
The Moral Values in the Upin Ipin Animated Film Episode “The Beginning of Ramadhan” (Gamson and Modigliani Framing Model Analysis)

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Abstract

Film is one of mass media that people are most interested in because it delivers picture and sound simultaneously. It also has become the means of educating as well as means of propaganda to spread the cultural values among society. One of film that educating and having moral values is animated film Upin and Ipin. Hence, this research objectives is to analyze the moral values in Upin and Ipin on episode “The Beginning of Ramadhan” and this research is analyzed using framing model of Gamson and Modigliani. The findings report that the moral values in Upin and Ipin animated film episode “The Beginning of Ramadhan” describes positive issues that has moral values in the story which teaches human being to be trustworthy and responsible with the given work and always be honest as well as to have good deeds and words.

Keywords: *Animated Film; Framing Analysis; Moral Values.*

INTRODUCTION

The development of globalization has presented the mass media to next level which is more useful and chosen by many people to communicate with all humans in cyberspace. What Dovifat's says in Jalaluddin Rakhmat that recent communication technology has created what is called a "world public" (Rakhmat, 2004).

Today the media is growing rapidly, as a medium of information. Radio and television surpass in terms of conveying a message or information from the communicator to the public which is equipped with a very flawless explanation. Humans are the target of the media, so all mass media messages are consumed by the public and become their information and reference material (Kusnawan, 2004).

Media is categorized into 4 types, they are interpersonal media, group media, public media and mass media (Cangara, 2010). The emergence of various media at the end of the 19th century became a phenomenon in modern life, such as newspapers, magazines, radio, television, and films which were also part of one of the mass communication media (Pranajaya, 1999).

Film is one of the mass media that is most in demand by the general public, because it conveys images with sound simultaneously. Film is a means of education, a means of propaganda as well as a means of disseminating cultural values in society. The power and ability of films to reach social segments makes experts think that films have the potential to influence audiences (Sobur, 2004).

Aspects of morality in an animated film is intended for people who see it, where a film can influence the formation of moral attitudes in anyone who sees it. So what is shown in an animated film be imitated by the people who watch it, especially for children.

The definition of morality itself in general can be defined as teaching about good and bad which is generally accepted regarding good and bad deeds, morals, manners, ethics, or descriptions of human actions, behavior, traits, and temperament (Nurgiyanto, 2017). In Islam, moral is the translation of the word *akhlak*. The source of morals is Allah SWT and His Messenger, so in Islam people who have good morals will be under the guidance of Allah SWT towards His pleasure (Majid and Andrayani, 2011). An explanation of good morals, contained in QS. Al-Ahzab/21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ
كَثِيرًا

Translation:

"Indeed, in (self) of the Messenger of Allah there is really a good role model for you, (they are) for those who hope (grace) of Allah and (the arrival of) the Judgment Day and who remember Allah a lot." (Kemenag.go.id, 2022)

This verse explains to humans about contend with good words and deeds, as has been exemplified by Rasulullah SAW, and it is recommended to follow his *sunnah*, because it is lived by those who hope in Allah SWT and the life in hereafter.

While there are many action, romantic, and horror films, now the world of cinema is starting to be decorated with the emergence of films that educate by incorporating moral messages in each of their shows. One of the films that educating and familiar to the public, especially for children, is the animated film Upin dan Ipin.

Upin and Ipin are a pair of young twins who live with Kak Ros and Opah in Kampung Durian Runtuh. They go to school at the Tadika Mesra kindergarten. Their friends at Tadika Mesra are friendly and full of uniqueness, such as Mei Mei who is cute and smart, Jarjit Singh who likes rhymes, Ehsan who is chatty and likes to eat, Fizi (Ehsan's cousin) who is full of confidence but likes to make fun of others, and Mail who likes trading. Kampung Durian Runtuh is also visited by a girl named Susanti who had moved from Jakarta,

Indonesia. This film is broadcast on MNCTV every full day starting at 06.30, 10.30, 16.30 and 17.45 WIB. Therefore, this film has a great opportunity to influence the audience, especially among children.

Based on the description above, the researcher is interested in analyzing the moral values in the Upin and Ipin film episode "The Beginning of Ramadhan" by using the framing analysis method.

RESEARCH METHODS

This research employs descriptive qualitative. Qualitative research aims to explain a phenomenon or object of research more broadly and completely through data collection as deeply as possible (Kriyantono, 2007). Descriptive qualitative is a research method that utilizes qualitative data and described descriptively, so the researchers will make observations in the form of interpretations on films on the YouTube channel and then describe each sign found.

The primary data used in this study is the researchers' observations of the films which uploaded to YouTube accounts on the animated films Upin and Ipin. By pausing the video and looking at every scene that has a moral value, as well as secondary data in the form of articles related to the films Upin and Ipin.

The data analysis technique in this research uses framing analysis from Gamson and Modigliani framing analysis model. Gamson and Modigliani's Framing analysis technique developed Framing as a package. It is a series of ideas that show what issues are discussed and which events are relevant to understanding the meaning implied in the animated film Upin and Ipin which is the object of this study, as well as determining the moral values contained inside.

RESULTS AND DISCUSSION

Moral message

Mufid in Lathifah Istiqomah states that messages can be in the form of signs or symbols, some of these signs are universal rather than symbols, this is because symbols can go through agreements, such as symbols of a country (Istiqomah, 2019). Beside, morals are teachings, sermons, discourses, standards, a collection of oral or written rules and regulations about how humans must live and act in order to become good human beings. The basic sources of moral teachings are traditions, customs, religious teachings and certain ideologies (Soekanto, 2013).

Categories based on moral values are divided into four, they are:

1. Moral in human relationship with God

Moral in the relationship between humans and God which is a religious human being that have instinct to be closer to the God to the closest point. A servant who has reached the closest point to his God will always feel with God. As God's creatures, humans have the ability to believe in and adhere to religious teachings in the sense of doing good and praiseworthy things and abandoning forbidden actions.

The following are indicators of moral values in human relations with God, such as praying, respecting parents, giving charities, and *sholat*. Taqwa includes all the good and purifies self from all the bad. It starts with protecting self from animism, protecting self from committing disobedience, protecting self from doubt, and leaving what is forbidden to do (Saichon, 2017).

2. Moral in human relations with self

Moral in human relations with self, the moral values contained in human relations with self that are related to issues such as self-existence, self-esteem, self-confidence, fear, revenge, loneliness, oscillating between several choices and others which is more looking into the soul and psychology of an individual (Nurgiyanto, 2017).

3. The category of human relations with other humans in the natural environment

The relationship among human beings in the scope of the natural environment is to emphasize humans as a form of criticism of the forms of morality and ethics which so far have only been dominated by humans. Thus the presentation of moral values is no longer only to humans but also to the earth and with all its contents as one unit of life which means that humans love nature which basically cannot be separated from human life (Keraf, 2002).

4. Moral in human relations with other humans in the social environment

Moral in human relations with other humans in the social environment, this explains that humans are social beings who need the presence of other people in their lives. Besides that, humans are individual beings who have a personal desire to achieve satisfaction and peace in life both physically and mentally by living side by side, establishing friendship with other humans.

Moral values related to interpersonal relationships include issues such as: friendship, loyalty, kinship: husband-wife relationships, parent-child relationships, compassion, care, help, responsibility, etc. This includes interactions between humans (social interaction).

The following are indicators of moral messages in human relations with other humans in the social environment (kbbi.kemdikud.go.id, 2022):

- a) Friendship is a close relationship as a friend or matter that is not competitive.

- b) Loyalty is hold to on promises, establishments, and being firm for example in friendship and so on.
- c) Families are the smallest unit of society consisting of mother, father and children. Family has a meaning as a sense of mutual help, whether it is a fellow family, sharing in the school environment, always being open in the community, and so on.
- d) Caring is a feeling that is shown to others, and is what motivates and gives strength to act or interact, and influences life in a constructive and positive way by increasing closeness to one another. Caring can also be interpreted as a real form of attention. Like heeding, paying attention and interfering, like the feeling of heeding, paying attention, and interfering something that occurs in society.
- e) Mutual help as behavior aimed at helping others. Helping behavior, or in social psychology known as prosocial behavior, is an individual action to help others without any direct benefit for the helper (Sarwono, 2009).
- f) Responsibility is a state of being obliged to bear everything, so that it is obliged to bear. Responsibility by definition is human awareness of behavior or actions, whether intentional or not.
- g) Social interaction is the main requirement for the occurrence of social activities. Other forms of social processes are only special forms of social interaction. Social interaction is a dynamic social relationship related to the relationship between individuals and human groups. Even though the people who meet face to face do not speak to each other or do not exchange signs, social interaction has taken place, because each is aware of the presence of other parties that cause changes in the feelings and nerves of the people concerned (Soekanto , 2013).

Gamson and Modigliani's Theory of Framing Analysis Model

Framing analysis is an analysis that used to see how the media constructs reality. Framing analysis is also used to see how events are understood and framed by the media (Eriyanto, 2002). Framing puts more emphasis on how the communication text is displayed and which parts are highlighted/considered important by text makers. The word prominence itself can be defined as making information more visible, more meaningful or easier for audiences to remember, more felt and stored in memory compared to what is presented normally.

William A. Gamson is one of the most widely written experts on Framing. Gamson's idea mainly connects media discourse on the one hand with public opinion on the other. In Gamson's view, media discourse is an important element for comprehending and

understanding the public opinion that develops on an issue or event. Data needs to be linked and compared with how the media packages and presents an issue.

That point of view ultimately determines which facts are taken, which parts are highlighted and omitted and where the story is to be taken. Framing analysis can be described as an analysis to find out how reality (events, factors, groups, or so on) is framed by the media.

There are two main essence of the Framing. First, how events are interpreted relates to which parts are covered and which are not covered. Second, how the facts are written, this aspect relates to the use of words, sentences and pictures to support ideas. But the parts of this important incident itself is one aspect that people really want to know about. Another aspect is the events or ideas that are reported (Sobur, 2009).

There are several meanings of the Gamson and Modigliani Framing Analysis model, namely (Eriyanto, 2002):

- 1) Media Package is a set of central ideas or thoughts when someone or the media understands and interprets an issue (central organizing idea for making sense of relevant events, suggesting what is at issues). This media package will be supported by other discourse tools, such as sentences, words and so on. In general, these central idea devices are grouped into two, namely framing devices and reasoning devices.
- 2) The core frame (central idea) basically contains the core elements to provide relevant understanding of events, and direct the meaning of the issues that are built by condensing symbols ("compressed" symbols).
- 3) Condensing symbol is the result of examining the interaction of symbolic devices (framing devices and reasoning devices) as the basis for using perspective. Symbols in discourse appear transparent when they infiltrate meaningful devices capable of acting as guides to replace something else.
- 4) Framing devices are more emphasis on aspects of how to "see" an issue. Namely metaphors, examples, catchphrases, depictions and visual images which have the following meanings:
 - a) Metaphors, understood as a way of transferring meaning by using words such as like, similar, as, for example, as.
 - b) Exemplars, packaging certain facts in depth so that one side has more meaning to be used as a reference or lesson. Its position is to complement the core frame in the news unit to justify perspectives.
 - c) Depictions, describing facts by using terms, connotative sentences so that the audience is directed to a certain image.



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- d) Visual images, the use of photos, diagrams, graphics, tables, cartoons and the like to express impressions, for example attention or rejection, increasing and decreasing, bolding or italicizing, and using color. Visual images are very natural, very representative of reality which makes the ideological content of the message closely related to the audience.
- 5) Reasoning devices emphasize the justification aspects of how to "see" issues, namely roots (causal analysis) and appeals to principles (moral claims).
- a) Roots (causal analysis), justification of the issue by connecting an object or more that is considered to be the cause of the emergence or occurrence of other things. The goal is to justify the conclusion of facts based on the causal relationship described.
- b) Appeals to principle, thoughts, principles, moral claims as justifying arguments build news, in the form of proverbs, folklore, myths, doctrines, teachings and the like.

Analysis of the Moral Value of the Upin and Ipin Animated Film Episode "The Beginning of Ramadhan"

In the animated film Upin and Ipin episode "The Beginning of Ramadhan" tells about Upin and Ipin's activities with their family and friends at the beginning of Ramadan. In this film there are several shows that display messages that can provide a moral values for the audience.

1. Framing analysis of the episode "Beginning of Ramadan"

Media Packages	
Media package is a set of central ideas or ideas when a person or media understands and interprets an issue (central organizing idea for making sense of relevant event, suggesting what is at issues)	
Animated Movies	
Core Frames	
Related to the core elements to provide meaning relevant to events such as the title of the film used	
Upin and Ipin Episode "Ramadan Begins"	
Condensing Symbol	
Related to the results of observing the interaction of symbolic devices as the basis for using perspective	
Moral message	
Framing Device	Reasoning Device
1. Upin and Ipin were entrusted with buying chicken for <i>iftar</i> by Brother Ros.	1. Upin and Ipin even play with their friends.
2. Ehsan was advised to act and tell the truth and not lie.	2. Ehsan does not tell the truth to his friends.

<p>Metaphors</p> <ol style="list-style-type: none"> 1. Upin and Ipin should take care of Kak Ros's words and trust with full responsibility. 2. Ehsan should tell the truth and not lie. 	<p>Roots</p> <ol style="list-style-type: none"> 1. Upin and Ipin preferred to stop by to play with their friends, thus not maintaining the trust and responsibility they were given. 2. Ehsan lied, saying that the battery was running out, even though it was not, so Ehsan did not take care of his actions and words and did not tell the truth.
<p>exemplars</p> <ol style="list-style-type: none"> 1. Upin and Ipin chose to play with their friends instead of going to buy chicken for the <i>iftar</i> menu. 2. Ehsan lied by saying the battery ran out, instead of telling the truth to his friends. 	
<p>Catchphrases</p> <ol style="list-style-type: none"> 1. Upin and Ipin play with their friends, so they do not go to buy chicken for breaking the fast. 2. Ehsan lied, saying the battery ran out, so he did not take care of his actions and words to tell the truth. 	
<p>Depiction</p> <ol style="list-style-type: none"> 1. Upin and Ipin are boys who are supposed to go buy chicken for <i>iftar</i> as a form of responsibility. 2. Ehsan is a boy who should watch his actions and words, not lie and tell the truth. <p>Visual Images</p> <ol style="list-style-type: none"> 1.  Ros asked Upin and Ipin to buy a chicken. 2.  Upin and Ipin received the instruction and responsibility to buy the chickens. 	<p>Appeal to principles</p> <ol style="list-style-type: none"> 1. Upin and Ipin were given the task of buying chicken for the purpose of breaking the fast, which made them trustworthy and responsible in accepting the tasks given. So they began to learn to be trustworthy and responsible in order to become a smart kid. 2. Ehsan was advised not to lie, so Ehsan began to learn to be honest and watch his actions and words so that he would be a good boy.

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(Niar Andriana¹, Wandi²)



Ros reminded to come back immediately after buying the chicken.



Upin and Ipin saw their friends playing boats on the river.



Upin and Ipin played with their friends and forgot to buy chickens.



Ros was disappointed with Upin and Ipin for not buying chicken for breaking the fast.



Upin and Ipin have no appetite because they do not have fried chicken.



Ros was angry because she knew it was wrong not to buy chicken but Upin and Ipin are still complaining.



Opah advised Upin and Ipin to always be grateful and maintain and complete the mandate and responsibility for the work given before doing anything else.

2.



Ehsan took pictures of all his friends.



Ehsan was caught lying because he said the battery ran out.



Upin and Ipin reminded Ehsan not to lie.

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Ehsan apologizes to his friends for lying.



Atok advised him to always watch his actions and tell the truth and not lie.

Syllogism

a. Premise 1

1. The animated film Upin and Ipin episode "Initially Ramadhan" tells about Upin and Ipin who are given the mandate and responsibility to Brother Ros to go buy chicken for breaking the fast. He even stopped playing boats with his friends on the river.
2. The animated film Upin and Ipin episode "At first Ramadhan" tells about Ehsan taking pictures of all his friends and being caught lying because he said the battery was low.

b. Premise 2

1. The animated film Upin and Ipin episode "The beginning Ramadan" tells about Upin and Ipin being given the task of buying chickens, then Ros is disappointed and angry with Upin and Ipin for not keeping the trust given to them to buy chickens and preferring to play with their friends, Upin and Ipin then apologized to Ros and Omah reminded them to always maintain the trust and responsibility given before doing something else.
2. The animated film Upin and Ipin episode "The beginning Ramadhan" tells about Ehsan who was caught lying to his friends and then Atok advised him to always tell the truth and watch over his actions and words, Ehsan then apologized to all his friends.

Proposition

1. Upin and Ipin were given the task of buying chickens by Ros, but they chose to stop by to play with his friends. Then Ros was disappointed and angry because they did not buy chicken for the purpose of breaking the fast, and then they apologized to Ros, and they should always uphold the mandate and be responsible for the tasks given before doing other work.

2. Ehsan took pictures of all his friends and was caught lying because he said the battery ran out, then Ehsan apologized to all his friends and Ehsan should always tell the truth and not lie and always take care of his actions and words.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The packaging of messages in the animated film Upin and Ipin episode "The beginning of Ramadhan", on positive issues that contain a moral values about the stories presented, it is teaching us to be trustworthy and responsible with the work which are given and always tell the truth and maintain good deeds and words

The moral values displayed in the Upin and Ipin Animation in the episode "The beginning of Ramadan" which illustrates the moral values is good human relations with God (be grateful for the blessings given by God), human relationships with other humans in the social environment (maintaining the trust and responsibilities given and always tell the truth)

Suggestions

To media administrators, especially film, whether it is movies or animation, to continue to innovate in providing good viewing to the public which are able to provide educational facilities through films and examples for those who watch them.

To the public who are the watchers of what is shown by the media to be always to choose shows that contain educational content. Animated films are not only a means of entertainment but also display various moral values which can be applied in everyday life.

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