

VALUES ILLUSTRATED IN THE CLOUD BREAD CARTOON EPISODE OF THE BAKERY

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Abstract

One popular type of animated film among children is the cartoon. "Cloud Bread" is a children's cartoon that airs on television. Compared to other kid-friendly cartoons, "Cloud Bread" has distinct advantages. It features good English dialogue and offers educational content. This study aims to evaluate the character education value of the animated feature "Cloud Bread" for young audiences. The research is descriptive in nature, utilizing data from TV and YouTube broadcasts of "Cloud Bread" as well as information from primary school students and their parents. The analysis employs descriptive qualitative methods. The findings indicate that "Cloud Bread" can be used as a tool to teach children valuable moral lessons, such as being obedient, cooperative, mutually motivating, kind, respectful, perseverant, not giving up easily, enthusiastic, problem-solving, and respectful of parents.

Keyword : Animated film, Children's cartoon, Character education, Moral lessons, Descriptive Research

Introduction

A cartoon movie is an animated film made using moving pictures or illustrations to create a visual story. Cartoons can be made in a variety of animation styles and techniques, such as traditional animation, computer animation (CGI), stop-motion, and others. Hushain et al. (2023) mentioned that among the most often utilized methods in the industry are traditional hand-drawn animation, computer-generated imagery (CGI), stop motion, motion graphics, and 3D animation. Cartoons are usually intended for entertainment and can feature fictional characters, funny stories, adventures, or moral messages. Fathurohman et al (2014) mentioned that a cartoon movie that has a high appeal for children needs to be supported by providing script development. Indirectly the movie cartoons on TV can influence children's behavior, not even children often compare themselves and imitate the scenes with the cartoon characters they like. Ponugoti (2019) mentioned that television has a great influence on children from a very early age itself and it will affect children's cognitive and social development.

Character education is an educational system that aims to instill certain character values in students by developing good morals and is beneficial for the future of students. Azzet (2019) defines character education as a system for instilling good character values in all school residents so that they have knowledge and actions that are in accordance with the value of goodness. Character education is a form of human activity or activity in which there is an educational action to achieve appropriate behavior and attitudes in society for the next generation. The role of the family as a character educator will be replaced by the role of the teacher where the child carries out education (Al Umami et al., 2023).

Children who tend to watch more TV shows have antisocial characteristics such as less respect for friends, less communicativeness, tend to often mock friends, and tend to be less able to control their emotions. Young adults who had spent more time watching television during childhood and adolescence were significantly more likely to have a criminal conviction, a diagnosis of antisocial personality disorder, and more aggressive personality traits compared with those who viewed less television (Robertson et al. 2013). Meanwhile, children who are restricted from viewing TV shows, children will have good communication, be able to respect friends well and be able to control their emotions better. Indeed, preschoolers who watched a television program for children showed good emotion recognition, empathy, and self-efficacy (Cios et al. 2023).

Cartoons are often favored by various age groups, including children and adults. Cartoon network is one of the most favorite cartoon channels for children (Hassan, 2013). Cartoons are in the leading preferential position of children audience from pre-school period to adolescence (Sahin et al. 2019). Some examples of famous cartoon films are productions from companies such as Walt Disney, Pixar, DreamWorks, and Studio Ghibli. We all remember watching animated movies when we were children, whether it be the work of Disney, Pixar, Studio Ghibli, Dreamworks, or another production house but there's so much more to animated movies than what we saw as children (Studio Binder, 2023). Cartoon movies have become an integral part of the entertainment industry and have played an important role in popular culture. Cartoons are the most popular entertainment means for children. Principally in cartoons, the fights and rivalries between the protagonist and the antagonist dominate the entire storyline (Bedekar, 2020). Some cartoon movies that aired on TV such as Doraemon, Upin & Ipin, Shiva, Ultraman, Cloud Bread, Spongebob, Tom & Jerry, and Tayo have different storylines and meanings, as well as other cartoon movies. From the many types of cartoon movies that aired, not a few characters' cartoons are not by norms of goodness that exist. So strict supervision is needed for adults or parents who accompany children in watching. Some research explains that movies can be used as a medium in instilling character education and introduction to language for children, and can even be used as a fun learning medium. Hasyim & Yanzi (2017) produce findings on the influence of children's movies on children's behavior. Cartoon movies proved to be able to influence children's behavior and language in daily life and also with peers. Ghilzai et al. (2017) mentioned that children who over watch the cartoons show a high rate of language acquisition moreover, they also display aggressive and violent behavior with siblings and peers.

One of the children's cartoon movies that airs on TV is Cloud Bread. Cloud Bread movies have advantages over other types of children's cartoon films. In addition to the educational story, the conversation dialog in the Cloud Bread movie uses good language. This study aims to analyze the cartoon film "Cloud Bread" as a medium for character education in children. The importance of character education for the younger generation has been studied by Ritonga (2022), of which the results concluded that educational institutions are one of the important resources in practicing character education in instilling values, character education, moral education, character education which aims to develop the ability of all students in schools to make good-bad decisions, exemplary, maintain what is good and realize that goodness in everyday life.

Literature Review

Several studies highlight the impact of selected cartoon films in shaping positive values in children. A study by Smith (2011) showed that cartoons such as "SpongeBob SquarePants" can positively contribute to the development of empathy and cooperation in preschool children. On the other hand, research by Johnson et al. (2014) highlighted the role of cartoon films in reinforcing moral values such as honesty and responsibility in elementary school children. However, some studies also point to potential negative impacts. According to Brown (2017), some cartoon films can reinforce gender stereotypes and aggressive behavior. Therefore, it is important to choose cartoon movies carefully to ensure the messages conveyed are in line with the desired values. As technology develops, research by Chen et al. (2020) explored the influence of interactive cartoon films with educational elements, which can increase the effectiveness of instilling character values in children.

A recent study by Lee (2020) noted concerns related to the concepts children acquire from cartoons that may not align with the family's cultural or religious values. Therefore, the policy of parental supervision of cartoon movie selection is becoming increasingly crucial. In addition, aspects of technology and digital media are also a focus of recent literature. According to Wang et al. (2021), the use of interactive technology in cartoon films can strengthen the positive effects of instilling character values in children. In order to evaluate the long-term impact, a longitudinal study by Garcia et al. (2018) showed that children exposed to cartoons with moral messages were more likely to practice these values in their daily lives.

Kusumaningrum (2017) discusses the popularity and educational value of the cartoon film "Upin Ipin" among children. This study aims to analyze the most and least character education values in the film and their significance as educational media in preschool. The study concluded that cartoon films can be utilized as an educational tool to instill character education values in preschool students. Recommendations include utilizing "Upin Ipin" as an educational medium, applying the values depicted in the film at school, and further analyzing other cartoon film characters. Aulia et al. (2022) the aim is to determine the effect of Rara and Nussa's episode "Don't Sleep After Fajr" on children's character building. Currently, education related to the needs of couples has not been taught directly in public universities, even though it is important in producing future generations of achievers in Indonesia. Rara and Nussa cartoon animation in the episode "Don't Sleep After Fajr" contains many values that are beneficial for early childhood character building. These values include discipline,

competitive spirit, creativity, compassion, religiosity, and togetherness and helping others. However, character building through television and watching cartoons is said to have an indirect impact so there must be an intermediary to maximize character education.

Research Method

The research employed a descriptive qualitative method. According to Creswell (2012) there are four types of qualitative data that can be collected: observation, interviews and questionnaires, documents, and audiovisual materials. Qualitative data is descriptive and non-numerical, collected through methods such as observation, interviews, focus groups, and other subjective data collection techniques. This data provides insights into the characteristics and qualities of an object, helping researchers develop a deeper understanding.

Qualitative data is crucial for identifying specific traits or characteristics and allows researchers to establish parameters for observing larger data sets. This aligns with the research objectives, particularly the need to collect data from films. Visual representations in various forms are prevalent in life, and for this research, data was gathered from film visuals and scripts. Creswell (2012) emphasizes that to fully grasp the core phenomenon under study, researchers should collect audiovisual materials that include images and sound.

In this study, the data source is the script of the film of Cloud Bread, which was downloaded from <https://youtu.be/S9FmOY6cfso?si=jiibsuRxN5xqGNvd>. The data comprises visual images and dialogues described and constructed into words and sentences, similar to those found in the movie script.

Result And Discussion

a) Curiosity

Curiosity is an attitude or action that always strives to know more deeply and broadly from what he has learned, seen, or heard. Curiosity character education in Cloud Bread cartoons is found in the following scenes:



Picture 1 Minute 1.22

This scene shows Hongbi's attitude of wanting to know what mum's cooking and Hongsi is also curious about why mum wants to deliver food to the corgi bakery lady's shop and eat together. In this scene, the character education conveyed is curiosity.

In the dialogue, Hongbi and Hongsi's curiosity is evident when Hongbi asks about their mother's cooking and Hongsi expresses a desire to try it. This curiosity fosters their eagerness to learn and explore new experiences. The mother's suggestion to share the cake at the bakery highlights the value of generosity and community spirit. By planning to give the cake away, she teaches them about the joy of sharing and contributing to others' happiness. These interactions help children understand the importance of being curious and generous, nurturing both their desire for knowledge and their empathy towards others.



Picture 2 Minute 3.07

In this scene, Hongbi's question, "Kau sedang apa?" (What are you doing?), reveals a strong sense of curiosity. His immediate interest in the Chef's activity of blowing up balloons for decorating the bakery shows his desire to understand new things and learn about the process. This curiosity is an important character trait that encourages exploration and learning. By asking questions, Hongbi demonstrates a proactive approach to gaining knowledge, which is a key aspect of intellectual development. This interaction underscores the value of curiosity as it drives children to engage with their surroundings and seek out new experiences.

Curiosity and learning in young learners are closely intertwined. Children who are curious tend to be more motivated to learn, engage in active learning, explore their surroundings, ask lots of questions, develop cognitive skills, have a strong memory and form lifelong learning habits. Curiosity plays an important role in shaping children's learning experiences, helping them grow as active and knowledgeable learners. Curiosity and wonder are considered fundamental for children's development (Heggen, 2021). Curiosity is an attitude and action that always strives to know more deeply and broadly from something he learns, sees, and hears. Rianawati (2020) said that the character of curiosity is an attitude or action that always seeks to know more deeply and widely from something learned, seen, and heard. Conversely, studies that do use the term curiosity range quite broadly in topic area. In laboratory studies, the term curiosity itself is broad enough to encompass both the desire for answers to trivia questions and the strategic deployment of gaze in free viewing (Gottlieb et al., 2013).

b) Social Care

Social care is a behavior or action that always wants to assist other people and communities in need. Social care character education in Cloud Bread cartoons is found in the following scenes:



Picture 3 Minute 1.59

In the scene, the values of social care are evident through Hongbi and Hongsi's willingness to help their mother. When she asks if they want to assist in wrapping the cakes, both children eagerly agree, demonstrating their readiness to support her. Hongsi's initial confusion about not having bread like the others does not deter him; instead, he expresses a strong desire to contribute by helping carry the bread. This willingness to participate and support their mother in preparing the cakes for Mrs. Korgi illustrates their empathy and cooperative spirit. Through their actions, the children exemplify the value of social care, showing that contributing to communal efforts and caring for others are essential aspects of building a supportive and connected community.

In the scene, social care is prominently displayed through Hongbi and Hongsi's actions and interactions. When their mother invites them to help wrap the cakes, both children respond enthusiastically, showing a willingness to contribute to a shared task. This readiness to assist

demonstrates their empathy and commitment to supporting their mother's efforts, which are aimed at benefiting others, specifically Mrs. Korgi's customers.

Hongsi's initial confusion about not having bread like his mother and brother does not prevent him from trying to help. Instead, he seeks to find a way to contribute by expressing his desire to carry the bread. His persistence in finding a role for himself reflects a strong sense of responsibility and care for the task at hand. From this scene children will learn the essence of social care by showing how the children's actions are driven by a sense of empathy, support, and cooperation. Their willingness to participate in activities that benefit others exemplifies the importance of caring for those around us and working together to achieve common goals.



Picture 4 Minute 3.14

Koki mentions that he is blowing up balloons to decorate the bakery, prompting Hongsi to eagerly exclaim, "Wow! I want to help too." Hongbi quickly joins in, saying, "I want to help as well." The enthusiasm of both children leads to them working together with Koki, blowing up balloons as a team. Their collective effort showcases their eagerness to contribute and collaborate, reflecting a spirit of teamwork and shared responsibility.

This scene shows Hongsi's attitude and Hongbi who are very enthusiastic want to help Chef blow up balloons to decorate the bakery, and finally they all blow up the balloons together. In this scene, the character education that is conveyed is social care.



Picture 5 Minute 4.17

Mrs. Korgi says, "Of course, we do want to give some away, right? Instead of just sitting and waiting for customers, it's better to share the love, isn't it?" Hongsi responds, "That sounds great and fun." Hongbi then asks, "Can we join in too?"

In the conversation, Mrs. Korgi's proposal to distribute the cakes reflects the value of social care by emphasizing the importance of sharing and community support. She suggests that rather than waiting for customers to come to them, it is more meaningful to actively give away the cakes and spread kindness. Hongsi's enthusiastic response, "That sounds great and fun," and Hongbi's eagerness to participate, "Can we join in too?" demonstrate their alignment with this value. Their willingness to be involved in the act of sharing illustrates their commitment to contributing to the well-being of others and reinforces the idea that social care involves not just passive generosity, but active engagement in fostering a supportive and caring community.

Social care is an attitude and action that always wants to assist others and people in need (Aeni et al. 2016). Caring and helping others should be inculcated as it has positive impacts, including improved emotional well-being, the formation of strong social relationships, benefits to physical health, improved quality of life together, reduced social isolation, and positive effects on children's

mental and emotional development. Children are empowered to cultivate a personal dedication to advancing health and well-being for themselves, their families, and others (UNESCO, 2017). This commitment extends to potential engagement in volunteer or professional roles within health and social care. Research in fields such as psychology, sociology and education supports the idea that these good behaviors contribute to the happiness and well-being of individuals and society as a whole.

c) Appreciating Achievement

Appreciating achievement is an attitude or action that encourages one to produce something useful for society and recognize and respect the success of others. Character education for appreciating achievement in Cloud Bread cartoons is found in the following scenes:



Picture 6 Minutes 2.31

In this scene, the mother acknowledges Hongsi as a smart child with a warm laugh, "Hoh ahahahaha, iya anak pintar hahahaha." Hongsi's desire to help her mother by bringing bread to Mrs. Korgi's place highlights the theme of recognizing and appreciating achievement. This moment exemplifies the character education value of respecting achievement. Appreciating achievement involves actions and attitudes that not only motivate individuals to contribute positively to society but also recognize and respect the successes of others.

Appreciating the achievement is the attitudes and actions that motivate someone to produce something useful for the community, and recognizing and respecting other people's success (Phonna et al. 2019). Appreciating achievement in children has positive impacts that include positive motivation, positive habit formation, improved psychological well-being, development of self-evaluation skills, increased engagement in learning, learning through positive reinforcement, and understanding of responsibility. Appreciating children's achievements helps create a positive learning environment, motivates positive development and builds the foundation for further progress in their educational journey. Hammond et al. (2018) mentioned that cultural competence is crucial for understanding and appreciating children's academic achievement and supporting healthy development. It involves recognizing and valuing diverse backgrounds, adapting teaching methods to different learning styles, and acknowledging the impact of cultural factors on well-being. By incorporating cultural awareness, educators can engage students effectively, fostering motivation and positive self-esteem through inclusive curricula that celebrate diversity. This approach creates an environment where every child feels seen, recognized, and supported in their unique cultural identity.

d) Hard Work

Hard work is a behavior that shows a serious effort in overcoming various learning obstacles and tasks and completing tasks as well as possible. Hard work character education in Cloud Bread cartoons is found in the following scenes:



Picture 7 Minute 3.35

In the scene where Koki, Hongbi, and Hongsi work hard to blow up balloons together, we see an important lesson in perseverance and effort.

Hongsi: "Oah, I can't do it anymore."

Koki: "Me neither! Hooaaah."

Hongbi: "I feel the same. I think we've blown up enough balloons."

This scene illustrates how Koki, Hongbi, and Hongsi put in a tremendous amount of effort to blow up the balloons until they were exhausted. Despite their fatigue, they had successfully blown up a significant number of balloons. The character education value highlighted in this scene is hard work. Hard work involves demonstrating a serious effort to overcome various obstacles and complete tasks to the best of one's ability. Uchrowi (2013) said that hard work and character education are doing something seriously with optimal effort. Hard work is essential for young learners as it lays the groundwork for academic success, skill development, resilience, time management, self-discipline, and preparation for the future. It builds confidence and fosters a strong work ethic, contributing to their overall development and future success. Children often demonstrate notable self-discipline in their academic pursuits, surpassing their peers (Tough, 2016).

e) Creative

Creativity is thinking and doing something to produce new ways or results from something that is already owned. Creative character education in Cloud Bread cartoons is found in the following scene:



Picture 8 Minutes 4.11

In this scene, Mrs. Korgi notices a lack of customers at her bakery and realizes she won't be able to distribute free cakes as planned. When Hongbi, Hongsi, and the baker express their disappointment, Mrs. Korgi comes up with a creative solution: to go out and distribute the cakes personally. This moment highlights Mrs. Korgi's ingenuity and resourcefulness in addressing the problem. The character education conveyed here emphasizes creativity, showing how thinking outside the box can resolve challenges and ensure that their efforts still benefit others.



Picture 9 Minute 5.14

In this picture, we can know the conversation of Mother and Hongsi.

Mother: "Wow! I think that's an amazing idea!"

Hongsi: "Me, me! I want to try it!" (Everyone laughs together and exclaims "Wow" as they watch the balloons floating around.)

This scene highlights the attitude of Mother, who acknowledges and praises the extraordinary ideas of Mrs. Korgi, Hongbi, and Hongsi. The character education conveyed in this scene emphasizes the value of respecting and appreciating achievements. Creativity is thinking and doing something to produce new ways or results from something that is already owned. Well, according to Gestalt psychologists (2018), creativity is defined as something that generates a new idea, insight, or solution through imagination. Creativity is essential for young learners as it stimulates critical thinking, motivation to learn, self-discovery, problem-solving ability, effective communication, appreciation of diversity, and the development of imagination. Through creative activities, children can develop a range of skills and gain a deeper understanding of the world around them, assisting in their holistic development. Newton (2010) while it is important to nurture creativity in young children, it is popularly associated more with the arts than the sciences.

Conclusion

In this study, character education serves as the foundation for understanding the essential values in shaping individual personalities. Through the examples of actions by Hongbi and Hongsi, the character education of hard work underscores the importance of serious effort and optimal dedication in completing tasks. Creativity, as demonstrated by Mrs. Korgi's innovative idea to distribute bread, is described as a gift bestowed by God upon every individual. Creative character is crucial in creating works or ideas that bring significant benefits to society. Next, the character education for curiosity, reflected in Hongbi's interest in his mother's cooking, emphasizes the importance of continuous learning, intellectual intelligence, and problem-solving skills. Recognition of achievement, as acknowledged by the mother regarding Hongsi's intelligence, highlights the importance of appreciating one's own and others' accomplishments as motivation to achieve even more. Finally, the character education of social care, demonstrated through Hongbi and Hongsi's willingness to help mothers wrap cakes, depicts human awareness as social beings who cannot live alone. It reflects interdependence among individuals and underscores the importance of providing assistance to those in need. Overall, this narrative illustrates the critical role of character education in shaping individuals who are ethical, creative, curious, appreciative of achievements, and caring for the needs of others in society.

The results of the analysis showed that Cloud Bread movies can be used as good language introduction media for children. Cloud Bread movies can be used as a medium to instill children's character education which includes respecting parents, respect for friends and others, loyal friends, cooperation, mutual motivating, gentleness, diligence, not easily discouraged, enthusiasm, problem-solving, creativity, and love each other between families.

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