



## The Impact of Hybrid Learning Media: Laskar Pelangi Film in Cultivating Patriotism and Identity

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### ABSTRACT

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Patriotic attitudes are attitudes that must be instilled in every Indonesian citizen. This research aims to describes the influence of film media on patriotic attitudes as identity formation in students after the Covid-19 pandemic. This study uses a quantitative approach using a descriptive research method. The primary data source is students of German Language Education, Yogyakarta State University. The data collection technique used is a questionnaire regarding the influence of the Laskar Pelangi Film media on the attitude of patriotism as a student's self-identity which is given through a google form. Data analysis used in this study is an independent sample t-test with the help of SPSS 22.0. The results of the independent sample t-test analysis show a sig. value (2-tailed) of  $0.030 < \alpha 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. There is a significant difference in the patriotic attitudes of students before and after using the Laskar Pelangi Film media as identity formation in the Pancasila Education course.

*Hybrid Learning, Educational Media, Patriotism, Student Identity, Laskar Pelangi Film.*

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## INTRODUCTION

The COVID-19 pandemic has brought major changes to the world of education, especially in learning methods. Universities around the world must adapt to online learning to minimize the spread of the virus. The learning system that previously relied more on face-to-face learning has changed to distance learning that relies on digital technology (Candra Dewi et al., 2020). Students and lecturers face challenges such as limited internet access, digital devices, and difficulties in two-way communication. However, on the other hand, online learning also encourages students' learning independence, providing flexibility in time and place of study (Husmiati, 2017; Kusuma, 2020; Yanti, 2023). Post-pandemic, there is an opportunity to combine face-to-face

learning with digital technology to create more effective and adaptive learning methods.

Hybrid learning is an optimal solution post-pandemic as it combines the flexibility of online learning with in-person classroom interaction, allowing wider access for learners and increasing learning engagement and satisfaction (Xiao et al., 2020). This model has proven effective during the pandemic in maintaining educational continuity and remains relevant afterwards by providing flexibility in choosing learning methods that suit individual needs (Sukiman et al., 2022). Despite the challenges in the design of learning that integrates online and offline experiences, a well-designed approach can create a more inclusive and interactive learning environment (Bülow, 2022). In addition, hybrid learning also assists educators in improving learning management by optimizing educational technology, supporting the transition to a more adaptive digital education era (Hediansah & Surjono, 2020). Changes in post-pandemic learning styles require educators to present learning media that are not only relevant but also interesting for students. Learning media must be able to bridge the gap between student needs and the achievement of educational goals. Interactive and contextual media are needed to increase student interest, understanding, and memory (Kuntarto, 2017).

One of the learning media that can be an effective solution post-pandemic is film. Films have visual and narrative advantages that can attract students' attention and make it easier for them to understand learning concepts (Muharman et al., 2023). As an aid, film is not only a means of entertainment, but also an educational medium that can integrate life values with learning materials. In the context of education, films can be linked to relevant subject matter, so that students can more easily understand and apply the concepts taught. In addition, the use of films can also improve students' memory, interest in learning, and positive attitudes towards learning (Husmiati, 2017; Maksum, 2018).

Films have the unique ability to convey moral values and patriotism through a combination of visual and audio that builds an emotional experience for the audience (Maksum, 2018). As a learning medium, movies allow viewers to understand complex concepts more easily than text or lectures. (Supiarza et al., 2020) stated that movies can be an effective tool in conveying cultural values and nationalism, especially for the younger generation. In addition, research by (Diergarten et al., 2017) showed that movie-based media improved students' understanding because it was able to display information in a more interesting and contextual way. Documentary films have also been shown to strengthen historical and cultural understanding in a more in-depth way (Setiawati et al.,

2021). Film media can also be used to instill patriotism as part of the formation of students' self-identity. Patriotism is a manifestation of the practice of the third principle of Pancasila, namely the Unity of Indonesia. Education that instills love for the homeland through film media can arouse a sense of pride in the nation and responsibility to advance Indonesia (Maksum, 2018).

In various countries, films have been widely used as a learning medium, especially in improving media literacy and cultural understanding. In Europe, film education programs are implemented to help students not only understand the content of films, but also analyze and discuss their cinematic aspects, contributing to their critical thinking development (Soto-Sanfiel et al., 2018). In the UK, the British Film Institute (BFI) has integrated film into the school curriculum, emphasizing its importance in the learning of history, language, and art (Reid, 2018). Meanwhile, in the United States, films are often used in history learning to bring past events to life, making them easier for students to understand (Scott Alan Metzger & McArthur Harris, 2018). In addition, documentary films are also utilized in learning science and environmental issues to increase students' awareness of global challenges such as climate change (Setiawati et al., 2021).

The movie *Laskar Pelangi* is a clear example of how movies can be a source of inspiration and motivation in education, especially in facing post-pandemic challenges. Based on a study by (Nugrahani et al., 2019) the movie shows the struggle of children from underprivileged families who remain eager to pursue education despite various limitations. Values such as the spirit of learning, the role of teachers as motivators, and equality of education for all groups are the core messages conveyed in this film (Nugrahani et al., 2019). In the post-pandemic context, this movie can be a reflection for students to persevere in facing academic and social challenges that may arise due to the education crisis during the pandemic. The messages conveyed in *Laskar Pelangi* are relevant to the formation of students' self-identity, especially in fostering an attitude of patriotism needed as the next generation of the nation (Fadila et al., n.d.; Nugrahani et al., 2019).

Post-pandemic, the film *Laskar Pelangi* has greater relevance in the learning process. This film not only provides entertainment, but also conveys educational and moral messages that can be a reflection for students. In an era where online and hybrid learning are trending, *Laskar Pelangi* can be integrated as an inspiring learning medium. In addition to instilling patriotic values, this film also motivates students to remain optimistic and enthusiastic in facing life's challenges. Thus, *Laskar Pelangi* can be used as an alternative effective learning medium to form students who have a strong sense of love for

their country and wahyudin self-identity (Nugrahani et al., 2019; Utami et al., 2013).

Research related to films as a learning medium has been widely studied, including: that films can be a promotional and motivational medium (Eftila, 2018) develop writing skills (Eka et al., n.d.; Pranata et al., 2021), stimulate children's independence (Lisefti Fatimah et al., 2020), and improve the quality of learning (Shaleha et al., 2023). Research related to films as a medium for moral education has also been widely studied, including: films can be a medium for character education (Muharman et al., 2023), increasing understanding of nationalist attitudes (Utami et al., 2013) and patriotism (Saniyah et al., 2024). However, the author has not found the film *Laskar Pelangi* as a learning medium, especially in instilling an attitude of patriotism. As far as the author has searched, many previous studies have examined the analysis of values contained in films (Nugrahani et al., 2019; Sya'dian, 2015) and the novel *Laskar Pelangi* (Khoerul Mar'ati et al., 2019). Therefore, the author sees an opportunity to discuss the influence of the *Laskar Pelangi* film as a learning medium, especially in forming an attitude of patriotism as a student's identity after the Covid-19 pandemic.

## RESEARCH METHOD

This study uses a quantitative approach using a descriptive research method. The descriptive quantitative method describes the use of the *Laskar Pelangi* Film media on the attitude of love for the homeland and self-identity of students during the Covid-19 pandemic. The data source used is the primary data source, namely German Language Education students at Yogyakarta State University. The data collection technique used is a questionnaire regarding the influence of the *Laskar Pelangi* Film media on the attitude of love for the homeland and self-identity of students which is given through a google form.

The indicators of the attitude of love for the homeland and self-identity are: Believe/have religious beliefs, have piety, personality, national spirit, discipline, aware of the nation and state, responsibility, care, curiosity, speak Indonesian well and correctly, prioritize national interests from individuals, democratic family harmony, self-confidence, fairness, unity and integrity, respect/appreciation, pride in the nation and state, love for domestic products, tolerance, *bhineka tunggal ika* (different but still one goal), simple, creative, put yourself/tanggung, dexterous/ tenacious (Atika et al., 2019; Hanifa et al., 2022; Yanti, 2023).

**Table 1.**  
**Indicators of Love for Homeland and Self-Identity**

No.	Indicator	Descriptor	Statement Number
1	Believe/have religious beliefs and be pious	1. I worship according to my beliefs 2. I did not do anything that violates religious rules 3. I still maintain relations with followers of other religions 4. I don't differentiate between friends of different religions	1,2,3,4
2	Have a sense of responsibility and caring attitude	1. I care about others 2. I am responsible to the nation and state 3. I like helping others 4. I do not damage public facilities	5,6,7,8
3	Having the characteristics of unity and oneness	1. I make friends without distinguishing between ethnicity, religion and race 2. I help others who are in trouble 3. I behave well to everyone 4. I interact with everyone regardless of class	9,10,11,12
4	Behave in a harmonious and democratic manner	1. I listen to other people's opinions 2. I don't interrupt other people's conversations 3. I do not impose my personal will 4. I appreciate the results of the deliberation	13,14,15,16
5	Behave fairly and with consideration	1. I try to be fair to others 2. I do not discriminate against friends of different ethnicities, races and religions. 3. I respect my friends' language differences 4. I value and respect the rights of others	17,18,19,20
Amount			20

The data obtained were quantified in the form of descriptive quantitative, the scale used in the research questionnaire was the Likert scale, the Likert scale used had four alternative answers, namely: strongly agree (SS), agree (S),

disagree (TS), and strongly disagree (STS). Before being used, the research instrument was tested for validity and reliability with the help of SPSS 22.0. The data analysis used in this study was the independent sample t-test with the help of SPSS 22.0.

In the validity test conducted on the research instrument, it is known that the instrument of love for the homeland and self-identity through the Laskar Pelangi Film shows 20 statement items on the instrument all valid. In the reliability test, it is known that the coefficient value obtained is (Cronbach's Alpha) 0.887 greater than 0.60, so the instrument used is declared reliable or can be trusted.

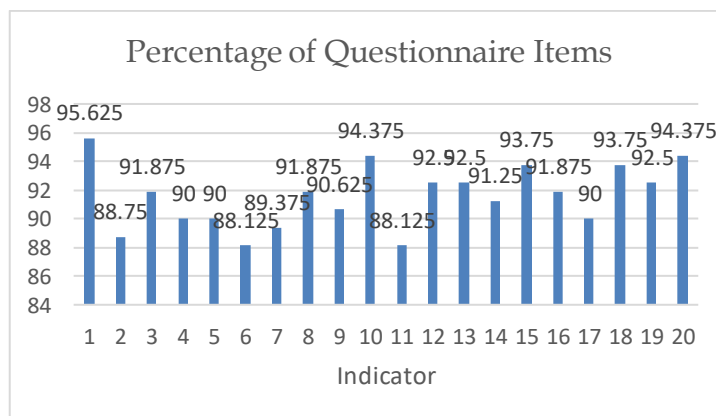
**Table 2.**  
**Instrument reliability**

Reliability Statistics	
Cronbach's Alpha	N of Items
.887	20

The results obtained through a questionnaire regarding the attitude of love for the homeland through the media given to German Language Education students in the Pancasila Education course can be seen from the answers to the questionnaire given.

**RESULT AND DISCUSSION**

The results of this research were analyzed based on data collected through a questionnaire distributed to German Language Education students at Yogyakarta State University. After conducting the analysis, the findings reveal the influence of the Laskar Pelangi film as a medium on fostering students' attitudes of love for the homeland and self-identity, particularly during the COVID-19 pandemic.



**Figure 1.**  
**Average Graph of Love for Homeland Questionnaire**

Based on Figure 1, it shows that each indicator in the questionnaire received a positive response. Question item one received a response of 95%; question item two received a response of 88%; question item three received a response of 91%; question item four received a response of 90%; question item five received a response of 90%; question item six received a response of 88%; question item seven received a response of 89%; question item eight received a response of 91%; question item nine received a response of 90%; question item ten received a response of 94%; question item eleven received a response of 88%; question item twelve received a response of 92%; question item thirteen received a response of 92%; question item fourteen received a response of 91%; question item fifteen received a response of 93%; question item sixteen received a response of 91%; question item seventeen received a response of 90%; question item eighteen received a response of 93%; question item nineteen received a response of 92%; item twenty received a response of 94%. And the average result of the questionnaire produced was 91%, this shows an increase in the attitude of love for the homeland and self-identity after using the Laskar Pelangi film media in the Pancasila Education course.

Research conducted on German Language Education students of UNY regarding the attitude of love for the homeland and self-identity through the Laskar Pelangi Film in the Pancasila Education course. It is known that the results of the t-test obtained through SPSS 22.0 are as follows.

**Table 3.**  
**t-test Results**

Group Statistics						
media questionnaire for the film Laskar Pelangi		N	Mean	Std. Deviation	Std. Error	Mean
attitude of love for the homeland and self-identity	questionnaire before	40	76.43	4.113		.650
	questionnaire after	40	78.15	2,704		.428

**Table 4.**  
**Independent Samples Test**

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean (2-Difference)	Std. Error Difference	95% Confidence Interval of the Difference LowerUpper	
attitude of love for the homeland and self-identity	Equal variances assumed	6.173	.315	2.216	78	.030	-1.725	.778	-3.274	-.176
	Equal variances not assumed			2.216	67,402	.030	-1.725	.778	-3.278	-.172

Based on the results of the independent sample t-test statistical test on the hypothesis test of the difference between the two averages of the two groups of data, namely the questionnaire before showing the Laskar Pelangi Film media with an average value (mean) of 76.43 while the questionnaire after showing the Laskar Pelangi Film media with an average value (mean) of 78.15. So the results show that the average value of the questionnaire after showing the Laskar Pelangi Film media is higher than the questionnaire before showing the Laskar Pelangi Film media. It can be seen that the attitude of love for the homeland and self-identity of German Language Education students at UNY increased after using the Laskar Pelangi Film media in the Pancasila Education course.

The results of the Levene's test for equality of variance, obtained a Sig value of .315 (Sig >  $\alpha$  0.05) so that it can be concluded that the variance of the data group is the same or homogeneous, if the variance is the same then use the t test in the first row (equal variances assumed). Based on the output table, it is known that the independent sample test is known to have a sig value. (2-tailed) of  $0.030 < \alpha 0.05$ , then part of the basis for decision making in the independent sample t-test can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Furthermore, decision making if the calculated t value is known to be 2.216 and the t table is obtained in the statistical table at a significance of .05 with degrees of freedom (df)  $n-2$  or  $78-2 = 76$ . The results obtained for the t table are 1.992. It is known that the calculated t value is  $2.216 > t$  table which is 1.992, so  $H_0$  is rejected and  $H_a$  is accepted, thus it can be concluded that there is a significant difference in the attitude of love for the homeland and self-identity of students before using the Laskar Pelangi Film media and after using the Laskar Pelangi Film media in the Pancasila Education course (Prayitno, 2016).



The independent sample t-test in this study showed significant differences in students' patriotism and self-identity before and after watching Laskar Pelangi, with the average increasing from 76.43 to 78.15. These results are reinforced by the validity test, which states that all 20 statement items in the research instrument are valid, as well as the reliability test with a Cronbach's Alpha value of 0.887, which shows a high level of internal consistency. With valid and reliable instruments, the t-test results are more reliable because they come from accurate and consistent measuring instruments. Therefore, this study shows that the use of film media in learning is effective in improving the attitude of patriotism and self-identity of German Language Education students of UNY in the Pancasila Education course. The attitude of love for the homeland of UNY German Language Education students has increased, along with learning that uses film media in online learning. According to (Maksum, 2018), media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn. Films are learning media that help students understand the material presented in learning, and through films indirectly can provide insight to students about diversity in Indonesia so that it will foster a sense of pride in the country and foster an attitude of love for the homeland and self-identity (Diergarten et al., 2017; Supiarza et al., 2020).

### **Discussion**

The use of Laskar Pelangi film media in Pancasila Education learning has been proven to have a significant impact on the attitude of love for the homeland and self-identity of UNY German Language Education students. The results of the independent sample t-test analysis showed that there was a significant difference between the attitude of love for the homeland and self-identity of students before and after using this media, with a sig. (2-tailed) value of 0.030 ( $<\alpha$  0.05). These data confirm that the Laskar Pelangi film succeeded in increasing students' love for the homeland even though learning was carried out online. (Maksum, 2018) stated that learning media such as films can stimulate students' interest in learning while conveying moral values, which in this context include patriotism and pride as part of the Indonesian nation.

Post-COVID-19 pandemic, the use of film media has become a relevant alternative solution to implement interesting and effective online learning. The film Laskar Pelangi, with its story of the struggle of children from humble backgrounds to obtain an education, provides strong values regarding love for the homeland, hard work, and respect for diversity. (Nugrahani et al., 2019) stated that this film contains educational elements such as morality, loyalty, and

the importance of education. In online learning, this film is able to bridge the gap between face-to-face interactions by conveying messages of patriotism that help students understand their identity as Indonesian citizens.

Film media in online learning also needs to be considered from a gender bias perspective. According to (Blanchflower & Bryson, 2024), a gender perspective is an important approach in understanding social and sociocultural construction, especially to eliminate patriarchal hegemony. In films such as *Laskar Pelangi*, the representation of strong female characters, such as Bu Muslimah, shows that women have a significant role in the world of education and social life. Added that gender is a social construct that is relative and can change according to the collective values of society. Therefore, this film is a medium that not only builds patriotism, but also provides a more equal view of the role of women in society.

The film *Laskar Pelangi* plays an important role in helping students form their self-identity as the young generation of Indonesia. (McAdams et al., 2021) defines self-identity as an individual's view of themselves that is influenced by the perceptions of others. The positive messages in this film, such as the importance of education and cultural diversity, help students internalize national values and form a strong self-identity. (Richard & Lynn H, 2017) that a person tends to seek out an environment or group that is in line with their personal values to strengthen their self-identity. In this context, *Laskar Pelangi* is an effective means of instilling relevant national values.

In the midst of globalization, the sense of love for the homeland and patriotism is often eroded by the influence of foreign cultures. (Eshmatboy Tashpulatovich, 2021) stated that patriotism includes love, pride, and devotion to the country. The film *Laskar Pelangi* is one effective way to overcome this challenge by instilling a sense of pride in the diversity and richness of Indonesian culture. In addition, this film inspires students to continue to love and appreciate their homeland, even though they are faced with various global challenges.

Film as a learning medium provides an opportunity to teach patriotic values in an inclusive way. In addition to teaching love for the homeland, films also help students understand diversity as a national treasure. (Priyoutomo et al., 2016) stated that the attitude of love for the homeland includes actions that make the nation proud. In the film *Laskar Pelangi*, this is reflected in the spirit of the main characters who fight for education even in very limited conditions. This film not only teaches the value of patriotism but also motivates students to contribute to the nation in positive ways.

The movie *Laskar Pelangi* reflects the values of Pancasila through various elements of the story. The God Almighty (*Ketuhanan Yang Maha Esa*) is depicted in the religious teachings given by Mrs. Muslimah and Mr. Harfan and the attitude of tolerance towards religious diversity, as shown in the acceptance of A Kiong at school (Fatah & Herwani, 2022). Fair and Civilized Humanity (*Kemanusiaan yang Adil dan Beradab*) is seen in the students' struggle to get a decent education and the caring attitude among them (Sya'dian, 2015). Indonesian Unity (*Persatuan Indonesia*) is reflected in the togetherness of students from various backgrounds who remain united despite facing limitations (Khoerul Mar'ati et al., 2019). Democracy Led by Wisdom in Consultation/Representation (*Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan/Perwakilan*) is seen in the decision-making process at school which involves deliberation between teachers, students, and parents (Sya'dian, 2015). Meanwhile, Social Justice for All Indonesian People (*Keadilan Sosial bagi Seluruh Rakyat Indonesia*) is reflected in the struggle to maintain poor schools amidst unequal access to education (Nugrahani et al., 2019). Thus, *Laskar Pelangi* serves not only as entertainment, but also as an effective learning medium in instilling Pancasila values, making it relevant in various educational contexts, including Pancasila Education, sociology, and cultural studies.

## CONCLUSION

The results of the study indicate that the hypothesis regarding the influence, of the *Laskar Pelangi* film media on the attitude of patriotism and self-identity of German Language Education students at UNY in the Pancasila Education course can be accepted. This is proven by the results of the independent sample t-test with a sig. (2-tailed) value of 0.030 ( $<\alpha$  0.05), which shows an increase in students' patriotism after using the *Laskar Pelangi* film as a learning medium. This film is not only able to be a tool for delivering learning materials but is also effective in instilling patriotic values in students, which is an important part of forming their self-identity as Indonesian citizens.

The film *Laskar Pelangi* as a learning medium provides an illustration that educational films that have moral and national values can function as an effective tool to build patriotic attitudes among students. This potential opens up opportunities for further research to explore other films that raise similar themes. By involving local films that are full of cultural and nationalistic values, it is hoped that it can further enrich learning and provide a positive impact on the formation of student self-identity. In addition, the influence of film media

on students' patriotic attitudes can be compared based on age group, educational background, or geographic region to expand research findings.

Based on these findings, it is recommended that educational institutions, especially universities, consider using film media as part of a creative and innovative learning strategy. The use of films with patriotic values, such as *Laskar Pelangi*, can be included in the curriculum, especially in courses related to character or national education. In addition, researchers and educators are advised to explore and develop other local films that have similar educational messages to support learning in the post-pandemic era. Further research is also needed to examine the effectiveness of film media in influencing other aspects, such as the values of diversity, tolerance, and independence.

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