



# “Titus: Mystery of the Enyigma”: The Analysis of Pancasila Values Inside an Animated Movie

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**Abstract.** Character education has changed its name became the Pancasila students profile. The aimed of this study was to analyze the value of the Pancasila student profile in the animated movie entitled Titus: Mystery of The Enyigma. The authors used qualitative approach with content analysis method. The data collection technique was in the form of documentation. To test the validity of the data in this study used the triangulation method. The data analysis technique in this study used an interactive model through data collection, data reduction, and concluding. The study showed several values of Pancasila student profiles in the animated movie. The values were contained namely having faith and piety to God Almighty, noble character, global orientation, cooperation, critical reasoning, and creativity. This study implied that the animated movie was very suitable to be watched by children, and can be used as a medium for internalize children’s characters at home.

**Keywords:** Animated Movie · Pancasila · Student Profile

## 1 Introduction

Along with the development of sophisticated technology. Character education is essential to balance technological developments and humans [1]. Character education needs to be instilled from an early age. Character education should be emphasized at every level in Indonesia. At the Elementary School level, the proportion of character education is 70% and at the Junior High School level, it is 60% [2]. There is a decline in character education from elementary school to junior high school. At the school level, character education has changed its name to “Strengthen the Pancasila students profile”. Pancasila is five principles which is an official Indonesian ideology. The Pancasila student profile is essential to implement as an effort to realize Indonesian students who apply Pancasila values. The values of Pancasila are not only to be understood but also practiced in daily life both in the family, community, and school [3]. The Pancasila student profile has six competencies as critical dimensions. The six dimensions are faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity [4]. The value of this Pancasila student profile focuses the child on having good practice of the importance of the Pancasila precepts [5]. It is hoped that these six dimensions will reduce students’ deviant behavior at school or in the community.

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In fact, the character of the Indonesian children is currently experiencing a moral crisis. Judging from the many problems found, various events show a lack of character education for children, such as indifference to fellow friends, still littering, lack of tolerance between students, disrespecting teachers when learning occurs, and even children beginning to follow foreign cultures (e.g. Korea). Children often follow the way of talking and how to dress, which is currently a trend on social media [6]. This reflects that children are contrary to the noble values of the Indonesian nation, and it is feared that children will begin to lose their sense of nationalism because foreign cultures are more attractive [7]. This problem is a sign of a crisis in the value of the Pancasila student profile.

The low character value is caused by several factors. Factors influencing character education can come from oneself or outside, such as family, school, and social environment [8]. Low maturity of character at a young age will be very risky. Children's character will be formed when children do various activities that lead to positive things and are done repeatedly [9]. The main factor is the family. Family is essential in forming a child's personality [10]. Children will often interact with their parents at home. Parents are responsible for instilling a good attitude in their children [11]. There are many ways for parents to inculcate their children's character at home. For example, taking children to the library to read books, tell fairy tales, or watch animated movie.

Animated movies can be used as a medium for instilling children's characters [12]. Animation is an activity that animates and moves inanimate objects or a series of images that have been arranged [13]. The film is a reflection of people's social life. In Indonesia, many animated films have been launched to entertain children and help children instill character values wrapped in animated scenes that children like [14]. Not only love the storyline, but children will also imitate the characters in each character [15]. For this reason, animated films must be safe for children to watch.

Several studies about character education in Indonesian elementary school have carried out. Studies related to programs that are of interest to children have character education values [16]. Studies related other showed that the use of the cartoon “Cloud Bread” can be used as a suitable medium to instill character education in children which includes: respecting parents, respecting friends and other people, loyal friends, cooperation, motivating each other, gentle, diligent, not easily discouraged, enthusiastic, problem-solving, creativity, and mutual love between families [17]. In other study analyzed the importance of cooperation, courage, and helpfulness. This animated movie can be used for moral cultivation with parental guidance [18].

This study analyzed the value of Pancasila students profile in the movie entitled, Titus: Mystery of The Enygma. Previous studies have not discussed the Pancasila students profile, only discussing character education, personality, and moral values. The authors analyzed this movie because suitable for children. This movie has an exciting plot with the value of the Pancasila student profile. The values are very much needed to face the development of an increasingly advanced era.

For this reason, the authors want to analyze the value of the Pancasila student profile in the animated movie entitled, Titus: Mystery of The Enygma. Apart from being a child entertainer and a medium for instilling the importance of character education.

## 2 Method

### Type and Design

This study was a qualitative study with content analysis. Content analysis in this study was in the form of scenes and dialogues from the observed subjects. The content analysis technique, according to Krippendorff, consists of three units, namely, sample units, recording units, and context units [19]. The authors analyzed the content by examining the values of the Pancasila student profile contained in the animated movie made by MNC Group, which was first broadcast on January 9, 2020.

### Data and Data Sources

The data of this study was the animated movie, *Titus: Mystery Of The Enyigma*. The object of this study was the values of Pancasila students profile contained in the animated movie. The authors analyzed every scene and dialogue in the animated film. These dialogues be recorded and analyzed.

### Data Collection Technique

This study used documentation to collect the data. Documentation in this study was carried out by observing or watching and identifying scenes and dialogues in the movie. Then the researcher will enter into a data card.

### Data Validity

Validity in qualitative studies means the fit between tools, processes, and data [20]. The fact of the data was checked using the source triangulation technique. The source triangulation technique did by checking the data obtained through various sources [21].

### Data Analysis

Data analysis is one of the essential steps in the study to obtain the findings of the study. The authors applied Krippendorff model analysis with several stages including sampling unit, recording unit, and context unit [22].

## 3 Result and Discussion

### Lesson for Slow Learners at Muhammadiyah Alam Surya Mentari Elementary School

*Titus: Mystery of The Enyigma*, produced by MNC Animation. This movie is an animated family comedy which was released on January 9, 2020. This film has a duration of 1 h 35 min. This film premiered on Netflix. This film is about the life of Titus the detective who lives in the city of Steamburg. In his adventure as a detective, he is accompanied by magic rabbits named Bobit and Fyra. Pip is a lizard who likes adventure. They unite to uncover the crime that occurred in the city of Steamburg. The movie has several characters, namely Titus, Fyra, Jessica, Pip, Bobit, and Bulphan. This place's setting is similar to the condition of Jakarta, which is full of pollution.

The data that has been obtained by the authors through documentation techniques using data cards containing the values of Pancasila students profile analyzed using the Krippendorff model analysis with several stages including sampling unit, recording unit, and context unit [22]. The Pancasila students profile be analyzed by looking at or observing the scenes and dialogues played by each character.

Several scenes showed the value of the Pancasila student profile.

**The Value of Faith, Fear of God Almighty, and a Noble Character**

Value 1. Illustrates that Mrs. Fringkle has a friendly nature. Even though she is new to Pip, she does not differentiate. Being nice is one of the elements of having faith in God Almighty. Social character is essential to be owned by the next generation of the Indonesian nation because the hospitality of the Indonesian people is starting to stagnate where there is no development and progress [23]. The scene also shows that Mrs. Fringkle is the owner of the orphanage. Here’s a snippet of their dialogue:

“I’m not an orphan, but can I live here, madam?” ask Pip  
 “Of course, you can,” replied Mrs. Fringkle.

The dialogue proves that not only does Mrs. Fringkle have a friendly nature, but she also has a love for fellow human beings. He made an orphanage that accommodated abandoned children, including Titus who lived with Mrs. Fringkle. Despite being a foster

**Table 1.** Value of Pancasila Student Profile

Value	Scene Snippets	Analysis
1		When Pip told Mrs. Fringkle to stay in the orphanage, Mrs. Fringkle calmly said yes even though it was her first time getting to know Pip.
2		When Bobit tried to do magic at Pip's house, all his friends give appreciation.
3		Pip fixed the electricity in the city of Steamburg with the help of Titus, who holds the ladder so that Pip doesn't fall while repairing the electricity.
4		Here Titus tried to find a solution so that his enigma can be destroyed and not destroy the city.
5		Here Titus was looking for any items to help him destroy the enigma.

parent, he guides and cares for the children with love [24]. These scenes and dialogues teach you always to be friendly to anyone even though you know him and love your fellow human beings even though he is not from your family.

There are five main elements of faith, fear of God Almighty, and good morals, namely (a) religious character, (b) personal character, (c) morality to humans, (d) morality to nature, and (e) state morality. From the friendly and compassionate attitude, including the moral element to humans.

### **Global Diversity Value**

Value 2. Illustrates that Titus, Fyra, and Pip appreciate Bobit's efforts in performing magic shows. Although at the beginning of the scene Bobit fails to perform magic in front of the Steamburg community. One of the values of global diversity is appreciating the efforts of friends. In addition to enjoying the efforts of friends. Titus also maintains a noble culture when he wants to borrow the enigma box belonging to Pip's younger sister Jessica and first asks for Jessica's permission.

Here's a snippet of their dialogue:

"Pip, wouldn't your brother mind if you borrowed the toy?" Titus asked Pip.

"Please, take it. I don't care" Jessica replied.

From the snippet of the dialogue, Titus asks Pip and Jessica for permission to borrow their toys. Here it can be seen that the noble culture of the Indonesian nation is still firmly held by Titus even though he could have taken the toy directly for further inspection, but Titus preferred to ask permission. Although trivial, these actions also include maintaining a noble culture. If seen, Indonesian culture has begun to erode with foreign cultures regarding clothing, customs, and the values contained. Global diversity is a sense of respect for diversity and tolerance for differences [25]. So, everyone must be able to accept others in the sense that there is no discrimination [26]. Titus, Fyra, Pip, and Bobit teach us to appreciate and take differences. Even though they have different lives, they are still united and help each other.

### **The Value of Mutual Cooperation**

Value 3. There is an attitude of concern and collaboration between them. When Pip wanted to fix the electricity, Titus quickly helped by holding the ladder that Pip was climbing so he wouldn't fall. The collaboration between Titus and Pip does the work they do fast. Not only that when the electricity in Steamburg had problems due to the enigma, Titus and Pip tried to help by fixing Mrs. Fringkle's electricity for free. This concern can be seen in their dialogue:

"How do we pay for it?" asked Mrs. Fringkle.

"No charge, Mrs. Fringkle," replied Titus with a smile.

The dialogue illustrates social concern in the surrounding environment; today, many children are indifferent to their surrounding environment. Several factors influence growing children's caring attitudes, including family, friends, and the community environment where they grow and socialize [27]. In this scene, Pip, who was initially spoiled, becomes a child who has a caring attitude because his friends always encourage him to do good.

The philosophy of caring and collaboration is included in the gotong royong element. Gotong royong is a type of behavior implying at the expense of personal interests and thereby benefiting others. Humans cooperate with others regardless of status, whether they are foreigners or not, even their relatives to form a large-scale society that has meaning [28].

### **The Value of Critical Thinking**

Value 4. When the enigma scene reacts, causing chaos in the city of Stemburg. Titus tries to think that the enigma can be destroyed when the situation is complicated. Titus discussed with his friends about mystery.

Here’s a snippet of their dialogue:

“Tell me what you know about enigma?” asked Titus.

“The mechanism is powerful,” said fyra, “shiny,” said Bobit, “high magnet,” said Fyra.

“Noisy,” said Bobit, “has an echo frequency,” said Fyra.

Then Titus found a solution from the statements of his friends

“Right.. has an echo frequency. If we make the right loud tone, then it should be able to vibrate the enigma and be enough to destroy it,” said Titus.

Based on the dialogue, Titus, Fyra and Bobit carry out one of the Pancasila students profiles, namely critical reasoning. They can analyze the information they know, evaluate it, and finally conclude an opinion that can be used as a solution for them. This conclusion is obtained from several arguments by convincing the ideas made. A decision is formed when the view is strong [29]. This critical reasoning attitude is essential to the value of the Pancasila student profile; if applied from elementary school age, it will train me to be logical and vital in solving problems in everyday life [30]. So when adults are not easy to catch negative impacts from the outside.

### **Creative Value**

Value 5. When Titus thought of what items he could use to destroy the enigma, then Titus needed a metal barrel and water. Then Fyra took an iron barrel and told Bobit to fill it with water until it was complete. Once full, the barrel filled with water is hit with a hammer. The first try failed, then they didn’t give up and tried the second try. Finally succeeded, the enigma was destroyed.

Here’s a snippet of their dialogue:

“I need a metal barrel and water that works” “Bobit water, fill half,” “Fyra hammer,” said Titus.

The dialogue illustrates that Titus has high creativity; he can create something that can destroy the enigma. If Titus didn’t have this brilliant idea, the Enigma would likely kill the city of Steamburg and its people. Creativity itself means producing something worthwhile. The creative process involves the integration of cognition, affect, and skills and their application [31]. Creativity gives children the foundation to think ahead and be more critical in solving problems. Creative children tend not to be affected by negative influences from outside. In the world of innovative education needs to be applied from an early age because it can make humans more productive. In addition, it also makes it easier to find a way out of a problem [32].

From the result and discussion, it can be concluded that the animated movie entitled *Titus: Mystery of The Enyigma* is very suitable to be watch by children. Not only entertaining but also can be used as a medium for instilling children's characters.

## 4 Conclusion

The limitation of this study is that the authors only analyzes the movie. So it is hoped that further studies can examine the role of parents in supervising and guiding their children in watching this animated movies.

The authors advised parents to accompany and guide children when they watched animated films. Because not all animations have fetchable character values. Parents can also filter scenes in animated movies watched by children so that they can imitate the good things from these scenes. Also, producers or other actors in the world of cinema can make many works in the field of animated films but still pay attention to character values. Due to the lack of animated films, which began to be shifted to tv shows for adult.

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