

# The Value of the Struggle of Difabel Children in Film "Jembatan Pensil" Based on Perspective of Sociology of Literature

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*Abstract— The research aims to analyze the form of the value of the struggle, the cause of the emersion value of the struggle and the impact of the value of struggle of disabled children in Jembatan Pensil movie. The type of research is qualitative research. Data collection techniques by watching and recording. Data validation techniques by increasing persistence, triangulation and peer discussion. Data analysis techniques use Miles and Huberman models. The results of this research are; 1) the form of the value of struggle for disabled children in Jembatan pensil movie are; a) Walking to school requires a long journey by embracing friends,, b) Jumping into the river and cutting pencils to help and motivate his friends and c) saving to realize dream's; 2) the cause of the emersion value of the struggle in Jembatan pensil movie are a) the existence of physical limitations as a motivation for high struggle of spirit, b)the struggle spirit must be motivated to keep on going so that never give up and c) everyone must have ideals and make it happen; 3) the impact of the value of struggle for disabled children in Jembatan pensil movie are a) the people increasingly understand that the struggle to get education is too essential, b) the people are increasingly aware of the sense of mutual assistance and will motivate around him and c)the society is also increasingly aware that realizing these ideals is very significant for life.*

*Keywords—component; the value of the struggle; disabled; form; cause; impact..*

## I. INTRODUCTION

The struggle is closely related to physical as what is said by Adler a psychologist that the struggle goes parallel to physical growth and it is a necessity of its own (Hall, 1993, p. 245), so that whether someone has physical limitations it will certainly affect his struggle. The struggle is the word that we often hear in our life. in the Big Indonesian Dictionary the word struggle is defined as the big effort to maintain something that difficult to achieve. (KBBI, 1989, p. 367).

People who have these limitations are often termed disable. The term of disable stands for different abilities of people, which means "having different abilities" (Soleh, 2016, p.20). John Maxwell defines disable as someone who has physical or mental disorders that can interfere activities (Napitulu, 2013, p. 16).

At the Asian Literature Conference in Singapore at 1981 organized by the International Federation of Blind (IFB) and the World Council for the Welfare of the Blind (WCWB), the term "diffabled" was introduced, which was Indonesia called as

"disabled". The term "disabled" itself is an acronym of "different ability" and the noun is disability which is an acronym of different abilities promoted by people who do not like the terms "disabled" and "disability" (Soleh, 2016, p.19).

There are several types of disable characteristics, namely: a) Blind people are individuals who have obstacles in vision, b) Deaf people are individuals who experience interference in the auditory organs, c) Tunadaksa that is a condition that is damaged or disturbed as a result of disruption of form or resistance to bones, muscles and joints in its normal function, d) mental disorders namely passive developmental disorders in children which are characterized by disturbances and delays in the fields of cognitive, language, behavior, and social interaction (Azis, 2014, p.41-65).

The struggle of people who is attacked by disabilities. This is could found in some literary works because in the literary work contains goals and other things implied in the literary work itself and relating to social problems (Wellek, 2016, p.100). One part of the literary work is movie. Movie is a series of photographic images projected onto a screen in a dark room (Ariansah, 2008, p. 42).

Other movie that contains the value of the struggle people who is attacked by disabilities is "Jembatan Pensil". This movie illustrates the struggle of five village children in their education: Inal, Nia, Aska, Yanti and Ondeng. Furthermore, the differences between the struggle of the five village children is that two of them are disabled children, namely Ondeng who is mentally retarded or autistic and Inal who is blind.

The description of the struggle of disabled children from the "Jembatan Pensil" movie is motivates researchers to examine and disclose this movie by using the sociological approach to literary works, because Wiyatmi in (Basid, 2017, p. 101). Defines, the sociology of literary work as a literary study of literature that reviews literature in its relationship with social problems that exist in society.

Research on the disclosure of the social life human being with disabilities in literary works is still very rare for us to find in academic texts. Among researchers who have conducted research on this subject are Mukhanif Yasin Yusuf (2015) who revealed the disable image in *Biola Tak Berdawai* novel using a literary sociology approach by Ian Watt (Yusuf, 2015, p.39). Furthermore, by Herlinda Suniasti (2015) discusses discrimination and disable exploitation in the novel *Dugeun-Dugeun Nae Insaeng* (두근 두근 내 인생) by Kim Aeran by using the sociology of literature theory. This research is a qualitative descriptive. The result of this research is a form of discrimination against the disables shown by Kim Aeran, namely physical violence, avoidance, strange views, and insults from the people around, while the exploitation carried out is the exploitation of Areum figures conducted by the Heumang and Seoha Iutege production team to benefit. Likewise, A. Arifa in his thesis, *A World View in Novel Orang Cacat Dilarang Sekolah* by Wiwid Prasetyo of Genetic Structuralism. Describe the relationship between elements in opus which consists of relationships between characters and relationships between characters and backgrounds. Furthermore, this research also formulated the author's view of world which was illustrated through the novel *Orang Cacat Dilarang Sekolah* by School by Wiwid Prasetyo (Arifa, 2016, without pages).

In the thesis of Indonesia University compiled by Reisa Dara R also discussed the disable image in the novel *Layang-layang Putus* by Masharto Alfathi. Where she describes the view of the societies towards disables seen from limitations (Dara, 2011, p. ix). Likewise, by the Mahdensia Putri Pratiwi who composes a thesis on disability in literary works with the title *Motivasi Tokoh Difabel in Novel Saraswati Si Gadis dalam Sunyi* by A.A. Navis and its Implication for Indonesian Language and Literature Learning. This research was conducted using Abraham Maslow's theory among the results of the analysis of the problem; a) motivation for physiological needs; b) the need for sense of security; c) motivation for the need of love; d) motivation for the need of self-esteem; e) motivate to know and understand; f) motivation for the need of self-actualization (Putri, 2016, p. i).

From that explanation, it can be seen that disables are very widely published in literary works but there are still very few in the disclosure of the values relating to disable contained in literary works so that this research aims to analyze the form of the value of the children who are attacked disable in the *Jembatan Pensil* movie, the causes the emergence of the value of childrend's struggle who are attacked disable in *jembatan pensil* movie and the impact of the value of the children's struggle who are attacked disable in *Jembatan Pensil* movie. The presentation of the value of children's struggle who attacked disable in *Jembatan Pensil* movie, the reader will know, how to show live of children who are attacked disable in literary works can provide motivation for other societies to fight for what they aspire to.

## II. LITERATURE REVIEW

### A. *Difabel*

The term of disable comes from English, different abilities people, which means that humans have different abilities and this term is a substitute for "disabled" who tend to have an acronym of different abilities promoted by people who do not like the terms "disabled" and "disability" (Soleh, 2016, p. 19). John Maxwell defines disable as someone who has physical and / or mental disorders that can interfere activities (Napitulu, 2013, p.16).

## B. *Sociology of Literature*

The research uses a sociological approach in literature. Sociology of literary work is the study of sociology of literature which examines literary work in relation to social problems that exist in society. This literary sociology began from Plato's mimesis theory, which considers literature as an imitation of reality (Wiyatmi, 2013, p. 45). The focus of attention of the sociology of literary works are on the content of literary works, goals, anything that is implicit in the literary work itself and relating to social problems. Sociology of literary work examines literature as a mirror of society which is implied in literary works considered to reflect or re-illustrate the reality contained in society. Likewise, by Swingwoog said that literary not only illustrate the creative imagination that is built on the idea the author. However, he is also a reflection of a society (Kurniawan, 2011, p.1). Not so different from the opinion of Ricoeur literary works who take distance from the real situation and conditions that become the production environment (Faruk, 2017, p. 48). The main problem of literary sociology is the literary itself as a creative activity with different characteristics (Ratna, 2003, p. 10).

## III. METHODS

This research uses qualitative research methods. Qualitative research is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects. As opposed to experiments where researchers are key instruments. Research techniques are carried out by triangulation. Data analysis is inductive / qualitative and the results of qualitative research emphasize meaning rather than generalization (Sugiono, 2017, p. 9).

The source of this research data comes from the document. That is the record of past events (Ghony, 2016, p. 199) and the type of document here is a movie that entitled *Jembatan Pensil* by Hasto Broto which was released September 7, 2017.

Data collection techniques in this research are by watching (Danim, 2004, p. 35) and note-taking techniques (Ghony, 2016, p. 155). Watching technique is carried out to find the part of the movie that is related to this research, while the recording technique is carried out to record the data in the movie systematically and well structured, so that it is easy to monitor the continuation of the research.

In order for the data to be well validated, researcher used credibility test data validation techniques. In this technique there are three stages, including; an increase in persistence that is to make observations more carefully and continuously (Sugiono, 2017, p. 188). Triangulation (Emzir, 2016, p. 82) namely data validity checking techniques that utilize another and peer discussion (Sugiono, 2015, p. 241).

The data analysis technique uses the Miles and Huberman model which consists of four activities namely data collection, data reduction, data display and conclusions (Emzir, 2016, p. 129).

## IV. RESULT AND DISCUSSION

### A. *Forms of value for children's struggle who is attacked disabilities in Jembatan Pensil movie.*

In addition, some forms of value of the children's struggle in *Jembatan Pensil* movie could be described as follows:

TABLE I. FORMS OF VALUE FOR CHILDREN'S STRUGGLE WHO IS ATTACKED DISABILITIES

No	Forms of value for children's struggle who is attacked disabilities
1	Hiking for long journey to school by embracing his friend
2	Jump into the river and cut pencils to help and motivate his/her friends.
3	Saving to realize his dream's

#### 1) *Hiking for long journey to school by embracing his friend.*

*In the 23rd minute: 01 shows the background of the place in the river next to is a path. The path leads to a very shrunken and fragile bridge which is through by Aska, Inal, Nia and Yanti, while Ondeng always waits opposite the river every time his friends want to go to school. In this condition, Nia was seen walking the front followed by Aska behind her, while Inal (blind) embraced Aska's shoulder and her back was Yanti.*

From the description of the condition above, it could be seen, that Inal (blind child) embraces Aska, Aska is a close friend of Inal. The direction of Aska's house is route of Inal's house. So, that whenever Aska goes to school, she is always with Inal and guides Inal along the Road, good guided by embracing, holding her hand, or walking by Aska's shoulder.

The movie tells us that Inal who is a blind child always has a big spirit in gaining education despite the limitations in vision. So, that the path will definitely not be known by Inal. There are many ways that Inal goes to school, one of that way is Inal embrace his friends.

The method has done by Inal is certainly not easy, but it was become easier with that solution than goes alone. The implicit message seems to indicate that there is no obstacle for the children with their disabilities to achieve their goals, namely by that struggle. So, it is the form of struggle carried out by one of the children who is attacked disabilities in the *Jembatan Pensil* movie.

2) *Jump into the river and cut pencils to help and motivate his/her friends.*

- Aida (Teacher) : "*Anak-anak, sekarang kalian pandangilah dunia yang luas dari atas sini ! begitu indah. Dan kalian tuliskan harapan dan impian kalian!*"
- Nia : "*Mau nulis pake apa? buku nggak ada, pensil juga nggak ada, trus mau nulis pake apa?*" (dengan nada rendah dan sedih)
- Ondeng's Brother : "*eh ondeng ! buat apa? Berbahaya! Jangan!*"
- Ondeng : "*Buat potong Ini*" (seraya menunjukkan pensilnya kepada kakaknya), "*untuk teman-teman*" (*Jembatan Pensil* movie, 74:18 minutes)

From the above conversation we can see that Ondeng always helps his friends who are sad and desperate. Nia, Aska, Yanti and Inal are friends of Ondeng. It was Monday, they went to school together, as usual, Ondeng waited for his friend near the bridge across the river, when Nia, Aska, Yanti and Inal crossed the river suddenly the bridge broke and collapsed so they fell in the river. At that time, Ondeng shocked, immediately him helped Nia who almost drowned while Yanti and Aska were able to swim and Inal was helped by Aska, while all their school equipment was lost except Ondeng, his equipment put across on the river before helping his friend. Immediately, they rushed to the school with wet conditions and arrived there they were late to attend the flag ceremony, they immediately stood with persistent outside the school fence with their hands held up as a tribute to the red and white saka. After the ceremony, they were called by teacher Aida, and they explained their cause too late so their teacher was also concerned about them. After that, the teacher invited them to study with Nature, heading to the top of a beautiful hill. Arriving there, the teacher ordered them to write down their dreams from the scene they saw, but Nia answered "What can we use to write our dream? the book doesn't exist, there's no pencil, then what can we write? " Because he heard the answer from his friend, immediately he took a knife next to his sister, and her brother said "eh ondeng! What for? Dangerous! Do not!" the word is said by her because his sister was surprised, for what the Ondeng was dangerous, but he answered "to cut the pencil for my friends!".

The description of Ondeng's attitude above shows that is needed to help and motivate people around us or to anyone who is necessary because in fact, human cannot live alone and always depend on each other. The support and motivation of his attitude to his friends is a form of struggle for children who is attacked disabilities..

3) *Saving to realize his dream's*

- Aida (Teacher) : "*Sekarang, coba kalian buat kalimat tentang pensil sesuai dengan yang ada dalam pikiran kalian!*"  
*siapa yang mau mulai duluan?*"
- Aska : "*Aska bu guru! Dengan pensil ini Aska ingin sekali jadi presiden*"
- Yanti : "*Yanti ingin jadi dokter*"
- Nia : "*Nia bu guru! Dengan pensil ini Nia ingin sekali dapat beasiswa*"
- Inal : "*Inal akan membanggakan ibu*"
- Ondeng : "*Ondeng bu guru! Pensil ! pensil ! jembatan pensil ! jembatan pensil ! ondeng akan membangun jembatan pensil*" (*Jembatan Pensil* movie, 78:31 minutes).

The conversation above illustrates the ideals of each child, Aska aspires to become president, Yanti wants to be a doctor and Nia wants to get a scholarship to realize her dream, but the concern are the ideals of two disabled children, they aspire to be very noble, Inal who has ideal to boast of his parents, while Ondeng aspires to build a pencil-shaped bridge.

Dialogue about realizing the ideals in *Jembatan Pensil* movie does not stop there, but the dialogue continues to an expression from his brother Ondeng who said "All this time, Ondeng always has been saving money, he said to create a new bridge for you (*Pencil Bridge* Film, 87 minutes: 00) the footage of the dialogue continued when a disabled child, Ondeng had died, he had aspired to build a pencil bridge for his friends so they would not fall again when they go to school, due to the already fragile bridge.

The description of the ideals above shows that the importance of saving as a provision to realize the ideals, it is like the saying that "diligent base of clever, saving base of rich". It is one of many way of children who is attacked disabilities realize their ideals.

**B. The cause of the emerge value in the children's struggle in Jembatan Pensil movie.**

The cause of the emerge value in the children's struggle in Jembatan Pensil movie can be described as follows:

TABLE II. THE CAUSE OF THE EMERGE VALUE IN THE CHILDREN'S STRUGGLE IN JEMBATAN PENSIL MOVIE.

No	The cause of the emerge value in the children's struggle in Jembatan Pensil movie.
1	The existence of physical limitations could change become a motivation for high spirit
2	Big spirit must could be motivated to them self to keep on going and not be discouraged
3	Everyone must have ideals and make it happen

*1) The existence of physical limitations could change become a motivation for high spirit.*

Atar : " eh berisik!"  
 Aska : " eh atar ! biar saja dia bergembira ! kita semua bergembira, punya guru baru"  
 Atar : " eh Aska, walaupun punya guru baru sekalipun, Ondeng tetap saja tidaka akan pintar !"  
 Teman kelas ; " Ondeng, harusnya kamu tida tahun lulus dari sini, tapi tidak lulus lulus juga"  
 Atar : " pikirannya terbelakang, tidak maju-maju, nilai matematika aja 2 kayak bebek ! kweek kweek kweek (Jembatan Pensil movie, 2:54 minutes).

Atar's character in the movie is an enemy of Ondeng classmate who always taunts Ondeng's lack of mental limitations and also with other Ondeng friends. Above conversation is the beginning of the introduction of characters from Jembatan Pensil movie. The dialogue that shows the limitations of the two disabled children, the limitations of Inal are shown in the form of code not explained in the dialog, while the Ondeng character is explained by Atar with dialog and his friend "Ondeng, you should not have graduated from here, but you did not graduate, his mind was retarded, not going forward, just a math score like a duck! kweek kweek kweek."

In the movie, Ondeng is always ridiculed by his friends because of his limitations while Inal must always be guided to go to school because of the limitations of his vision, but they never complain with it, even continue to fight harder.

The picture above shows that the level of struggle will be influenced by the existence of physical limitations, but does not make that limitation as an excuse to lament the fate but make it as a motivation to fight more. Many disabled people out there are successful because it makes limitations as a motivation to fight more.

*2) Big spirit must could be motivated to them self to keep on going and not be discouraged*

Aida(Teacher) : "Anak-anak, sekarang kalian pandangilah dunia yang luas dari atas sini ! begitu indah. Dan kalian tuliskanharapan dan impian kalian!"  
 Nia: ; "Mau nulis pake apa? buku nggak ada, pensil juga nggak ada, trus mau nulis pake apa?" (dengan nada rendah dan sedih).  
 Kakak Ondeng : " eh ondeng ! buat apa? Berbahaya! Jangan!"  
 Ondeng : "Buat potong Ini" (seraya menunjukkan pensilnya kepada kakaknya), "untuk teman-teman" (Jembatan Pensil movie, 74:18 minutes)

Nia, who had been desperate and sad when teacher Aida's mother told them to write while their equipment had been washed away in the stream.The sadness made by Nia and it made Ondeng care about his friend's condition. He did not want his friends in the sadness and despair condition, so he had the initiative to cut the pencil he had and then distributed it to his friends.

The story shows that are about care and give the motivation to us, especially to those who need it. As stated by Maslow, the motivational figure of the humanism flow that human needs in herarchy are all latent in human beings, both physiological needs (clothing, food), security needs, love needs, needs respected and respected and self-actualization needs (Uno, 2013, h. 6).

*3) Everyone must have ideals and make it happen*

Aida (Teacher) : "Sekarang, coba kalian buat kalimat tentang pensil sesuai dengan yang ada dalam pikiran kalian!" siapa yang mau mulai duluan?"  
 Aska : "Aska bu guru! Dengan pensil ini Aska ingin sekali jadi presiden"  
 Yanti : "Yanti ingin jadi dokter"  
 Nia : "Nia bu guru! Dengan pensil ini Nia ingin sekali dapat beasiswa"  
 Inal : "Inal akan membanggakan ibu"



*Ondeng* : "Ondeng bu guru! Pensil ! pensil ! jembatan pensil ! jembatan pensil ! ondeng akan membangun jembatan pensil" (Jembatan Pensil movie, 78:31 minutes).

Aska, Nia, Yanti, Inal, and Ondeng have different ideals. They come from poor families, even Ondeng is an orphan and now cared for by his adopted brother. Even though by such circumstances, he still has a noble ideal to build a bridge for his friends so his friends could go to school safely, so there is no fear when though over the bridge. This could be seen from Ondeng's answer in the snippet of the dialogue, "Ondeng, teacher! Pencil! pencil! pencil bridge! pencil bridge! ondeng want to build a pencil bridge " which means that Ondeng is never give up about his situation, he must also have ideals.

The story shows that even though a person is disabled or has limitations both physically and mentally must always be optimistic in all situation and always strive to realize the ideals. Moreover, his amazing ideal can directly impact to people around it even though the ideal is simple.

### C. The impact of the value of children's struggle who is attacked disabled in Jembatan Pensil movie and Societies

The impact of the value of children's struggle who is attacked disabled in Jembatan Pensil movie and Societies could be explained as follows:

TABLE III. THE IMPACT OF THE VALUE OF CHILDREN'S STRUGGLE WHO IS ATTACKED DISABLED

No	The impact of the value of children's struggle who is attacked disabled
1	Societies are getting to know that the struggle for education is too essential.
2	The societies are increasingly aware of the sense of mutual help and continues to motivate those around them.
3	The societies are also increasingly aware that realizing these ideals is too urgent for life.

#### 1) Societies are getting to know that the struggle for education is too essential.

*Aida(Teacher)* : "Ya Allah, kalian membuat saya ngeri liatnya barusan, kalian mempertaruhkan nyawa untuk sekolah ?

*Aska* : " eh eh Inal, bukan yang ini, ini tangan yanti!

*Aska* : " pak guru sering cerita tentang bu guru Aida ! yang kuliah di ibu kota toh ?

*Inal* : "bu guru, Inal tidak bisa melihat tapi hati inal bisa melihat, ibu guru cantik!"

*Aida(Teacher)* : "makasih ya".. Ini kenapa sepatu kalian digantung seperti ini ?

*Nia* : "supaya awet bu guru ! perjalanan dari rumah ke sekolah itu sangat jauh, jadikan kalo sepatunya dikalungkn seperti ini bisa awet toh ?

*Aska* : "makanya bu guru Aska pake seragam serba besar bu guru, untuk hemat juga, juga biar bisa lama pakainya.

*Ondeng* : "ayo pake sepatu, kita berangkat ke sekolah!"(film Jembatan pensil, 24:27 minutes).

In the dialogue, it describes the condition of a village whose infrastructure is still very old. It was seen in Aida's teacher's expression, "O Allah, you made me worried at the moment, you risked your life for school? the situation in the dialogue was when the teacher saw the four students passed the terrible bridge.

In addition, in the dialogue shows that one of them is also a disabled child (blind). We can see from the words of Aska "eh eh Inal, not this one, this is Yanti's hand! "who tells Inal's child that he is wrong to hold the hand of the person, that is about the experience. This happens because of its limitations in vision.

Not only describes the backwardness of government attention and physical limitations, in the dialogue also describes the poverty of the people in the village. We can see this in Nia's words when asked by the teacher, namely: "it to make hard-wearing, teacher! We need long time up to here, so if the shoes are worn, it cannot hard-wearing for long time, as well as Aska who told her teacher "so the teacher Aska uses a big uniform, teacher, to save too, so that it can take a long time.". the words were spoken because each of them came from a poor family which was very difficult to buy shoes and school uniforms..

This movie depicts the struggles of rural children, disabled children such as Inal who is blind, taking a long journey with limited vision, also the economy and access to school is difficult. This movie gives a message to other disabled children as well as the societies that education is the main of everything even though they have to fight fully, and sacrifice what they have to achieve it.

#### 2) The societies are increasingly aware of the sense of mutual help and continues to motivate those around them.

- Nia : "*Mau nulis pake apa? buku nggak ada, pensil juga nggak ada, trus mau nulis pake apa?*" (*dengan nada rendah dan sedih*)
- Ondeng's Brother : "*eh ondeng ! buat apa? Berbahaya! Jangan!*"
- Ondeng : "*Buat potong Ini*" (*seraya menunjukkan pensilnya kepada kakaknya*), "*untuk teman-teman*" (film *Jembatan Pensil*, 74:18 minutes).

Nia and her friends who were despairing at that time because of what happened to them. Everything they had lost drowned in the river, the only remaining school supplies is Ondeng. When they were told by their teacher to write, they did not have any equipment. Ondeng really cares about his friends. He cut the pencil and he had given to his friends. He doesn't want his friends to be hopeless.

The attitude shown by Ondeng is that someone loves each other because the enjoyment of life is beneficial to others. Although only giving something simple but people who are given something, can be happy and arouse a sense of enthusiasm in themselves and love and love between others.

3) *The societies are also increasingly aware that realizing these ideals is too urgent for life.*

- Aida (Teacher) : "*Sekarang, coba kalian buat kalimat tentang pensil sesuai dengan yang ada dalam pikiran kalian!*"  
*siapa yang mau mulai duluan?"*
- Aska : "*Aska bu guru! Dengan pensil ini Aska ingin sekali jadi presiden*"
- Yanti : "*Yanti ingin jadi dokter*"
- Nia : "*Nia bu guru! Dengan pensil ini Nia ingin sekali dapat beasiswa*"
- Inal : "*Inal akan membanggakan ibu*"
- Ondeng : "*Ondeng bu guru! Pensil ! pensil ! jembatan pensil ! jembatan pensil ! ondeng akan membangun jembatan pensil*" (Film *Jembatan Pensil*, 78:31 minutes)

In the dialogue it describes a determination of poor children who want to be great people in the future. They want to make their lives useful for others. How a unique about some of the ideals of children in the elementary school about the dream of Ondeng who just wants to make a pencil bridge to his friends for go to school. He thought about it for everyday. One way to realize the ideal of building a bridge is to save money, but before the goal is achieved. Ondeng is passed away, it was known when he said that "All this time, Ondeng always saved money, he said to make a new bridge for you (Pencil Bridge Film, minute 87:00). The story shows a struggle to realize the ideals, and tells the societies that realizing the ideals requires hard work and resistance to the challenges that will be faced.

## V. CONCLUSION

According to this research we can conclude that; 1) the form of the value of struggle for disabled children in *Jembatan pensil* movie are; a) Walking to school requires a long journey by embracing friends, b) Jumping into the river and cutting pencils to help and motivate his friends and c) saving to realize dream's; 2) the cause of the emersion value of the struggle in *Jembatan pensil* movie are a) the existence of physical limitations as a motivation for high struggle of spirit, b)the struggle spirit must be motivated to keep on going so that never give up and c) everyone must have ideals and make it happen; 3) the impact of the value of struggle for disabled children in *Jembatan pensil* movie are a) the people increasingly understand that the struggle to get education is too essential, b) the people are increasingly aware of the sense of mutual assistance and will motivate around him and c)the society is also increasingly aware that realizing these ideals is very significant for life.

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