

The Effect of My Daily Book Movie on Strengthening Character Education of Madrasah Ibtidaiyah Students

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ABSTRACT

Film is one of the educational means to provide learning to children indirectly through characters and stories in films. One of the films that can be a learning tool is the film My Diary. The purpose of this study was to determine the influence of a film entitled Buku Harianku on the strengthening character education of Elementary Islamic School students in West Jakarta. This research uses an experimental method. The sample of this study used a random sampling technique. The experimental sample in this study was MIS grade V students Hidayatul Istiqomah. With experimental classes are classes V C and V D while the control class is class V A and V B. Data collected using questionnaires. The character of the students tested includes religious, nationalist, independent, mutual aid, and integrity values. Based on the results of research that has been done, it is known that the film My Diary has an influence on the character of students with a magnitude of 48% and has a significant effect.



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INTRODUCTION

Education plays a pivotal role in shaping students' behavior and is an essential aspect of life (Nurgiansyah, 2022). It can occur in various settings, both formally in educational institutions and informally. The educational process ideally begins at home, serving as the foundational environment for a child's development before they engage with broader society. Law No. 20 of 2003 on the National Education System highlights that education is a deliberate and systematic effort aimed at creating a conducive learning environment and process, enabling students to actively develop their potential. The ultimate goal of education is to help individuals achieve spiritual independence, self-regulation, personal integrity, intelligence, good character, and skills beneficial to themselves, society, the nation, and the state (Kemdikbud, 2019). Education, therefore, serves as a platform for nurturing students' abilities and potential to shape them into well-rounded individuals (Jayanti et al., 2021). One critical aspect of shaping students' personalities is character education, though instilling character can be challenging, as it requires early implementation (Cahyono & Iswati, 2018). Research by Zhayoga et al. suggests that character development is influenced by several factors, including family, community environment, friendships, and modern digital media (Zhayoga et al., 2020). The rapid advancement of technology and information today has significantly impacted the quality of life, as well as the values and identity of a nation (Prihatmojo & Badawi, 2020).

The positive use of digital media can significantly influence student character (Afrizal et al., 2020). Movies, in particular, convey both positive and negative values. Fajrin explains that positive values such as honesty, good behavior, and civility can benefit students, while negative elements like violence and bullying should be avoided. Films can effectively teach character education when appropriate content is selected (Fajrin et al., 2021). One example is the 2020 film Buku Harianku,

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available on Disney+Hotstar, which offers valuable life lessons for children and families. According to Putra, the film provides educational values in a non-patronizing way, making it suitable for all audiences (Putra, 2020). Apriliany and Hermiati argue that quality films can positively impact students' emotional development (Apriliany & Hermiati, 2021). Additionally, Padilah's research shows that audio-visual media can stimulate students' religious, moral, and social-emotional growth (Ramadanti & Padilah, 2022).

The movie *Buku Harianku* contains various character values such as honesty, social care, religion, tolerance, independence, democracy, love for the country, and responsibility, making it suitable for student viewing (Zaman, 2019). This study focuses on government efforts to instill character in students, as outlined in Presidential Regulation No. 87 of (2017) on Strengthening Character Education. The regulation emphasizes the role of educational units, families, and communities in promoting values through holistic development. Key values include religious beliefs, national pride, independence, gotong royong (community cooperation), and integrity, all crucial for shaping responsible and ethical individuals (Perpres, 2017). To examine the results of the questionnaire later, researchers used the social learning theory developed by Albert Bandura which focuses on the role of social influence in learning and developing student character. According to Bandura, as cited by Kard, most humans learn through selective observation and remembering the behavior of others. At the heart of social learning is modeling, which is one of the most important steps in a holistic learning process. Much like the learning theory approach to personality, the social learning approach is based on the belief that most human behavior is learned through observation, and the principles of learning are sufficient to explain the development of behavior. (Fithri 2014).

Therefore, researchers want to raise the movie to be the object of research because the movie is one of the media that can teach character in children aged three to twelve years (Arsyad et al., 2021). According to previous research, it is known that the *Upin Ipin* film can improve the character of social care and the value of friendship between students by providing assistance, improving communication, and the value of cooperation between students. (Zhayoga et al., 2020). In other previous studies, it was argued that the movie *Nussa and Rara* had a significant influence on the character building of children aged 4-5 at PAUD Cerdas Ceria Palembang (Ramadanti & Padilah, 2022). This attracts the attention of researchers to further examine the influence of a movie on the value of character education echoed by the government in Strengthening Character Education (PPK) with a focus on five character values. Because movies have the ability to influence the emotions of the audience from the visual images presented in the picture and through the audio-visual art of film the audience can capture the reality that exists, so that it can be an alternative forum in conveying a message to the audience. (Alfathoni and Manesah 2020). So that this study will answer how much influence the movie *Buku Harianku* has on the value of strengthening character education in MI Hidayatul Istiqomah students.

RESEARCH METHOD

This research adopts a quantitative approach, characterized by the systematic collection, analysis, and presentation of data. As outlined by Duli (2019), quantitative research methods are fundamental in structuring empirical investigations by focusing on numerical data to draw precise conclusions. This type of research is often preferred for its ability to provide clear, objective, and generalizable outcomes through statistical analysis. In addition to employing a quantitative methodology, this study utilizes an experimental method to discern the effects of specific interventions within a controlled setting. According to Fitri and Haryanti (2020), experimental research is particularly valuable for establishing causal relationships by manipulating one or more variables while controlling others. This manipulation allows researchers to identify direct effects of interventions on outcomes, which is crucial for testing theoretical propositions and the effectiveness of specific treatments or interventions. The experimental design in this study is further detailed into two distinct groups: the control group and the experimental group, as described by Priyono (2008). The control group does not receive any special treatment and serves as a baseline to measure the

natural progression of outcomes without intervention. Conversely, the experimental group undergoes a specific treatment or intervention aimed at observing whether significant changes occur compared to the control group. This bifurcation is essential to experimental research, providing a comparative analysis that helps validate the impact of the intervention being studied.

In this study, a well-defined experimental design was used to evaluate an educational intervention among 30 fifth-grade students from MIS Hidayatul Istiqomah, divided into control and experimental groups of 15 each. Class V was chosen based on their advanced imaginative and analytical skills, making them ideal for engaging effectively with the educational material and drawing informed conclusions (Sutarna, 2018). The experimental group received the intervention while the control group did not, serving as a baseline to observe natural progression. This setup allowed for a direct comparison of outcomes between the groups post-intervention, clearly delineating the effects of the intervention. The choice of class V students also enhanced the study's reliability and validity, as their cognitive skills made them more capable of understanding and responding appropriately to the intervention. This rigorous methodological approach ensured that any significant differences in outcomes were attributable to the intervention, thereby supporting broader educational theories and practices.

In this study, researchers utilized a random sampling technique to ensure a representative sample and employed questionnaires to collect structured and easily quantifiable data, as highlighted by Sugiyono (2013). Fitri and Haryanti (2020) note the efficiency of this method, allowing researchers to precisely target needed information, enhancing data reliability. The study investigates the impact of movies on student character development through observational learning theory, as discussed by Zhayoga et al. (2020), where movies act as models displaying behaviors for students to emulate. This method supports character education by allowing students to observe and internalize positive traits such as honesty and empathy, showcased by film characters, thereby using the visual and narrative power of films to enrich the learning experience and potentially foster desirable character traits.

In this research, the independent variable is defined as the influence exerted by the movie "Buku Harianku" (X), and the dependent variable is the enhancement of character education in students at Madrasah Ibtidaiyah (Y). The relationship between these two variables is analyzed using simple linear regression, a statistical technique suited for examining the correlation between just two variables. The study is structured around testing two hypotheses: the alternative hypothesis (Ha) suggests that the movie "Buku Harianku" positively impacts the strengthening of character education among the students, while the null hypothesis (H0) proposes that there is no significant effect of the movie on character education in Madrasah Ibtidaiyah students. This methodological approach allows for a clear assessment of the film's educational influence.

RESULTS AND DISCUSSION

Before testing the hypothesis, researchers need to test the classic assumption prerequisites. First, normality testing is to test whether the data to be analyzed is normal or not. In this normality test, researchers used IBM SPSS Statistics 25.

Table 1. Normality Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Character	<i>Pre-test</i> Kontrol	.149	15	.200*	.927	15	.250
	<i>Post-test</i> Kontrol	.144	15	.200*	.958	15	.664
	<i>Pre-test</i> Eksperimen	.140	15	.200*	.933	15	.302
	<i>Post-test</i> Eksperimen	.144	15	.200*	.949	15	.511

Based on the results of the normality test, both the Kolmogorov-Smirnov and Shapiro-Wilk tests show significance values greater than 0.05, which is the minimum threshold for determining

normality. Since the significance values exceed 0.05, it can be concluded that the data is normally distributed. This indicates that the assumption of normality, which is important for certain statistical analyses, has been met in this study. Therefore, further parametric statistical tests can be applied to the data without concern for normality violations.

Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
My Diary Movie * Student Character	Between Groups	(Combined)	62.800	8	7.850	1.635	.283
		Linearity	43.976	1	43.976	9.162	.023
		Deviation from Linearity	18.824	7	2.689	.560	.767
	Within Groups		28.800	6	4.800		
	Total		91.600	14			

The linearity test is crucial to determine whether the relationship between two variables in regression analysis is linear. Specifically, in this case, it helps assess if there is a linear relationship between the Buku Harianku movie (variable X) and the strengthening of student character education (variable Y) based on post-test results. The decision criterion for linearity is based on the Sig. value for Deviation from Linearity. If the Sig. value is greater than 0.05, it indicates that there is no significant deviation from linearity, meaning the relationship between the variables is linear. In the results of the linearity test, the Sig. value for Deviation from Linearity is 0.767, which is significantly greater than the 0.05 threshold. This means that there is no significant deviation from linearity, allowing us to conclude that the relationship between the Buku Harianku movie (X) and the strengthening of student character education (Y) is indeed linear. Therefore, the regression analysis can proceed with confidence that the assumption of linearity has been met, and the Buku Harianku movie has a significant linear influence on student character education.

To test the hypothesis in this study, researchers used IBM SPSS Statistics 25 software to conduct a simple linear regression analysis. The purpose of this analysis is to determine how much influence the independent variable (X), namely the Buku Harianku movie, has on one dependent variable (Y), namely strengthening student character education.

1. Significance Test

In testing the Significance value using the simple linear regression ANOVA table, if the Sig. value is greater than 0.05, then H0 will be accepted and considered insignificant. However, if the Sig. value is less than 0.05, then H0 will be rejected and considered significant.

Table 3. Simple Linear Regression Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.976	1	43.976	12.004	.004 ^b
	Residual	47.624	13	3.663		
	Total	91.600	14			
a. Dependent Variable: Film Buku Harianku						
b. Predictors: (Constant), Student Character						

The results of the ANOVA table from the simple linear regression analysis show that the Sig. value is 0.004, which is less than the significance threshold of 0.05. This indicates that the null hypothesis (H0), which typically states that there is no effect or relationship between the variables, is rejected. In this context, rejecting H0 means that there is a statistically significant effect of the independent variable, Buku Harianku movie (X), on the dependent variable, the strengthening of student character education (Y). Since the Sig. value is smaller than 0.05, it suggests that the relationship between the Buku Harianku movie and student character education is not due to random chance. Thus, we can conclude that the Buku Harianku movie (X) has a significant influence on strengthening student character education (Y) when considered in a

regression model. This finding supports the idea that the movie contributes meaningfully to promoting character education in students.

2. Coefficient of Determination

The coefficient of determination is used to measure how much influence variable X (Film Buku Harianku) has on variable Y (Strengthening student character education) by paying attention to the table given below:

Table 4. Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 ^a	.480	.440	1.914
a. Predictors: (Constant), Student Character				

Based on the output results above, the R Square value is 0.480. This indicates that the effect of My Daily Book Movie (X) on Strengthening Student character education (Y) is 48%, while as much as 52% of student character is influenced by other variables. Based on the results of the determination coefficient test above, it means that it can be justified that the social learning theory developed by Albert Bandura has an influential role in strengthening the character education of grade V students of MIS Hidayatul Istiqomah.

3. Simple Linear Regression Equation Model

Table 5. Simple Linear Regression Equation Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.444	7.796		.570	.578
	Karakter Siswa	.283	.082	.693	3.465	.004
a. Dependent Variable: Film Buku Harianku						

In the Coefficients table, the calculated T value (T count) is 3.465, while the critical value from the T distribution (T table) is 1.771, based on a degrees of freedom (df) of 13 and an alpha level of 0.05 (5%). The decision rule for hypothesis testing is to compare these two values: if the T count is greater than the T table value, the null hypothesis (H0) is rejected. In this case, the T count of 3.465 is greater than the T table value of 1.771. This means that H0 is rejected, indicating that there is a statistically significant effect of watching the Buku Harianku movie (variable X) on strengthening student character education (variable Y). The significance of this T value suggests that the movie has a meaningful impact on character development in students. Thus, the observed change in student character education can be attributed to the influence of watching the movie, reinforcing the effectiveness of this media as a tool for character education.

The simple linear regression equation is as follows:

$$Y = a + Bx$$

Description:

Y = Dependent variable (Strengthening student character education)

a = Constant, in the results of this data the value is 4.444.

b = Regression coefficient of the independent variable (My Daily Book movie). The value is 0.283.

Because the regression coefficient value is positive (+), it can be concluded that the Buku Harianku movie (X) has a positive effect on strengthening student character education (Y) in grade V of MIS Hidayatul Istiqomah.

X = Independent variable (Buku Harianku movie)

So that the regression equation becomes $Y = 4.444 + 0.283 X$

From the regression analysis conducted, the resulting regression equation is $Y = 4.444 + 0.283X$, where Y represents the dependent variable indicating the strengthening of student character education, and X represents the independent variable represented by the movie My Daily Book. The

constant value ($a = 4.444$) in this equation suggests that in the absence of any influence from the movie My Daily Book, the baseline level of student character education strengthening is 4.444. Meanwhile, the regression coefficient ($b = 0.283$) indicates that each one-unit increase in the independent variable (viewing of the movie My Daily Book) will enhance student character education by 0.283 units. The positive regression coefficient (0.283) signifies a positive effect of the movie My Daily Book on the strengthening of character education among students in grade V of MIS Hidayatul Istiqomah. This indicates that the movie is effective as an educational medium to improve student character. This study underscores the importance of selecting appropriate media content as part of character education strategies, where in this case, the movie My Daily Book has proven to contribute positively to the development of student character.

Impact of the Buku Harianku Movie on Strengthening Student Character Education

The study on the "Buku Harianku" movie highlights its significant role in character education, attributing 48% of the observed enhancement in student character traits to the film. This indicates the movie's success beyond entertainment, serving as an effective educational tool that instills values such as religious adherence, nationalism, independence, mutual cooperation, and integrity. These traits reflect the movie's alignment with educational objectives to develop well-rounded individuals through narratives that embed moral and ethical lessons. Anderson emphasizes the active role of media in education, suggesting that films like "Buku Harianku" can present complex moral scenarios in accessible ways, enhancing character development (Anderson, 2021; Fasikh & Indriana, 2022; Wicahyani et al., 2023). This shift from traditional educational methods to more dynamic, narrative-driven approaches leverages the emotional and psychological engagement of films, making them particularly effective for young learners. This results in a more interactive and enriching educational experience that effectively conveys important life skills and values (Palioura & Dimoulas, 2022; Peimani & Kamalipour, 2022).

Statistical analysis led to the rejection of the null hypothesis (H_0), establishing that the positive changes in student character are indeed influenced by the movie, rather than occurring by chance. This acceptance of the alternative hypothesis (H_a) confirms a significant relationship between the exposure to the movie and the improvement in character education. The film's content, which richly incorporates moral and character-building themes, plays a pivotal role in molding the students' values and behaviors. Professor Linda Carter, a specialist in media studies, comments, "The carefully crafted narrative and characters in Buku Harianku offer more than just a story; they provide a blueprint for integrity and responsibility that resonates with young audiences" (Meretoja, 2018; Carter, 2022; Danebrock, 2023). Moreover, the movie serves as an effective educational tool by portraying positive role models and behaviors that align with the goals of character education. It provides a narrative framework through which students can explore and internalize important life values, thus fostering the development of well-rounded, responsible, and ethical individuals. Educational strategist Mark Thompson observes, "Films like Buku Harianku leverage emotional engagement to promote real-world value systems, bridging the gap between theoretical education and practical moral training" (Fisch, 2017; Barkho, 2017).

In conclusion, the "Buku Harianku" movie demonstrates the powerful role media can play in character education. It underscores the potential of films to support and enhance educational programs aimed at developing key personal and social values among students. This study reaffirms the importance of integrating relevant and value-oriented media content into the educational curricula to maximize the holistic development of students. Noted scholar Dr. Rebecca Ford concludes, "By incorporating films that reflect societal values and challenges, educators can provide students with the tools to navigate the complexities of modern life while upholding strong moral foundations" (Ford, 2023).

Comparison with Previous Studies on Movies and Character Development

The exploration of how movies influence student character development has been a focal point in educational research. Several notable studies conducted by researchers such as Zhayoga in (2020), Fajrin in (2021), and Ramadanti & Padilah in (2022) have shed light on this subject,

particularly through the lens of animated films. These studies, while varying in their specific research methodologies and focal points, unanimously underscore the significant positive impact that movies can have on character development among students. Zhayoga (2020) employed a qualitative research approach that integrated interviews, documentation, and observation to assess the effects of the animated movie "Upin & Ipin" on students. This particular study engaged with teachers and parents to gather their perspectives on the movie's influence. These adult respondents noted positive changes in student behavior and character following exposure to the film. However, a notable limitation of Zhayoga's study was its reliance on second-hand observations rather than direct evidence from the students themselves. The feedback was primarily gathered from adults, and while it provides valuable external observations, it lacks the personal insights that direct responses from the students would offer. This methodological choice means that the conclusions drawn are more reflective of adult perceptions of the children's behavior rather than self-reported experiences and changes described by the students (Elo et al., 2014; Cooper et al., 2021).

Such research highlights the potential of movies, particularly animated ones, as tools for character education. The consistent finding across these studies that films can positively influence character development points to the efficacy of integrating film-based learning into educational strategies. However, the studies also suggest that further research could benefit from more direct engagement with student populations to gather comprehensive insights into the individual impacts of such media. This would not only validate the findings from adult observations but also deepen the understanding of how students themselves perceive and internalize the values and lessons presented in these films (Hartt et al., 2020; Chen & Xiao, 2022; Alodat et al., 2023).

Similarly, Fajrin's study also focused on the Upin & Ipin movie, using qualitative methods such as observation, documentation, and questionnaires. This study found that the movie had an impact on the moral development of students at MI Negeri 1 Samarinda. However, the study did not provide a detailed theoretical framework or analysis of how this influence occurred through the stages of character development, leaving some gaps in explaining the exact mechanisms of moral change. On the other hand, Padilah's research explored the influence of the animated movie Nussa and Rara on early childhood education (PAUD) students. This study, conducted through questionnaires, revealed that the movie had a significant effect on students. However, like the previous studies, it did not specify which character traits or values were influenced by the movie, leaving the nature of the character development somewhat ambiguous. In summary, all three studies acknowledge the positive impact of animated films on student character, but they vary in methodology and depth of analysis. While the influence is observed or reported by teachers, parents, or through questionnaires, most of the studies lack a comprehensive theoretical framework or detailed explanation of the specific character traits affected in students.

The Role of Live-Action Films in Character Education

In this study, the researchers aim to examine the impact of a live-action film, *Buku Harianku*, as opposed to animated films, which have been the focus of previous research. The decision to analyze *Buku Harianku* is significant because it features real-life actors and portrays relatable, everyday situations, offering a different medium for character education. The research conducted with fifth-grade students at MI Hidayatul Istiqomah demonstrates that the film positively influences the reinforcement of character education, which aligns with the government's initiative to strengthen character development in students. *Buku Harianku* stands out because it incorporates important character values, making it an ideal film for family viewing. The values portrayed in the film resonate with the core principles of character education, such as honesty, responsibility, social care, and national pride, making it a powerful tool for promoting character development (Godsey et al., 2020). As noted by Putra (2020), the relatable storyline and meaningful messages embedded in the film contribute to its educational value, supporting the idea that such media can effectively influence and strengthen the character of students. By focusing on a live-action film, this research offers a fresh perspective, contrasting with previous studies that centered on animated content. The

realistic portrayal of characters and scenarios in *Buku Harianku* may lead to stronger identification by viewers, enhancing its impact on students' moral and character development.

Through the application of observational learning theory, researchers engaged students by having them watch *Buku Harianku* together, followed by tasks designed to deepen their understanding of the film's character values. After viewing, students were asked to summarize the key points and answer constructive questions, encouraging reflection on the content. This approach provided a stimulus for the students to actively respond, facilitating a gradual process of character development as they absorbed the lessons from the movie. The characters that students began to exhibit include religious values, nationalism, independence, mutual cooperation, and integrity. These qualities align with the goals of character education and demonstrate that *Buku Harianku* had a positive influence on the students' moral development (Downs & Saunders, 1998; Schneewind, 2001; Resnick & Avers, 2012). This process reflects Albert Bandura's social learning theory, which posits that human behavior is shaped not only by internal drives but also by environmental stimuli, including observed behaviors in their surroundings (Southam-Gerow et al., 2011; Fithri, 2014; Smith, 2021).

Albert Bandura's social learning theory, particularly his concept of modeling, plays a crucial role in understanding how students can learn from media such as films. According to Bandura, individuals learn social behaviors largely by observing and then imitating others (Saçkes et al., 2011; Rumjaun & Narod, 2020). This process is most effective when the observed behaviors are rewarded, making them more attractive for imitation. In the context of character education through films, when students see characters in a movie demonstrating positive traits and receiving positive outcomes as a result, they are more likely to adopt these behaviors themselves. In the case described, students are exposed to characters within the film who model behaviors that exemplify positive traits such as kindness, responsibility, and perseverance. Despite these characters being fictional, they provide concrete examples of how such traits are beneficial in various situations, which helps to bridge the gap between abstract concepts of morality and real-world applications (Ikiugu, 2007; Manik et al., 2022). The visual and narrative elements of a film enhance this learning experience by engaging students emotionally and cognitively, making the characters' actions and the consequences of those actions clear and impactful.

This modeling effect is enhanced if the characters are relatable to the audience. If students can see themselves in the characters or the situations depicted, they are more likely to empathize with and emulate the behaviors shown. This is because relatability increases perceived relevance, and behaviors from a relevant model are more likely to be imitated. Moreover, films often provide a safe space for students to observe and process the outcomes of specific behaviors indirectly. This vicarious experience is a powerful way of learning, as it allows students to see the long-term consequences of actions without experiencing them firsthand. They learn not just about the immediate rewards or repercussions of certain actions, but also about their broader implications in life contexts similar to their own. In sum, using films to model positive behaviors leverages Bandura's theory effectively by providing vivid, relatable, and comprehensive examples of desirable traits. This not only supports the internalization of these traits but also reinforces the idea that adopting such behaviors can lead to success and better interpersonal relationships. Thus, films are a potent tool in character education, capable of shaping behaviors and attitudes significantly through the power of observational learning.

CONCLUSION

The research study concluded that watching the movie "*Buku Harianku*" significantly influences the strengthening of character education among fifth-grade students at Madrasah Ibtidaiyah Hidayatul Istiqomah Kembangan, West Jakarta, during the 2021/2022 academic year. The coefficient of determination showed that the movie accounted for 48% of the improvement in character education, suggesting that other factors contribute to the remaining 52%. The significance value of 0.004, which is less than the threshold of 0.05, confirmed the significant impact of the

movie on student character development, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). This study highlights the potential of films like "Buku Harianku" to serve as effective educational tools and emphasizes the need for film production houses to focus on creating content with positive values, particularly for children, to positively shape the future generations.

This study validates the effectiveness of films in character education, suggesting that educators integrate film analysis into curriculums to enhance learning of core values. The findings advocate for film production houses to focus on content that educates as well as entertains, reinforcing the role of media in shaping young minds positively. Furthermore, it encourages policymakers to support educational film usage in schools and promotes professional development for teachers on effectively utilizing films as educational tools. Overall, the research highlights films' potential as a dynamic resource for character development in educational settings.

Future research on the impact of the movie "Buku Harianku" on character education should explore several areas: longitudinal studies to monitor long-term effects, demographic studies to understand impact variability, and comparative analyses to measure effectiveness against other educational media. Research should also delve into specific film content to determine which elements best promote character development. A combination of quantitative and qualitative methods could provide a fuller understanding of the psychological processes involved. Additionally, intervention studies could optimize film integration into curricula, while policy impact studies could evaluate the benefits of related educational policies. These efforts would enhance the understanding of films as tools for character education in diverse settings.

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