importance of effort, perseverance, and support in realizing dreams. These visuals, whether in the form of scenes, symbols, or character depictions, play an important role in strengthening the narrative and meaning to be conveyed, and make it easier for the audience to absorb the moral message contained in the story. In addition, films with strong visuals can arouse empathy and motivation, inspiring individuals to continue to struggle and adapt in facing life's challenges (Dalman, 2021; Idawati, 2022; Hesti, 2022; Fahrudin, 2023). Thus, not only functioning as entertainment, films with effective visuals can also be a learning tool that conveys valuable life messages.

Connotation

After analyzing the film at the denotative level, the next stage is to analyze the connotative meaning, which involves a deeper interpretation of the symbolism and hidden messages behind the visuals presented. In this case, the film "Aku Penggerak Mimpi" conveys a strong moral message through the symbolism of dreams and hopes that are realized through hard work. The main character is depicted as a figure who never gives up, even though he has to face various difficulties in life, such as poverty and problems in the family. This shows that even though one's life conditions can be very difficult, it is still possible to change fate through persistent effort and a relentless spirit.

The symbolism of hard work depicted in the film is more than just a physical representation of hard work in achieving a goal. It serves as a universal symbol of the hopes and dreams that are the main motivations in the lives of the main characters. Working hard does not only mean sacrificing time and energy, but also reflects perseverance and tenacity to achieve something greater. In this context, the film illustrates that hard work is not only a tool to achieve personal goals, but also a means to overcome social and economic limitations that often prevent someone from realizing their dreams.

In addition, the film also implies that success achieved through hard work is not a coincidence, but rather the result of strong determination and an undying desire to change. This is reflected in the main character who continues to struggle despite facing great obstacles. This connotation illustrates the belief that life does not always provide an easy path, but with perseverance and unfading enthusiasm, one can overcome all obstacles and achieve higher goals. In this context, the film invites the audience to reflect on how persistence and hope can lead someone out of difficulties to success.

Overall, the connotation that can be taken from this film is that life is full of challenges, but hard work and perseverance can turn all difficulties into opportunities. The moral message instilled through this symbolization of hard work is that everyone has the potential to change their destiny, as long as they have a strong determination to try. This film reminds us that although the journey to success is full of obstacles, true success can only be achieved through continuous struggle and sacrifice. As expressed by Cohen and Mitchell (2007), hard work and perseverance are the keys to achieving dreams, even though the journey is not easy.

Myth

Next, the final stage in the semiotic analysis is to identify the myths built in this film. Based on Barthes' theory, myths in popular culture often contain narratives that lead to certain ideologies that are widely accepted in society. In the context of "Aku Penggerak Mimpi", the myth that emerges is a universal theme about the importance of education and fighting spirit. This myth depicts education as the main path to changing one's destiny. In this film, education is not just a formal process at school, but also a symbol of self-empowerment that allows individuals to free themselves from social and economic limitations. This film implies that with adequate education, a person can improve their living conditions and achieve bigger dreams. This myth is in accordance with the values that apply in society, where education is considered an effective tool for achieving success and happiness (Suwignyo, 2019).

The final stage in semiotic analysis is the identification of myths built into the film, which are deeper narrative structures that connect certain ideologies and social values. Based on Roland Barthes' theory, myths in popular culture often contain narratives that depict certain ideologies that are widely accepted in society. In the context of the film "Aku Penggerak Mimpi," the myth that emerges is a universal theme about the importance of education and fighting spirit. This myth creates a narrative that education is the main way to change one's fate, which is believed by many people as the key to achieving success and happiness.

The film depicts education as not just a formal process in school, but as a symbol of self-empowerment. In the film's narrative, education is presented as a way to free oneself from social and economic limitations. The main character in the film struggles to get a higher education as a means to improve his living conditions. This creates a myth that through education, a person can not only gain knowledge, but also have the power to change fate and pursue bigger dreams. This myth is very much in line with the social views that are developing in society, where education is considered the main means of creating change in life.

The myth built in this film, namely about education as a tool for change, has a strong resonance with the values that apply in our society. As suggested by Suwignyo (2019), education is often seen as a solution to overcome social injustice and as a path to success. This film shows how important equal access to education is, which can open up greater opportunities for individuals to escape the cycle of poverty and achieve

better life goals. Thus, this myth reinforces the notion that without education, significant social change is difficult to achieve.

In the context of semiotic analysis, the relationship between denotation, connotation, and myth are interrelated and form a more complex meaning. Denotation provides a direct visual image, such as scenes of hard work that show the main character's real efforts to get a higher education. Connotation adds a deeper layer of meaning, such as greater hopes and dreams, which arise from the educational process itself. Meanwhile, myth connects the film's story to a larger social ideology, namely that education is the key to changing one's life. These three elements interact and mutually enrich the message that the film wants to convey, making this film not only a personal story, but also a social narrative that raises the theme of education as the main pillar of change in society.

Relevance to Teaching Materials

Film as a learning medium has various benefits, especially in introducing abstract concepts in a more visual and interesting way. In this case, the film "Aku Penggerak Mimpi" provides an opportunity for students to understand semiotic concepts in a more practical and applicable way. The use of film in learning allows students to see firsthand how signs, meanings, and myths are applied in real life. Thus, students not only learn theory alone, but can also relate their understanding to broader social and cultural situations. Film provides a space for students to witness how semiotic theories work in real-world contexts, making them more relevant and easier to understand.

In addition, films can motivate students to be more interested in learning because they have a stronger visual appeal compared to conventional teaching methods. Through strong visuals, interesting storylines, and recognizable characters, films are able to capture students' attention and keep them engaged throughout the learning process. This is very important, considering that students often find it difficult to relate the learning material to their daily lives. By watching films such as "Aku Penggerak Mimpi," students can more easily feel an emotional and intellectual connection to the material being taught, making the learning process more effective and enjoyable.

Films also offer an opportunity to develop students' critical skills in analyzing media. As a form of mass media, films contain many elements that need to be analyzed in depth, including symbolism, ideology, and the messages conveyed. Through film analysis, students are trained to think more critically about the media they consume, teaching them not to just passively accept messages, but also to understand the hidden meaning behind them. In this context, "Aku Penggerak Mimpi" not only teaches or semiotic concepts, but also introduces students to analytical skills that are very valuable in today's media world. Thus, this film is not only effective in teaching, but can also improve students' critical skills in analyzing media, understanding semiotic concepts, and relating them to their social context.

This is in line with Cohen & Mitchell's (2007) research which emphasizes the importance of visual media in teaching that can help students understand theories in a more enjoyable and digestible way. Furthermore, film as a learning medium provides an opportunity to build a deeper understanding of the world around them, enhance critical thinking, and equip them with the skills needed to face social and cultural challenges in the future.

DISCUSSION

The potential of the film "*Aku Penggerak Mimpi*" as a language teaching material is supported by its ability to engage students through a semiotic approach. This approach allows learners to analyze signs and meanings within the film's narrative and dialogue, fostering a deeper understanding of communication and cultural context. According to contemporary studies, semiotics in education aids in cultivating students' critical thinking and their ability to interpret visual and textual elements (Zlateva, 2020). By interpreting these elements, students not only enhance their language skills but also develop analytical abilities to decode cultural symbols, a skill that is highly valuable in today's globalized world.

Moreover, the film's content aligns with educational objectives related to character building. Values such as hard work, solidarity, and patriotism, as depicted in the film, resonate with key principles in moral education (Rahman, 2022). These themes provide educators with a foundation to discuss broader societal issues and instill values that contribute to students' holistic development.

The film's engaging narrative and relatable context make it an effective tool to spark interest in literary and artistic appreciation. Recent educational research emphasizes that culturally relevant and engaging materials significantly enhance learning outcomes (Yusuf et al., 2021). The familiar cultural elements and captivating storyline of "*Aku Penggerak Mimpi*" create an environment where students are motivated to explore language and literature further.

Educators can incorporate this film into teaching strategies in various ways. For instance, class discussions and group activities centered on analyzing the film's themes can promote collaborative learning. Creative tasks, such as writing reviews or imagining alternative storylines, encourage critical thinking and creativity while reinforcing language skills. These activities align with the constructivist learning theory, which emphasizes active participation and contextual learning (Ismail & Ahmed, 2023).

In conclusion, "*Aku Penggerak Mimpi*" provides a rich resource for educators aiming to create meaningful and interactive learning experiences. Its use as a teaching medium not only enriches students' academic learning but also supports their emotional and social development, ultimately fostering a well-rounded education.

CONCLUSION AND SUGGESTION

CONCLUSION

The film "Aku Penggerak Mimpi" has great potential to be used as language teaching material in schools. By using a semiotic approach, this film not only helps students understand the various signs and meanings contained in the visual narrative and dialogue, but also introduces critical thinking in analyzing existing cultural symbols. In addition, this film is full of relevant moral and cultural values, such as the spirit of hard work, solidarity, and love for the homeland, which can strengthen the formation of students' character. With attractive packaging and the relevance of the story to everyday life, this film can also increase students' interest in learning, especially in the aspect of literary and art appreciation. Therefore, educators are advised to utilize this media as part of an innovative and interactive learning strategy, for example through class discussions, meaning analysis tasks, or even creative projects such as making film reviews or advanced scenarios. The use of this film as a learning medium is expected to create a more contextual, enjoyable, and meaningful learning experience for students.

SUGGESTION

The film "Aku Penggerak Mimpi" holds significant potential as an innovative language teaching material in schools. By employing a semiotic approach, this film can guide students in interpreting the diverse signs and meanings embedded within its visual narrative and dialogue, while fostering critical thinking skills in analyzing cultural symbols. Furthermore, it is rich in moral and cultural values, such as perseverance, solidarity, and patriotism, which are instrumental in character building. Its compelling presentation and relatable storyline also make it an engaging medium to boost students' interest in learning, particularly in literary and artistic appreciation. Educators are encouraged to integrate this film into their teaching strategies through activities like class discussions, meaning analysis exercises, or creative projects, such as film reviews or scriptwriting for potential sequels. Leveraging this film as an educational medium can help create a more contextual, enjoyable, and meaningful learning environment, enabling students to connect academic concepts with real-world experiences effectively.

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