

ANALYSIS OF RACISM AND EDUCATION IN FREEDOM FILM WRITERS

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Abstract

Film is a form of audiovisual mass communication; when it is made, there is nothing that we can imagine, and it is as brief as when we watch it on television or XXI. the requirement for a considerable amount of time during pre-, production, and post-production, as well as numerous costs and sufficient human resources. These experts are assembled in a work team or teams of work teams. Each team has its own role and works well with others. The true story of a teacher named Erin Gruwell is the basis for the crime drama film Freedom Writers. He is ensnared in the lives of his students, who are engaged in racial conflicts and only think about how to live and avoid death. Richard LaGravenese's film is truly capable of immersing the viewer in each and every scene. The dramatic fight sequences and back-and-forth plot are able to completely engulf the audience.

Key words: analysis, education, film, racism

INTRODUCTION

The story of a teacher named Erin Gruwell's struggle to fight for her students at a high school in California (Suprayogi & Pranoto, 2020), (Pradana & Suprayogi, 2021), (Afrianto & Restika, 2018) who are marginalized due to their background (Suprayogi & Eko, 2020), (Fakhrurozi & Puspita, 2021), which is seen as bad for some teachers at school (Abidin et al., 2022), (Mandasari & Aminatun, 2020), (Suprayogi, Samanik, et al., 2021), is told in the film Freedom Writers (Kardiansyah & Qodriani, 2018), (Fakhrurozi et al., 2021). This movie begins with the Rodney King riots in Los Angeles (Puspita & Amelia, 2020), (Journal et al., 2021), which resulted in 120 murders in Long Beach in a single month (Oktaviani, Riskiono, et al., 2020), (Qodriani & Wijana, 2020), (Yulianti & Sulistyawati, 2021). Gang-to-gang violence and racial strife are the causes of the violence (Pranoto & Afrilita, 2019), (Suprayogi, Puspita, et al., 2021) because of Rodney King's actions, riots in America led to dangerous situations (Gul et al., 2020), (Kuswoyo et al., 2020) between gangs, people of different races, and people from underrepresented groups (Fithratullah, 2021), (LIA FEBRIA LINA, 2019), (Amelia & Dintasi, 2019). Each race competes for territory, demonstrates its strength (Samanik, 2019), (Kardiansyah, 2019a), and exacts

retribution by mass killings, including in schools (Oktaviani, 2018), (Sartika & Pranoto, 2021). Then, Eva lived in the United States. The first day it was closed was that day (Adelina & Suprayogi, 2020), (Gulö et al., 2021), (Yulianti & Sulistiyawati, 2020). Eva saw a war for the first time when she saw someone in front of her house while she was waiting for her father to take her to her school bus (Ahmad et al., 2020), (Sinaga & Oktaviani, 2020). Eva observes her father being detained by the police one day because he is regarded as a respected member of a gang that fights for the gang's America (Fadilah & Kuswoyo, 2021), (Nurmalasari & Samanik, 2018). After that, Eva exacts her vengeance by joining a gang as the third generation (Novanti & Suprayogi, 2021a), (Kardiansyah, 2019b). Erin Gruwell enrolled as an English teacher at Wilson High School in Long Beach, California, for her first year of high school (Setri & Setiawan, 2020), (Fithratullah, 2019). This is my first experience teaching English in a different setting in class 203. Students from a variety of cultural backgrounds and racial gangs participate in the class (Choirunnisa & Mandasari, 2021), (Pranoto, 2021) and interact with one another in accordance with their racial group (Qodriani & Kardiansyah, 2018), (Teknologi et al., 2021), such as the Cambodian race and the Cambodian race, the black race and the black race, and so on (Samanik & Lianasari, 2018), (Ngestirosa et al., 2020). Eva also learns in this class, where there are students with below-average abilities, gang members, students with problems, and students who are exposed to criminal cases (Endang Woro Kasih, 2018), (Qodriani, 2021). Eva, a child who portrays a sentimental image to her friends, grows up to be one (Sari & Pranoto, 2021), (Al Falaq et al., 2021). Ben is another one, and he is the son of a quiet white race (Oktaviani, Mandasari, et al., 2020), (Mandasari & Oktaviani, 2018), (Kuswoyo et al., 2021). Erin struggles to control her experience on her first day of teaching. Erin felt a little down after the incident.

One night Erin, Erin's father, and her husband Scott Casey were having dinner (Afrianto & Gulö, 2019), (Gulö, 2018). Then Erin's father said he was concerned about Erin's class condition and suggested Erin to find another job (Arpiansah et al., 2021), (Ambarwati & Mandasari, 2020). But Erin doesn't want to, and Casey motivates Erin to get through these difficult times (Gulö & Nainggolan, 2021), (Samanik, 2018). Day after day passed, Erin saw the atmosphere of the class that was getting quieter by the day because the students in her class began to leave the classroom and disappeared (Kardiansyah, 2021), (Istiani & Puspita, 2020). Until finally officers from the State forced the students to return to study

and the class was full again (Mertania & Amelia, 2020), (Mandasari & Aminatun, 2019). Then Erin started trying to attract the attention of her students by giving light material to her students. However, it actually made the students underestimate him,

One day when Erin was teaching, suddenly the class became chaotic when Jamal (Septiyana & Aminatun, 2021), (Novanti & Suprayogi, 2021b), a student in the class, felt himself with a paper with thick lips and slandered pictures that was handed to him from a child named Tito (Handayani & Aminatun, 2020), (Cahyaningsih & Pranoto, 2021). Tito spread the picture to his classmates so that his friends laughed at Jamal (Aminatun, 2021), (Amelia, 2021). Then it made Erin a little angry and happened between Erin and several students in his class. After that incident Erin realized that her students hated school (Muliyah et al., 2020), (Puspita, 2021), they were every teacher who taught them, and they hated each other. Then Erin told the events of the Holocaust to the children who did not know about the incident. However, the students in the class felt there was little in common with what they were going through (Samanik, 2021), (Kardiansyah, 2019c). That day was a day where the 203rd graders began to change; they were more open and appreciated Erin's presence in class because of Erin's insistence and quotes that day. Then Erin tried to talk to Campbell the head of her department to provide interesting books for her students. But unfortunately, Erin's efforts were opposed by Campbell on the grounds that the effort would be in vain and would increase the cost of producing a new book because the book would only be destroyed by his students. Then Erin tried to talk to Campbell the head of her department to provide interesting books for her students. But unfortunately, Erin's efforts were opposed by Campbell on the grounds that the effort would be in vain and would increase the cost of producing a new book because the book would only be destroyed by his students. Then Erin tried to talk to Campbell the head of her department to provide interesting books for her students. But unfortunately, Erin's efforts were opposed by Campbell on the grounds that the effort would be in vain and would increase the cost of producing a new book because the book would only be destroyed by his students.

One day, Erin made a game in class called Cross Line. With this game, Erin tries to find out what is behind their current situation. Then Erin again tried to find out their background by giving them a book. The goal is for the students to be able to tell the stories they want, their past, present or future. And Erin said that she wouldn't read the book

unless her students let her like it. The book will be placed in the classroom cupboard, which will be opened during the lesson, and closed when the lesson is over. One night, there was a parents' meeting at the school. And again, class 203 was quiet, no parents came. Then Erin started to open a cupboard containing books written by her students. It turned out that the book received a positive response from the students because the students began to reveal the background of their situation and feelings.

Erin's dedication helps a lot to educate children, she does time work to earn money to buy books for her students. Erin then took her students to the Museum, and took them to dinner with living witnesses of the Holocaust. And that experience made a drastic change for the 203 students. Eva began to show a kind and caring attitude towards Erin. The indifferent Marcus started to go to the library to study. Meetings in class became fun now, they opened up to each other, little by little began to interact with gangs, threw away their stored weapons, and began to accept their racial differences. One day when the children were given an assignment to read a book, Eva suddenly protested to Erin Gruwell because the story of the book she was reading did not meet her expectations at the beginning.

Then Marcus interrupts Erin and Eva's conversation, saying that Anne Frank died because it was a part of Anna Frank's life, and it would be better to know the involvement of Miep Gies, a woman who helped hide Anne Frank. Mark's words made Erin have a new idea. Erin assigned the children to write a letter for Miep Gies and planned to invite him to share his life experiences with his students. And his students welcomed the idea. Then they started to raise funds for Miep Gies to come to their class. And the idea made a drastic change for their class. The idea also received support from outside parties, school boards and school principals. The media began to take notes, and reported on the extraordinary activities and changes in the class. The interesting learning activities in class 203 made some students in other classes move to class 203 because they felt fun when studying in that class. The fun was heightened when Miep Gies came. Students are encouraged to make positive changes in their class and eventually their grades increase, their interest in reading and learning increases until they can move up to Junior class. However, the students wanted Erin to remain a teacher in their class, and they didn't want another teacher to replace Erin in the class. Then Erin tried to talk it over to the school board. However, this effort was rejected and the situation further heated the conditions between the teacher, Erin, and the school board.

Erin came up with a novel idea that day. Like Anne Frank, she compiled all of the entries in the diaries of her students into a single book. People can learn something from the book. It would be something to leave behind and represent, if they ever existed, even if no one read the book. because the book's title is "Freedom Writers," and because they are valuable. It is revealed at the conclusion of the story that Erin can resume teaching her students until they graduate and enter college.

LITERATURE REVIEW

The first literature review is "Analysis of Racism in Toni Morrison's *The Bluest Eyes* Novel" written by Pattihahuwan (2008). Pattihahuwan uses the mimetic theory of Wellek and Warren in their book entitled *Theory of Literature* (1979) to find facts about social problems in a literary work. He explains a picture of racism to people who are born black that can be seen in the story. He concluded that the racism in *The Bluest Eyes* was the biggest problem in society. The second one is "Analysis of Conflict in the *Heart of Darkness* by Joseph Conrad" written by Anwar Perambahan (2007). Encroachment uses an intrinsic approach to provide information about the characters and the various conflicts that occur between them. He also uses the theory of William Noble (2006) which states that conflict is the essence of a story. He describes the conflict depicted in the novel *Heart of Darkness* between Marlow and Kurtz, Marlow and the workers, Marlow with the natives and Marlow with his own mind. In conclusion, he finds that the conflict in the novel *Heart of Darkness* creates a dramatic situation that focuses on the actions of the characters in the story. Additionally, "The Impact of Jim Crow Laws on Black People as Described in the Novel *The Help* by Kathryn Stockett" written by Indah Wonua (2015). The last but not the least, Wonua uses the mimetic theory of Wellek and Warren (1995) and the theory of George Luke (2005) which provides information about the author of *The Help* who applies the description of black people's experiences in a work of fiction. In his research, he found information about the conditions of African Americans who experienced separation and discrimination from white people and their struggles with these sufferings.

METHOD

This research is descriptive qualitative, because this study aims to describe the role of a teacher in the film "Freedom Writers". The data for this research is the film "Freedom Writers" with a research focus on images (visual images), actions (actions) and sounds or

dialogues which describe the role of a teacher. The data mining tool in this study was direct observation made by researchers on the film, so that the data collection technique was a documentation technique.

RESULTS AND DISCUSSION

The task of a teacher is not only to teach lessons according to the specified curriculum. But a teacher should provide something that students need, so that with something students can develop their potential. And a teacher cannot choose which students to teach. A teacher must be able to deal with all the characteristics of his students. If indeed the character is not in accordance with what students should have, then the teacher must be able to guide students, so that they have good character.

From here, let's look at a film that depicts a teacher and his students who may be considered trash by society, because these students are gang members who are identified with things that smell violent. Maybe some of the readers already know what the movie "Freedom Writers" looks like. The film is the struggle of a teacher who teaches students, who they are victims of interracial conflicts that occur in their home environment. And the conflict carried over into the classroom. This of course will greatly affect the psychology of the students.

It is said, Erin Gruwell, a woman who is highly educated teaches at Woodrow Wilson High School as an English teacher for a special class for children who are victims of racial gang fights. Erin's goal is very simple, Erlin just wants to give her students a proper education, because they really deserve what they deserve. Even experienced teachers are reluctant to teach them. But not with teacher Erin.

CONCLUSION

The following are the conclusions drawn from Richard LaGravenese's findings and data analysis of the film Freedom Writers: Director and Screenwriter: The beginning of the film's denotative meaning, which is based on a true story, tells the story of Erin Gruwell, an English teacher who gets pulled into the lives of her students. Therefore, Gruwell's actions and empathy for them raise awareness of what it means to respect and appreciate one another. The story of the movie Freedom writers has the connotation that the director deliberately tells the story of a race war, which has many negative aspects and is pointless

and inappropriate. A teacher's approach to learning can improve and motivate his students to study hard. At this point, the film's mythical meaning is dedicated to Californian teenagers who participated in racial riots following the 1992 riots in Los Angeles. Erin Gruwell was able to teach them about racial tolerance and pique their interest in learning so that they could graduate. from the college.

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