

## **RACISM AND THE EDUCATIONAL CRISIS: Film by Freedom Writers**

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### **Abstract**

The primary issue in the United States is racism in education. The film *Freedom Writers* describes the racism that exists in the school, which is why students are uncomfortable there. In order to learn more about the main issue with racism in America, the author is reading journals and watching a movie. The author was fined because racism is a common occurrence in America. Americans are unable to respect one another due to their diversity in color and ethnicity. In conclusion, racism is bad everywhere. However, teachers can exert greater influence in the classroom to combat racism and foster a nurturing learning environment for their students.

**Key words:** *ilm, education, racism.*

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### **INTRODUCTION**

Richard La Gravenese's produced the film *Freedom Writers* and it was released in 2007 by Paramount Pictures (Amelia, 2021). In the film *Freedom Writers*, Erin Gruwell, a white skin teacher (Al Falaq & Puspita, 2021) at a high school in Long Beach (Kuswoyo et al., 2020), California (Wardaningsih et al., 2022), never quits trying on settling racist confrontations (Pradana & Suprayogi, 2021) between her pupils (Nababan & Nurmaily, 2021). This movie was released when race riots erupted in various California cities (Kardiansyah, 2019). Big racial groupings like Blacks (Hamzah et al., 2022), Asians, Hispanics (Maulana & Suprayogi, 2022), and Whites are all included in the film (Wardaningsih & Kasih, 2022). Characters, on the other hand, are described uniquely as a result (Setiawan et al., n.d.) of the stereotypes that pupils had formed in their minds (Sari & Pranoto, 2021). There are a lot of messages inside this film (Oktaviani et al., 2022) that people are able to absorb (Sartika & Pranoto, 2021) in the reader and writer's life (Asia & Samanik, 2018).

Culture and ethnicity divide the entire human population of the world (Wahyudin & Wahyuni, 2022). Despite their differences in culture (Amelia et al., 2022) and ethnicity (Aminatun, 2021), people have the same major life goals (Isnaini & Aminatun, 2021), which is education (Yudha & Mandasari, 2021). (Aminatun, Muliyah, et al., 2021)

identified that in education, equity means that personal or societal conditions such as gender, ethnic origin, or family history are not impediments to realizing educational potential (fairness) (Suprayogi, Pranoto, et al., 2021) and that all students achieve a basic minimum level of abilities (inclusion) (Candra & Qodriani, 2019).

Racism is a deeply rooted racial problem in the center of the lives (Handayani & Aminatun, 2020) of multicultural societies in diverse regions of the world (Simamora et al., 2022). Racism develops swiftly in a society (Kardiansyah, 2021) as technology (Qodriani, 2021) and trade advance (Amelia & Daud, 2020), increasing the country's pluralism (N. Putri & Aminatun, 2021). According to (N. R. Putri & Sari, 2021) racism is particularly vulnerable to occur in countries with multi-cultural societies. Indonesia is one of several countries with different cultures (Nurmalasari & Samanik, 2018). In these multi-cultural countries (Wahyudin & Sari, 2018), racist issues are extremely sensitive (Rahmania & Mandasari, 2021).

People are conscious creatures capable (Novanti & Suprayogi, 2021a) of reasoning (Kardiansyah & Salam, 2021) and forming both positive and negative opinions (Septiyana & Aminatun, 2021b). In social situations, it allows people to have more influence over their life (Gulö & Nainggolan, 2021). People are also classified by physical types (Septiyana & Aminatun, 2021a) and skin tones (Qodriani & Wijana, 2021), which contribute to their individuality (Ambarwati & Mandasari, 2020). Even though people tend to believe that their race (Simamora & Oktaviani, 2020) and community are superior to others (Suprayogi & Pranoto, 2020), racial and intolerant issues frequently arise in such a diverse society (Nurmala Sari et al., 2021), despite the distinctions or perceptions (Suprayogi, Samanik, et al., 2021) that many races in this world have among them (Mandasari & Wahyudin, 2021), despite the uniqueness that humans have, racial and intolerant issues frequently arise in such a diverse society (Puspita, 2021). Individual expressions of racism are preceded (Aminatun, Ayu, et al., 2021) by institutional racism (Oktaviani et al., 2020). Individual racism requires cultural racism as well (Kuswoyo et al., 2022), but institutional racism moderates its impact (Afrianto et al., 2021).

In a multicultural country, racism has a harmful influence on underprivileged communities (Kasih, 2018). Reporting about black-on-black crime in the United States, for example, was frequently overstated and slanted in favor of one group (Kardiansyah & Salam, 2020).

As a result of huge migration and immigration (Puspita & Amelia, 2020), ethnicity in America is considered multiplex (Suprayogi & Eko, 2020), which has led to misunderstandings about the concept (MULIYAH et al., 2021) of ethnicity in the United States (Novanti & Suprayogi, 2021b). During the pre-revolutionary period (Sinaga & Oktaviani, 2020), racism and intolerance were prevalent in the United States (Puspita & Pranoto, 2021). Native Americans, as well as other migrant races such as Black, Asian, and Hispanic (Fadilah & Kuswoyo, 2021), were angered when white people were granted legal (Qodriani & Wijana, 2020) and social privileges and grants, and they were often treated as second-class citizens (Mandasari & Oktaviani, 2018).

## **LITERATURE REVIEW**

There are several studies before this analysis has begun and it was about analysis in Freedom Writer Film, to deconstruct the racial discrimination problem in nonfiction literature, this study combined postcolonial theory with Abrams' mimetic technique (Aminatun & Oktaviani, 2019). The Freedom Writers Diary contains racial discrimination (Samanik, 2018), according to this study. Meanwhile, this study used postcolonial theory to uncover the issues when evaluating the data (Fakhrurozi & Puspita, 2021). This research focused on the act of teachers in the school (Purwaningsih & Gulö, 2021). Does the purpose for the mediator, motivator, vacillator, inspiratory, or maybe corrector? This research aims for those purposes (Suprayogi et al., 2022), the study's goals were to figure out how Murray's Personology depicts Erin's character, describe the different types of ambition demands Erin has, and see how Erin Gruwell's ambition is mirrored in the film (Kasih et al., 2022).

The three previous studies that study Freedom Writer Film only aim for education purposes (Heaverly & EWK, 2020). The gap here is a writer will find out how racism in education exists, now (Hamzah et al., n.d.). So, the writer chooses the title Educational Crisis Racism: Freedom Writer Film.

## **METHOD**

Qualitative data as "words, images, clothing, documents, or various and dissimilar non-numerical elements (Kuswoyo et al., 2021). "In this study, the data were examined and discussed utilizing a qualitative descriptive method. A qualitative study, according to

Creswell (2014), is a scientific research process aimed at better understanding human problems in a social context by presenting a comprehensive and complex picture, reporting detailed views of information sources, and conducting the research in a natural setting without the author's intervention. The purpose of a qualitative study is to obtain as much information as possible to better describe, explain, and answer the problems. The data for this diary came from the film *Freedom Writers*. The stages include watching the movie, discovering and collecting data, analyzing the data that has already been collected, and lastly forming conclusions.

## **RESULTS AND DISCUSSION**

### **Freedom Writer Synopsis**

Richard LaGravenese directed the film, which begins with Erin Gruwell beginning her first day of teaching at Wilson High School in Long Beach, California. Erin used to teach at a school with a lot of high-achieving children. The issue arose when the school was overrun with poor pupils who used drugs and were deemed unfit to attend. They disdain education and have no compassion for educational institutions. Margaret Campbell, Erin's department head, has 30 years of experience as a traditional teacher. After she realizes what Erin will endure, she begins to worry about how long her confidence, optimism, and willingness will last. In the meantime, kids have created various circles based on their race, such as Black, White, Hispanic, and Asian, in school facilities such as the yard, classroom, and others.

Erin tries to connect with her students by speaking their language and using phrases they are familiar with, but they dismiss her as simply another white person attempting to convert them. Nobody happens until she confiscates an inappropriate racial cartoon produced by a black student in the class. She compares it to anti-Semitic artwork created by the Nazis in Germany to incite racial hatred. Erin is taken aback when she discovers that her students know nothing about the Holocaust or Jewish persecution. She compares the Nazis to a gang of hoodlums only concerned with their safety.

Erin hands out empty journals to the children, instructing them to write in them every day. She won't give them a grade and will only read them if they consent. This is the first time for many of them that they have felt free to express their thoughts and feelings to others.

When she asks them to play the "Sentence Game" again, they discover that they share a wide range of feelings.

She instructs the children to read *The Diary of Anne Frank* before visiting the Los Angeles Holocaust Museum. After dining with several survivors, students will have a deeper understanding of those who have faced bigotry, hatred, and violence. Erin's most popular event is a visit from Miep Gies, the Dutch woman who provided the Franks a place to hide. Students have written her letters describing her as a hero, but she believes that they are all heroes and champions.

A series of setbacks threaten Erin's commitment to changing her students' viewpoints and chances. She needs to work part-time to purchase books for them and pay for multiple vacations. Scott, Erin's husband, is becoming irritated by her zeal for the position. Erin's idealistic father finds it difficult to comprehend how much time and effort she devotes to teaching. Erin's efforts are rewarded, however, as the pupil's band together and form a creative sharing community.

This touching and the thought-provoking film was inspired by the film *Freedom Writers*. When people overcome the barriers that keep them apart, this story celebrates the harmony that can result from diversity. It also recognizes a teacher who has made a significant impact on the lives of her students. The spiritual value of harmony, as well as the beauty that can arise from kindness, tolerance, and dignity of difference, must now be considered by societies and governments.

### **Educational Crisis Racism**

The film's principal themes include race, ethnicity, and tolerance. Students from similar ethnic backgrounds will band together and form their community because they have similar ways of thinking and living. This also creates a barrier between students with diverse backgrounds and cultures. This film has a plethora of racist deeds and dialogue. Racism can take the form of action, hate speech, or something else, and it affects the White, Black, Latino, and Asian communities. Although Erin's successful strategies for

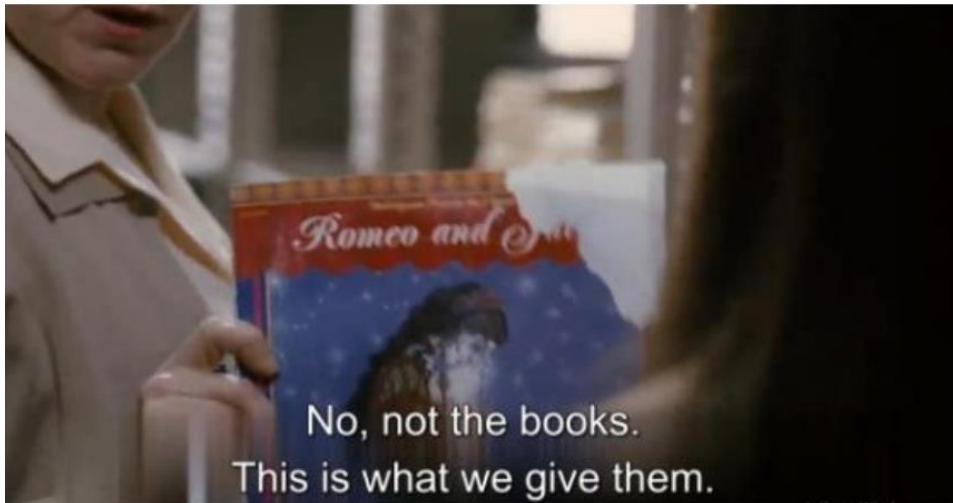
bringing harmony to the school where she teaches, she faces numerous challenges, and some scenes in the film *Freedom Writers* are based on true events.



In this scene, Ms. G talks to Briant and told to him that she will give her students a book written by Anne Frank. However, Briant looks like being racist here because he blames students who come from Black, Latin, and Asian people are making an impact on the school. Lately, the school is an A-list school, however, when other students come, that school is being lower than before. Briant is blaming the students who give a huge impact on that.

Teachers in the school should have empathy and they cannot be racist. Because of the differences, teachers who someone actually should make their students better, and they can make an excellent generation. However, they destroyed everything. Briant cannot believe students who have their character. He is too underestimating Ms. G's students.

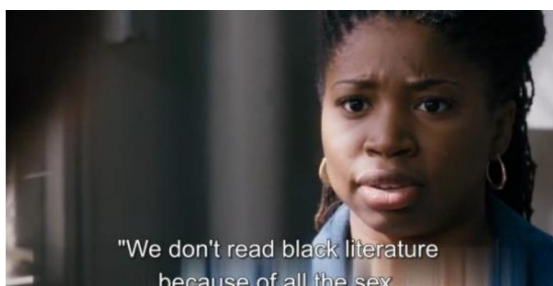
Briant acknowledged that he couldn't say it because he was afraid of losing his job if he was racist, and he requested Miss G to stop acting like a hero since he believed the student would never be good because it was made up of African-Americans and other races. The author investigates the Briant's figure in further depth. He has a white complexion and is a senior teacher. He despises pupils in class 203 since there is only one white student in the class and the rest are of a different race.



In this scene, it was really sad because almost all of the teachers in that school are blaming those students. Ms. G is asking for a recommendation for a book for her class, Ms. G mention many books from famous people. Despite this, Ms. Campbell is not giving Ms. G a piece good advice. Ms. Campbell always underestimates Ms. G's students because in her class there are not a lot of white people.

Romeo and Juliet is a drama by white people, then the student who has not white color interested to learn about it. Despite this, Ms. Campbell did not want to buy some new books for those students because she believes those students were only able to destroy everything. Students are destroying the books because they felt everyone is underestimating them. So, they do not want to be good students who are doing a great job.

Miss Campbell appears to be protecting the book, but the writer believes she is unconcerned and underestimates the students' abilities. Miss Campbell is, like Briant, is a white woman who consistently undervalues the students in her class. Another class contains a large number of white pupils who are fully supported by the school in terms of resources.



Victoria met with Miss Campbell in that scene to change her class. She claimed that her teacher treated her as though she were an African-American Rosetta Stone. The term "rosetta stone" refers to an artifact or tangible evidence of black people's behavior. Victoria further notes that they never studied black literature in previous classes since their teacher stated, "We don't study black literature because of all the sex, drugs, profanity, and fornication!" We can see how a teacher may be so racist toward their students in such a class. They do not want to read books about black people because of their bias against black people, which has led them to believe that all black people do bad things all of the time. Even in an educational institution such as a school, hatred has taken root.

Institutional racism, according to Charles, can occur in the classroom, and such treatment is included in the category of racism that occurs within an institution. Other people believe that everything black people do is terrible, such as sex, drugs, profanity, and immorality, and that this creates a negative image for all black people. Racism is present in all of the data found in the film, whether it is expressed verbally or in action.

## **CONCLUSION**

To sum up, racism is not only outside school but also inside of a school that most people know that school is the place where people are educated. People who have more education should have a different perspective on racism. The institution has its role to make racism not exist anymore. Teachers at school should have a regulation to make racism go away from America. Because different is good for people if people can accept the differences between them. The teacher should not underestimate their student, they should make a fun class to make people interested to learn. If teachers, the ones who handle a class, do not believe in their student's competence, students also do not want to give the shine of their competence. It is only about how the teacher treats the different students.

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