

Documentary Film of Abiwara Institute's Role in Giving Village Community Education Programs

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ABSTRACT

Education is one of the biggest future investments. Qualified education produces capable human resources who will develop and improve many sectors in life. However, the inequality of the education system which againsts existing population still occurs in many parts of Indonesia, including Kertasari District, Bandung Regency, West Java. This problem has triggered an educational community called Abiwara Institute to establish an informal school for children in the Kertasari District as a solution to assist the village community's education program. The purpose of this research is to study the role of Abiwara in assisting the village community education program which is packaged into an investigative genre documentary. This study uses a qualitative method through a case study approach, observation and interviews. The results of this study indicate that the Abiwara Institute has assisted the education program of its students for four generations after its establishment, it shows that Abiwara plays a role in assisting the village community education program.

Keywords: Education, Village community, Abiwara, Documentary film, Investigation.

1. INTRODUCTION

One of the areas that is impacted by uneven education system in Indonesia is Kertasari Subdistrict, Bandung, West Java. The indicator is the low Community Achievement Index in Kertasari sub-district. As of 2017-2020, the Community Achievement Index of Kertasari has not seen an increase, it was ranked of 30 out of the 31 subdistricts in Bandung Regency [1]. The unfit education system is characterized by the teenager who discontinued their study at the junior high school level as well as the lack of generations who attend the college due to a lack of awareness of education [2].

The main cause of the problem is the poor economy of the society. The government has actually tried to help the community by providing educational scholarships, but the mindset about the amount of costs that must be spent to continue education has long been ingrained in the minds of most of the society. In addition, the lack of awareness of the importance of education becomes a matter of learning motivation. There are still many people who assume that if the economy is established, then education becomes less important. In addition, there are other factors that contribute to the weak education system in Kertasari Subdistrict, such as the

presence of non-undergraduate teachers, or scholars from non-linear fields [2]. The consolidation has an impact on soaring social deviations such as, promiscuity, extramarital pregnancy, drug abuse and so on [3].

Due to concerns about the problem, one of the education communities in Kertasari sub-district then established an informal school called Abiwara Institute as an effort to help village education programs located in various areas in Kertasari Subdistrict. The vision is to create a generation who is intelligent, educated, moral, and charitable, embodied through various programs, such as tutoring conducted every Monday to Friday for online class, Saturday and Sunday for face-to-face class. In addition, Abiwara also provides non-academic learning such as Counseling Guidance, Self-Improvement, Interest and talent workshops, and religious Mentoring. Abiwara Institute also accommodates the motivation of high school students who want to continue their college education and provide programs to develop their interests and talents.

For four generations, Abiwara Institute has produced 45 students with percentages: 47% Continued college, 11% activities in the community, and 42% have not graduated from Abiwara Institute. Abiwara consists of

120 volunteers as teachers and donors. Abiwara Institute has also distributed funds amounting to Rp. 62,454,000. All activities also from Abiwara Institute are free of charge.

Based on the activities of the Abiwara Institute, the author is interested in learning more closely the role of Abiwara Institute in helping village education programs. To present the results of the research more closely to the public, the results of this study will be packed in the form of documentary film. The selection of documentary films as a medium of communication process and research results are considered effective for conveying the message and educational value of an educational activity due to the factual nature of documentary films [4,5]. Thus, the substance of the phenomenon through documentary films can be trusted and easily understood by all circles including the villagers.

2. METHODS

2.1. Qualitative Research

This study uses qualitative method with focus based on the perspective of research object [6].

2.2. Research Subject and Object

The object in this study is Abiwara's role in helping village education programs. The subject of this study was Hanhan Mohammad Ramdan an alumnus of Abiwara Institute who is a student of Universitas Pendidikan Indonesia, he was the first person to study in his village. The second object is the parents of Hanhan, the third object is Ibu Imas, the parent of another abiwara alumni and also successfully studied at the Universitas Pendidikan Indonesia. Then, Ibu Nani, the parent of the first generation of Abiwara students who successfully attended Semarang State University, then Muhammad Fadhil Dwijatmiko as the principal of Abiwara Institute, and Mr. Ahmad Ihsan as the village head and chairman of the Kertasari Subdistrict Association. The interview with Hanhan as a representative of one of the alumni of Abiwara 2nd Generation who had attended college aimed to find out the changes before and after he followed abiwara.

3. RESULTS AND DISCUSSION

According to Hanhan [7], there are several factors that cause the younger generation in the village not to continue their education: Firstly, the assumption that education is not important, and wasteful costs. For women, education is even less important because women should serve their husband as they have married, the main task is to take care of children and husbands, and do homework; 2) Second, the weak economic condition of the family. From elementary school to

junior high school, Hanhan himself was one of the children who barely had the opportunity to continue school and chose farming to support his family's economy and continue his father's work. His motivation to continue school amidst the economic limitations of the family came when attending extracurricular in high school. In his village, Hanhan became the first person to attend college.

Mr. Ujang as Hanhan's parents, and Mrs. Imas, as the parents of one of Abiwara's alumni, as well as other parents who were respondents to the study, also admitted that low economic and social status are factors that influence the motivation of the young villager to continue school. In addition, the discontinuation of education is also caused by young marriage, and the youth prefer to be farm laborers. With Abiwara's regular parenting program, parents see many positive changes in their children, especially in terms of the child's closeness to their parents. Hanhan's success in studying with Abiwara dismisses his parents' concerns about the unhealthy relationship Hanhan will experience without education. In addition, this success also provides optimism for parents of other students to support their children's education.

Based on the survey of the Bandung district government, Community Achievement Index of Kertasari subdistrict in 2017-2020 ranked 30th out of 31 subdistricts in Bandung, this ranking is characterized by many deviations such as improper interaction, pregnancy out of wedlock, and drug abuse. The only solution to the problem is education. The presence of Abiwara Institute is a response to the problem. Abiwara organizes education based on three principles, including to make students smart, moral, and charitable. For Abiwara, the process of self-discovery must start from understanding, proving, serving, to becoming true. The philosophy is then implemented through intensive tutoring programs every Monday to Friday. Abiwara focuses on guiding and help their students learning, such as reading, writing, and counting. At the end of each semester, Abiwara also organizes a summer camp that allows students to interact and learn directly with teachers every day in order to prepare for the college entrance test. Summer camp also aims to train the independence of students when away from parents, this is a form of preparation for student independence before continuing to the college level.

Abiwara also strives to instill moral-based education through the implementation of counseling guidance, self-improvement, self-development, and religious mentoring. In counseling guidance activities, in addition to students getting directions related to college majors, students can also consult on any problems that are being experienced by the student through psychologists and counselors that have been provided. Self-improvement and self-development is a training that aims to get

students to know themselves better, and be able to develop their potential [8]. Then the religion is given so that students always learn to get god's will. In addition, students are also equipped with knowledge about the charity of worship so that students in the future can practice all the knowledge they have. This vision is realized in the activities of students teaching to several elementary schools in the regions, and the activities of sharing food and books for people in need. Abiwara graduates are also expected to become cadres who will continue Abiwara's struggle in the future.

In addition to the implementation program of the three principles of Abiwara, there hold also Abiwara Parenting program once a month with the aim of aligning perceptions and the purpose of parents to be more educationally literate, so as to support their children's education. With the support of parents, monitoring students' learning progress becomes easier and students become more motivated to learn. All Abiwara activities are free of charge. Finance comes from donations. Abiwara institute can last up to four generations, although its teachers and administrators consist of volunteers. They believe that emotional bonding keeps them afloat and faithfully serve without coercion.

The toughest challenge abiwara felt was to dismiss the view of the public who still view education as something that is not important and not a priority. The head of the sub-district association, Mr. Ahmad Ikhsan, argues that the cause of the low awareness of education is because the community does not have an example in their environment. This is because of the lack of people who continue their education to higher education, so there is no concrete example of what the importance of school to the college level. In addition, 60% of the people in Kertasari sub-district are people who have farm labor work and are economically at the lower level of society. With the presence of Abiwara Institute and its struggle, educational activities in kertasari villagers began to come back to life, Mr. Ikhsan was also moved to volunteer to socialize the Abiwara program to the Kertasari community.

Based on that research result, it can be concluded that: 1) the factors that most affect the community does not continue education is the economy, 2) Socialization and educational support from educators and the government is still minimal, 3) Abiwara contributes to the community of Kertasari village in encouraging the sustainability of studies to the college level for the younger generation of Kertasari through programs that have been conducted. The results of the research on abiwara's role were then managed into a documentary. The steps that researchers take in making a documentary about Abiwara institute are as follows:

3.1. Scenario Development

Scenario development is designed by creating synopsis, treatment and narrative.

3.1.1. Synopsis

Abiwara Institute is an educational community in Bandung that established a non-formal school for children in Kertasari (Kab. Bandung, West Java) in July 2017. Abiwara Institute dreams of becoming a real learning place for its students, learning that improves the quality of self as a human being who is resourceful, moral and always doing good deeds. Abiwara means intelligent children who are educated with a vision to be educators for themselves, God, and around.

Formal education, especially high school level in the corners of the region, is still minimal for facilities, educators, linearity in the field of teacher teaching. High-level formal education is also considered not enough to touch rural communities. In addition, people's mindset about the urgency of education is still low, information and opportunities are perceived to be less disseminated [9]. The information is felt only by urban communities, based on the problem Abiwara Institute is present to help the education program of the village community.

3.2. Pre-Production

In pre-production researchers and teams prepare:

- Treatment
- Social Issue: The issue raised in this documenter film is the first is education but supported by other factors such as economy, facilities, community mindset, livelihood, promiscuity, quality of natural and human resources
- Characters: divide the roles in the storyline of the film in the form of important figures presented in the scene
- Dramatic Tension

3.2.1. Act I

This documentary, introduces the main character named Hanhan, the only teenager in Mekarjaya Village who successfully continued his education to the University of Education Indonesia with the SBMPTN track. With the lack of social support because not all people there have the same desire to continue education, certainly does not shake the hopes of Hanhan and his parents to keep making them an example of their environment, that education is important [10].

3.2.2. Act II

Looking at the economic condition of the people of Kertasari Subdistrict, 60% of the lower middle is also social in the surrounding environment, the dominant choosing work or marriage is also the main problem. Because with that, the mindset that college is expensive is certainly an obstacle in socializing education. With the condition of inadequate facilities, it does not shake Hanhan's intention to devote himself as a teacher in his village so that early childhood there can still get enough education. Likewise, the abiwara institute is very helpful although sometimes there are problems about people's mindset about the importance of education.

3.2.3. Act III

With the success of Hanhan studying with abiwara institute, Hanhan slowly began to inspire the community. The Head of the Village Association plans the use of natural resources to open tourist land that has the potential to improve the economy and welfare of the community in Kertasari Sub-District, so that the factors that cause problems in education can be minimized.

- Inciting Moment: raises problems in the film, kades' mother, Hanhan's father, Kades's views on abiwara institute, parents.
- Communities Target: Kertasari Subdistrict Community to the wider community.
- Goal Issue: The issue that wants to be raised in this film is the issue of education in Kertasari District which tends to be low.

3.3. Production

Home, Abiwara Institute, Mekarajaya Village, Cintakarya Village, Kampung Cirawa, Kertasari District, and equipment.

3.4. Post-Production

The editing phase uses Adobe Premiere CC2017 and Ableton Live Lite 11 software.

4. CONCLUSION

Based on the research that has been done it can be concluded that the main factor in the lack of villagers to continue their education to higher jengjang is the economy, because the livelihoods of the village community are mostly farm workers. Poor education systems such as teachers who do not teach even in the classroom, and the lack of socialization about the importance of education is also an obstacle to the development of education. With the presence of Abiwara Institute, the village community is helped to carry out education even to college.

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