

THE VALUES OF LEARNING IN THE DANGEROUS MINDS MOVIE BY JOHN N SMITH

Amiruddin¹, Salma Nurjannah²

Lecturer of Islamic Education Magister UIN Sumatera Utara¹

Students of Islamic Religious Education UIN Utara Sumatera²

Salmanurjannah08@gmail.com ,

Abstract

The research was conducted to know: how are the educational values on the learning process contained in the film Dangerous Minds. The use of research methods that are seen from the type of research that uses a qualitative study/approach is to observe and direct the film. As for analyzing the authors using a qualitative descriptive analysis technique, that describes the values contained in the film. The results of this research show that there are learning values in Film Dangerous Minds, which are various theories of learning namely, theories of learning behaviorism, learning Theory of cognitivism, learning theory of constructivism, learning theory of humanism. Then several methods of learning are methods of learning questions and answers, methods of learning recitation (giving assignments), methods of learning lectures, learning methods of discussion.

Keywords: Theory, Methods, Learning

I. INTRODUCTION

Education is becoming more and more structured these days and unfortunately, such development requires some sacrifices. One of the sacrifices is the flexibility of teaching. The teaching method varies from one individual to another. The Era of globalization of the Indonesian nation today becomes a very important part of human life. It is done by applying positive habits. Everything is done to make the succeeding generation of morals in the future.

In the Republic of Indonesia LAW No. 20 of 2003 stated that national education serves to develop the ability and shape the character and civilization of the nation dignified to educate the life of the nation, aims to grow the potential of learners to become people who believe and fear to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a citizen of democratic and responsible. (Anggota IKAPI, 2009:6).

Education is crucial to advancing generations of the coming nations. The learning process is when transferring science from educators to students through the media. Knowledge gained in the learning process Expected to be acceptable or well responded to by learners. Likewise, educators who can convey well every material.

There are many strategies, methods, approaches, and media that an educator has in the learning process to achieve their learning goals. Educator Hair knows how far to be trained by the students from the learning outcomes that are seen with teachers in applying various strategies and media. The exactness of educators in innovating these things makes themselves a luminist who has value in educating.

Based on the exposure on the authors interested in analyzing the values of education in the learning process contained in a film called Dangerous Minds. In the film tells the story of an educator named LouAnne Johnson, a former Marine English teacher, LouAnne Johnson is now familiar to the name Mrs. John's. He was stranded at Parkmont High School, becoming the teacher of a group of intelligent young children, with little or no education, who tended to accept failure as a color of his life. Mrs. John chose to gain trust and make changes to the lives of his children.

The authors see many educational innovations can be applied in the current world of educators from the film. The educational values contained in the film Dangerous Minds start from the use of strategies, methods, and media used to have a flexible educational role and objectives. The Film is great for further analysis to uncover the characters of a LouAnne Johnson as well as the participants of the students. For that then the need for in-depth research and further on Dangerous Minds.

Of these, the researchers are interested in reviewing and analyzing more in a movie called "Dangerous Minds". The type of research used is according to the proposed issue of the type of study/qualitative approach with the descriptive content analysis method Dangerous Minds by John N Smith.

The research is more focused and profound on the educational values in the film Dangerous Minds. Based on the focus of the research, researchers have problems in this research: "How are the educational values on the learning process contained in the film Dangerous Minds?" The purpose of this education is to know: educational values on the learning process contained in the film Dangerous MindsThe research is more focused and profound on the educational values in the film

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II. LITERATURE REVIEW

1. Learning theories

According to Emory Cooper's opinion (In Umar, 2004:50), Say "theory is a collection of concepts, definitions, propositions, and variables related to each other systematically and have generalized to explain and predict a particular phenomenon (facts)". Study according to Gagne in the book *The Conditions of Learning* (1977:107), Learning is a kind of change shown in behavioral change, which is different from before the individual is in the learning situation and after performing that similar action.

From this understanding, we can conclude that the theory of learning is a process that is done in a planned, concept and system that aims to change the individual from not knowing to know, from those who know to be able, from understanding to understanding, and so to the ability of each individual...

With the development of psychology in education, along with it emerge also various theories about learning. In the period of development of education psychology comes some schools of educational psychology, including:

a. Theory of learning Behaviorism

According to John Watson (1913:75), The behavioristic theory is a theory triggered by Gage and Berliner about behavioral change as a result of experience. The objective of learning according to behavioristic theories is emphasized on the addition of knowledge, while learning for activities that require learning to revisit knowledge already learned in the form of reports, quizzes, or tests.

b. Theory of learning Kognitivisme

This cognitive Model has a perspective that the learners process the studies and lessons through their efforts in organizing, storing, and then discovering the relationship between new knowledge and existing knowledge. The Grage book, N. L. & Berliner David, C. (1984:94) explains this Model emphasizing how the information is processed. Researchers who developed this cognitive theory were Ausubel, Bruner, and Gagne. Of these three researchers, each has a different emphasis. Ausubel

emphasizes on organizer management which has a major influence on learning. Bruner works on grouping or the provision of a draft form as an answer to how learners get information from the environment.

c. Theory of learning *Konstruktivisme*

According to Surianto (2009:67), Constructivism is the foundation of a contextual Thinking (philosophy) that knowledge is built by man little by little, whose results are expanded through limited contexts and are not sekonyong-Kooyong. Knowledge is not a set of facts, concepts, or conventions ready to be taken and remembered. People have to construct that knowledge and give meaning through real experiences. With the constructivism theory, students can think about solving problems, looking for ideas, and making decisions. Students will be more understanding because they are directly involved in the development of new knowledge, they will be more knowledgeable and capable of applying them in all situations.

d. Theory of learning *Humanisme*

In the theory of humanistic learning, the learning process must behalves and comes down to the human self. Although this theory emphasizes the importance of the content of the learning process. In other words, this theory is more interested in the idea of learning in its most ideal form of learning as it is, as what we can observe in the everyday world. Edwin Guthrie (1935:105) states that any theory can be utilized by the origin of the goal to "humanize people" (achieving self-actualization and so on) can be achieved. In the theory of humanistic learning, learning is considered successful if the student understands its environment and itself. Students in the learning process must try to gradually achieve their self-actualization. This study theory seeks to understand the behavior of learning from the culprit, not from the viewpoint of the Observer.

2. Learning methods

Ahmad Sabri (2005:52) explained that learning methods are the ways or techniques of presentation of subjects that will be used by the teacher when presenting the lesson materials, either individually or in groups. To achieve the learning objectives that have been formulated, a teacher must know the various methods. By knowing the nature of various methods, then a teacher will be more easily set the method that best suits the situation and condition. The use of teaching methods relies heavily on learning objectives. There are several learning methods related to the film *Dangerous Minds*, namely:

a. Questions and Answers learning method

The question and answer method is how to presentation lessons in the process of learning to teach through two-way interactions or two-way traffic from teachers to students or from students to teachers to obtain an answer to the material certainty of oral answer teachers or learners (Sumantri & Johar, 1998: 140).

b. Recitation (Assignment) learning method

The method of assigning assignments can be interpreted as a teaching-learning interaction format that is characterized by the existence of a task or more assignments given by the teacher, where the completion of such tasks can be done individually or in groups according to its orders. (Moedjiono and Dimiyati, 1992:85). The method of assigning assignments can be interpreted as a teaching-learning interaction format characterized by the existence of a task or more assignments given by the teacher, where the completion of such tasks can be done individually or in groups according to their orders.

c. Lectures learning method

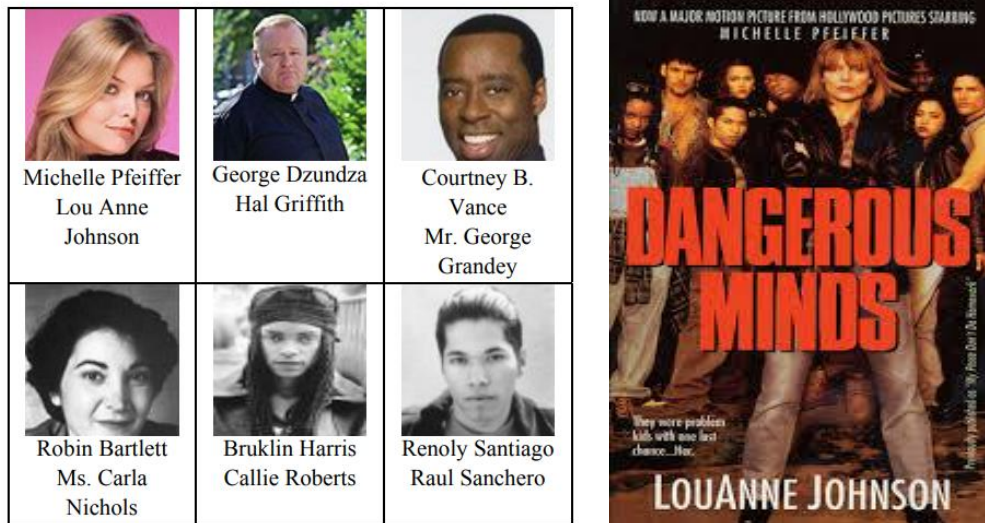
Suryosubroto, B. (2002:83) explains that lectures are one of the most widely used teaching methods in the teaching and learning process. This lecture method is done by communicating the lesson material to learners directly or orally. The use of this method is very practical and efficient for the teaching of the material many and has many students. The lecture method is the most traditional way of teaching and has long been conducted in the history of education, therefore this method can be said as a traditional teaching method since the first time this method is used as a teacher communication tool in delivering the lesson material. In the implementation of the lecture to explain his description, teachers can use learning media tools such as images and other visual audio.

d. Dissociation learning method

The discussion method is a method that can keep students active because students have the opportunity to speak or dialogue to exchange thoughts and information about a topic or problem and look for facts or evidence that can be used for troubleshooting. The method of discussion is a method of teaching that closely relates to solving problems or problem-solving (Muhibbin Syah, 2000:48).

III. DESCRIPTION AND FILM ANALYSIS

1. Description of Film Dangerous Minds



The film tells the story of LouAnne Johnson, a former Marine who became an English teacher, LouAnne Johnson is now familiar with the nickname Mrs. John's. He was stranded at Parkmont High School, becoming the teacher of a group of intelligent young children, with little or no education, who tended to accept failure as a color of his life. Mrs. John chose to gain trust and make changes to their lives.

The story begins with Mrs. John's acceptance as a fully working academic teacher, at Parkmont High School. Mrs. John has an ability in English literature and experience as a marine and has not yet had a teaching certificate. She quit the Marines, because of a household failure and divorced her husband. So he received his pleasure when Carla Nicholas, the deputy headmaster offered him a special academic teacher-class position, with a salary of 24,700 dollars per year.

On the first day of teaching, Mrs. John was excited because the promise would have a special, intelligent student. But the reality was different when he entered the class. The children are difficult to control. Children who come from such diverse races, remain engaged, conversing, and busy with their respective dealings. While trying to call attention, he still ignored it. Even Mrs. John's must receive abuse from Emilio Ramirez, the most influential student in the class, when attempting to inquire about why the teacher had previously stopped teaching. And the first day ended with anger and shame that had to be brought when Mrs. Johns decided to leave the class.

The first person to encounter Mrs. John's is Griffith's co-worker. Mrs. Johns is envious of a class taught by Griffith. Then Griffith tries to warn about how the children will face him in a special class, the key that teachers should be able to focus their students on.

Then at home, Mrs. John's thought about how to solve the problem he has now faced. Overnight he read a book on teaching and received input from his friend to attract his students. Finally, Mrs. John found the way out to tackle this problem. He decided to teach karate at the beginning of his meeting, and introduced himself as a former Marine. When two of his disciples Raul and Durrel responded to his teaching and did well, Mrs. John gave A value to all her students, provided they had to defend until the end of the year to graduate from high school.

This attention and enthusiasm are then used to teach the word, word conjugation, word meaning and sentence meaning. The topics are chosen closely adjacent to what is daily to be faced by students with violent environments, such as choosing, death, controlling lives, and choosing in the face of life and death. Students began to be interested, Callie, Raul, Durrel, turned out to be smart enough to respond to the lessons given. Mrs. John's first success was accompanied by a loud warning from the school principal for teaching karate to her students, albeit with a reason to attract even more attention. Mrs. John's must follow the school's prevailing curriculum.

Mrs. John's Continued his efforts to teach about the word and its use by giving chocolate and small meals to those who can answer or explain it correctly. The increasingly established motivation was strengthened with the challenge of understanding poetry. If they can read poetry, then they can read anything. Mrs. John's gave the task to read and understand one poem with the promise, when they succeeded they all would be brought to the playground, with roller coasters and other games the best in the world. They do not have to pay a penny because it is funded by the Board of Education (though all funds come from personal money). Once again, Mrs. John's got the challenge of Emilio who considers it all nonsense, a challenge to subdue the most influential students in his class.

Mrs. John's provided the poems of Bob Dylan containing street life with narcotics dealers and violence, as well as the ability to vote in life. Mrs. John's wanted to teach them about the meaning of life by directly touching their lives. Mrs. John's owner is looking for the meaning of his life, trauma to the husband's censorship, divorce, and abortion forced to

be done, making him still shut himself up for personal relationships. And the spirit of students is spirit also for himself.

The problem grew when Raul and Gusmaro had a small stature, fighting with Emilio who was tall, large, and unky. Mrs. Johns seeks to separate them, but does one fatal mistake, saying that Emilio was much stronger than Raul and Gusmaro, and was unworthy of a fight with them. This was in a sense of harassment against Raul and Gusmao. Unbeknownst to Mrs. John's, the program fights remained, Raul and Gusmao who had been on the gang on Emilio suspended three days, while Emilio was getting a loud warning.

Mrs. John's wanted to help Emilio was hateful, but he refused the aid. The day was also Mrs. John's visit to Raul's house. Mrs. John's explained to Raul's elderly parents and wanted to give additional punishment to the child, that Raul was innocent. It's not he who starts fights. Even Raul is said to be one of his favorite disciples who are intelligent, humorous and talkative. A statement that was able to make Raul and his parents proud and moved. Mrs. John's made the same visit to two other students. The visit finally got a good award, even by Emilio. So he got support from Emilio when other children in class accused the fights. Even Emilio wants to join class discussions, never before.

Many times Mrs. John's said that the children were not victims, had the right to choose and regulate what would be done in her life. And he delivered it always through a media discussion of the meaning of poetry. After fulfilling the promise of taking the children to the playground, and returning to a loud rebuke, for this reason, Mrs. John held the Dylan-Dylan Contest, with a dinner prize with him at a prominent expensive restaurant. The pageant is a contest looking for the equation of Bob Dylan's poem on death, with one of Dylan Thomas ' poems. The contest was won by Raul, Durrel, and Callie, but all of them were rewarded for the effort. Unfortunately, only Raul could go to dinner, because the other two disciples had to work at night.

At that moment the problem arose because Raul decided to owe a jacket for 200 dollars to the Renternir for dinner, and had to return it in a few days. He told Mrs. John and asked him for permission to find a substitute for the loan, or he would be killed. Mrs. John's did not give permission to Raul, but he was willing to borrow Raul the money needed on the condition, Raul should be able to graduate from the school, as a debt payment, and Mrs. John's emphasize that Raul is the person responsible for his promise.

Mrs. John's also faced a problem when she finally knew that Callie, the smartest student in her class had been pregnant and decided to get out of Parkmont, and went into Clearview, a school that teaches how to take care of the baby and become a good young mother. Although eventually, Mrs. John knew that in the school there was no restriction for the student to conceive, as was suspected by Callie, but she was unable to change Callie's decision. Callie's decision is supported by his mother, who considers Mrs. John as a woman who does not like men and does not like marriage.

Students also begin to get addicted to each other's prize-learning poetry. But Mrs. John was able to instill that learning itself was a gift to them. Being able to read and understand something, know how to think, and be able to train the thought process is a gift. Strong minds have to be trained continuously, each new reality gives another option, each new Thoughtform a new thought muscle, and we need those muscles as a weapon in our lives.

Another problem arose when Durrel and Lionel, two twin brothers, came out of school because his mother considers Mrs. John had poisoned them with poems and dreams about a future that was not realistic with their lives.

Mrs. John's toughest shaking was when she was unable to help Emilio cope with the problems he faced. Emilio was accused by another student of Parkmont High School who also became a drug dealer, capturing his girlfriend. Emilio was threatened to be killed. Mrs. Johns gives her a place to stay and manages to tap Emilio to not darken her eyes and commit a murder before she is killed. Emilio is advised to report the case and request protection to the principal. Emilio wants to do it. Unfortunately, Emilio was expelled by the principal just for not knocking on the door, before entering the headmaster's office. On the same day of the school's expulsion, Emilio found three blocks from his school, in a lifeless state.

The incident made Mrs. John Hit and decided to stop teaching at the end of the first semester. Nevertheless, his disciples made Mrs. Johns aware of his teachings about choosing a way of life and not giving up on failure. On the last day Mrs. John taught, Callie, who had decided to enter the school, went back and made Mrs. John's, that all of her students who still survived desperately needed Mrs. John's. They need their presence to stay with them to realize the ideals and paths they have chosen, for serious schooling. And finally, Mrs. John was willing to return, and rediscovered her spirit to jointly manifest what she had begun.

2. Analysis Film Dangerous Minds

From the summary of the above story, that the learning applied by Louanne Johnson towards his children is to apply the following learning theories:

a. Theory of learning Behaviorism

Mrs. John's in his application in the Behavioristic learning theory was: behavior that Louanne always repeated to create a strong association between the two. A recurring example of behavior is to give compassion to his children by always trying to help the problems faced by his children. There was a positive reinforcement that Mrs. John had given to her children. When matched with Robert Gagne's instructional theory, that Mrs. John made contributions to her studies. One of them provides mentoring. Mrs. John's guiding his children in his daughter if he made a mistake.

b. Theory of learning Kognitifism

The example that Louanne applies in this theory is that Mrs. John's provided the material following the circumstances or conditions of her children in her life of violence and death. So the pupil can digest well the lessons given. As poetry is themed on the environment in which the poem contains the values of violence, life, and death.

c. Theory of learning Humanism

Mrs. John gives meaning or meaning to each lesson. Mrs. John's, In this case, tried to interpret the meaning of education and compassion given to the children he was sent through his lesson. For example, as an educator, Mrs. John does not only give lessons, but through the lesson, it gave life values in every Materi-materials. Besides, Mrs. John's always cared about the children he was in while they were in trouble, so the results managed to make the children of his previously naughty, Urakan, and mainstay to be children of good and understand each other.

d. Theory of learning Konstruktifism

In this movie, we can see that Mrs. John Better prioritizes his students' understanding by developing a learning strategy that attracts students more and also provides more experience and knowledge as capital for a better future.

Not only discussing the process of learning theories, but the various learning methods are also exposed directly in the film Dangerous Minds, the following is a method of learning in the film:

a. Questions and Answers learning method

Every class start, Mrs. John's always gives a question to his disciple, either through a sentence or a poem. It is a step to provoke the activity of students in the classroom to observe, interpret, classify, communicate, and make conclusions about what has been asked.

b. Recitation (Assignment) learning method

After the disciples began to understand the verbs, nouns, and adjectives, Mrs. John gave a poem task to better understand the meaning of the word.

c. Lectures learning method

The lecture method is used by Mrs. John at the end of the discussion or question and answer about the poem being discussed. Mrs. John gives the meaning of the conclusion of all the meanings that have been expressed by the students. Also, Mrs. John planted a value through poetry that was discussed to the participants.

d. Dissociation learning method

After being proficient enough, Mrs. John gave a group task called a "Dylan-Dylan Contest" where students are told to look for poems from Bob Dylan that are similar to the poems from Dylan Thomas. This method is a way for students to interpret their thoughts and be tolerant of other opinions. In the Dylan-Dylan contest, each group consists of three people, and for those who successfully win the contest will get dinner prizes at expensive restaurants with Mrs. John's.

Some of the things we can take from this film are, as a teacher, we must be able to understand the characteristics of our learners before we (teachers) do the learning. By recognizing the students' characteristics, we can determine the right method or way to teach students. The use of method matches is crucial for learning to run smoothly and learning objectives can be accomplished and mastered by learners. If the method that the teacher wears does not match the student's characteristics, then what happens is that learning is difficult to implement, there are challenges from learners and ultimately learning objectives cannot be achieved.

As a teacher, it takes a high struggle or passion to do the learning. We should not be desperate or easy to give up when one way we apply is experiencing a failure. Teachers should be clever, and skilled in creating or combining various methods for learning to run smoothly.

There are many ways teachers can draw the attention of the students, among other things, giving motivation, giving gifts, giving positive punishment. But keep in mind that when giving a gift do not be done too.

Because this can make mental learners less good, for example, if not given gifts then do not want to do the task of the teacher. Realize students that learning itself is a very valuable and highly beneficial gift for the future of learners.

Each student's characteristic in one class is not the same. Therefore, a teacher must also be able to do various approaches to the students. As for this approach, we can do it in groups or personally or individually. An example of a group approach that we can take from the film is when the Dylan-Dylan Contest is held. While the personal approach, we can know when Mrs. John's visited his troubled students. Also, as a teacher, we must cultivate a passion for the students and attract students to always be active in teaching and learning activities. Family problems, such as families that include "broken Home", and come from poor families, can affect the development of the individual's psychology, such as those individuals being closed, depressed, etc. For that as a teacher should also take into account and give more attention to the psychological development of participants in the.

IV. CONCLUSION

Learning theory is a process that is done in a planned, concept, and systematic manner that aims to change the individuals of the people who do not know to know, from those who know to be able to, from understanding to understanding, and so to the ability of each individual. Theories of learning, namely, the theory of learning behaviorism, the theory of learning of Kognitivisme, the theory of constructivism learning, the theory of learning humanism.

Learning methods are the ways or techniques of presentation of the lesson materials that teachers will use when presenting their study materials, either individually or in groups. To achieve the learning objectives that have been formulated, a teacher must know the various methods. There are several learning methods related to the film *Dangerous Minds*, i.e., question and answer learning methods, methods of Recitation (Assignment), learning method of lectures, learning method of discussion.

As a teacher, it takes a high struggle or passion to do the learning. We should not be desperate or easy to give up when one way we apply is experiencing a failure. Teachers should be clever, and skilled in creating or combining various methods for learning to run smoothly.

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