

**THE REPRESENTATION OF HUMANISTIC PEDAGOGY IN *THE WILD CHILD MOVIE*: A PHILOSOPHICAL PERSPECTIVE**



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**THE REPRESENTATION OF HUMANISTIC PEDAGOGY IN *THE WILD CHILD*  
MOVIE: A PHILOSOPHICAL PERSPECTIVE**

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I testify that in this publication article there is no plagiarism of previous literary works which been raised to obtain bachelor degree of certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing is referred to the manuscript and mentioned in literary review and bibliography.

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# THE REPRESENTATION OF HUMANISTIC PEDAGOGY IN THE WILD CHILD MOVIE: A PHILOSOPHICAL PERSPECTIVE

## Abstrak

Penelitian ini bertujuan untuk (1). Untuk menjelaskan Pedagogi Humanistik Paulo Freire (2). Untuk menjelaskan jenis pendidikan yang mampu mengubah Poppy (3). Untuk menggambarkan kesadaran seperti apa dalam Poppy Moore dalam Film Anak Liar yang terkait dengan Pedagogi Humanistik. Penulis menggunakan Teori Pedagogi Humanistik dari Paulo Freire. Menurut Freire, pendidikan tidak seperti gaya bank yang berpusat pada guru tetapi harus didasarkan pada dialog, komunikasi dua arah antara guru dan siswa. Guru dapat menjadi fasilitator dan motivator. Siswa dapat mengungkapkan ide dan pendapatnya. Penulis menggunakan pendekatan filosofis. Metode yang digunakan dalam penelitian ini adalah deskriptif analitik yang memanfaatkan studi kepustakaan dan berfokus pada sumber referensi yang berkaitan dengan topik yang dibahas. Hasil penelitian ini menunjukkan bahwa Humanistic Pedagogy karya Paulo Freire tercermin dalam film Wild Child (2008). Ada 3 temuan yang diperoleh peneliti. Pertama, peraturan sekolah Abbey Mount yang Poppy anggap sebagai tekanan. Kedua, kebebasan dalam pendidikan dilihat dari Kepala Sekolah, Mrs. Kingsley. Dia menerapkannya untuk mendidik Poppy Moore yang bermasalah dengan pendidikan yang membebaskan. Pedagogi humanistik berdampak baik pada identitas Poppy Moore. Ketiga, untuk mencapai jati diri yang sebenarnya, tentunya membutuhkan kesadaran dalam benak Poppy. Kesadaran meliputi kesadaran magis, kesadaran naif dan kesadaran kritis. Adanya pendidikan kebebasan yang diberikan oleh Mrs Kingsely akhirnya Poppy dapat mencapai kesadaran kritisnya.

**Kata Kunci** : Dialog, Kesadaran, Pedagogi, Pendidikan

## Abstract

This study aims to (1). To explain Paulo Freire's Humanistic Pedagogy (2). To explain the type of education that can change Poppy (3). To describe what kind of awareness in Poppy Moore in Wild Children's Film related to Humanistic Pedagogy. The author uses the Theory of Humanistic Pedagogy from Paulo Freire. According to Freire, education is not like a teacher-centered bank style but should be based on dialogue, two-way communication between teacher and student. Teachers can be facilitators and motivators. Students can express their ideas and opinions. The author uses a philosophical approach. The method used in this research is descriptive analytic which utilizes literature study and focuses on reference sources related to the topics discussed. The results of this study indicate that Paulo Freire's Humanistic Pedagogy is reflected in the film Wild Child (2008). There are 3 findings obtained by researchers. First, the Abbey Mount school rules which Poppy perceives as pressure. Second, freedom in education is seen from the Principal, Mrs. Kingsley. He applied it to educate the troubled Poppy Moore with a liberating education. Humanistic pedagogy had a positive impact on Poppy Moore's identity. Third, to achieve true identity, of course, requires awareness in Poppy's mind. Consciousness includes magical consciousness, naive consciousness and critical consciousness. With the freedom education given by Mrs. Kingsely, finally Poppy was able to reach her critical consciousness.

**Keywords** : Awareness, Dialogue, Education, Pedagogy.

## **1. INTRODUCTION**

Culture is an attitude or habit that characterizes the life of a society in its environment and will usually be passed on to the next generation. One of the cultural elements in discussing the arts. Sumarto (2019) states that culture can be defined as the whole pattern of behavior, works of art, beliefs, institutions, and all other products of human labor and ideas that characterize the condition of society or people and are passed on to future generations. One of the works of art that can penetrate all elements of society is film. Puspasari, Masriadi, and Yani (2019) stated that film is a work of art that can represent a culture and is useful as a process of culture for a society which is presented in the form of moving images.

The film is a work of art that can be expressed in the form of a story to convey a message that is played by humans directly with various expressions and recorded by a camera so that it displays a series of scenes in a story. In a film, the packaging of the story is equipped with proper cinematography, sound, lighting, and color settings to make the story more interesting for the audience. According to Asri (2020) film is an audio-visual messaging service that is used to send messages to a group of people who have gathered in one location. The film is also considered a potential mass communication medium for the target audience because it is able to communicate many stories in a short time due to its audio-visual nature. When watching a film, the audience seems to be able to travel through space and time, tell a life story, and even influence the audience.

In this study, the author wants to examine a film entitled Wild Child. In this film, the author tells of a teenage girl who rebels against her father. Lucy Dahl, the writer of this film, realizes that young women need more attention than the people around them. Because Lucy Dahl also feels caring for teenage girls without a husband. Sometimes the teenager has a good character but if the parents themselves are careless about their attention to their child, then the child will feel he can do everything without his parents. Lucy Dahl also explains dorm life in this film. According to Lucy Dahl's own experience, dorm life is very much inversely related to life outside. So in this film, the director explains that the dorm life in it teaches character education. With that, it can be seen that sometimes the characters that appear in teenagers are not entirely their original characters.

Wild Child is the third film written by Lucy Dahl and directed by Nick Moore. This film was uploaded on August 14, 2008. The film, starring Emma Robert, raises teen drama, comedy, and romance. There are so many films that have been written by Lucy Dahl, but this film is known to many as the work of Lucy Dahl. Because this film is different from the film that was written by Lucy Dahl. This film is more about character education information for

teenagers. The writer whose full name is Lucy Neal Dahl is the daughter of a writer, Roald Dahl, who also directed the film *Charly and the Chocolate Factory*. Lucy Dahl is a screenwriter, author, and producer. Many films have been directed or written by Lucy Dahl herself. There are several films based on the father's novel, for example, the *Maltini* film. Because the father of Lucy Dahl often writes several literary works with the theme of children. So he wrote a story about the film and it was according on his personal experience. This film is directed by a director named Nick Moree, who has directed and also as an editor since 1983. And in 2008 he directed the *Wild Child* movie. Nick Moore becomes and directs several films in the genre of children or teenagers. So do not be surprised if he can direct this film.

This film tells the story of a teenager named Poppy Moore. She was a wild child who received less attention from his father so his father had the initiative to send him to a boarding school in England. His bad behavior made him have to accept it. But the situation did not change Poppy's behavior. Poppy thinks he wants to get out of the dormitory by misbehaving. In this film, Poppy shows his wrongdoing by breaking some rules at school. This of course caught the attention of Mrs. Kingsley is the principal of the Abbey Mount school. Mrs. Kingsley knows everything about Poppy's experience and gets several complaints about how stupid Poppy is. But Mrs. Kingsley didn't punish Poppy for what he did. Poppy got freedom from Mrs. Kingsley but in that case, Mrs. Kingsley certainly did not liberate him completely. In this case, I try to learn about Poppy's background and always motivate Poppy, that Poppy is actually a good kid.

In accordance with the case that occurred in the film, the author uses the theory of Humanistic Pedagogy proposed by Paulo Freire. He was a figure in educational philosophy from Brazil who was very well known in his time. Freire was born on September 19, 1921, in Pernambuco, Brazil. Born into a well-to-do family, of course, Freire had a great concern when the great disaster that occurred in Brazil in 1929 disrupted the economy in Brazil and caused poverty for its people. Poverty is of course the work of governments that do not work well. So Freire saw this an oppression. And the whole society under him could only accept it all without being able to voice his opinion so that it could be called a human without freedom. In this case, Freire wanted to change the situation, namely by using education. According to Freire, education is a tool for humans to be aware of the existence of oppression and then humans rise to achieve their freedom.

According to the information above, the writer is interested in analyzing the *Wild Child* film which is connected with the Humanistic Pedagogy theory which was initiated by Paulo Freire. So in this study the author raised the title, namely " THE REPRESENTATION OF

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In this case, Paulo Freire, a philosophy of education based on humanity, defined education in his time as oppression. Whereas according to the above understanding, education should be a means or a tool for humans to develop their potential and find the meaning of life in society or themselves. According to his life experience Freire was very vocal about his views on humanistic education. At that time, according to Freire (Hanafi, 2015) education in Brazil was actually a tool of oppression, where the people were still under pressure over the existing power so that the people experienced backwardness and did not realize that they were now being oppressed. The system that was seen then and until now is called by Freire as “Bank-style Education” where students are piggy banks and teachers are savers. In Datungsolang (2017) Freire mentions:

*“Education is therefore a saving activity, where students are piggy banks and teachers are savers. What happens is not a communication process, but the teacher conveys statements and "fills in the savings" which are received, memorized and repeated obediently by the students”.*

In this case students only accept whatever form is given by the teacher and here students are not given the opportunity to develop their ideas. Students here are only placed as objects. From here there will be a thinking freeze and a lack of critical awareness for students. Lathifah et al (2021) stated that in Freire's view, humans need education and introduce themselves that they have the right to be subjects to become fully human. Thus, education is the most important means for every human being to prevent the emergence of a "silent culture".

Freire in this case as a benchmark for a freedom that does not go out of its bounds, hence the need for critical awareness that humans have. This awareness will open the human mind that he as a human must move and get out of all kinds of oppression that makes him just stay still and accept everything. After reaching critical awareness, everyone will find their identity and of course become fully human in accordance with their potential. With this education becomes a suggestion so that humans have the freedom to achieve critical awareness so that they become useful humans. Freire (Manulang et al, 2021) with that Paulo offers the concept of education that is oriented to a process of liberation. Because human beings are living beings who are critically aware of their reality and their surroundings, and then act to correct all existing inequalities. According to Kristanto (2021) Education is a tool for humans to achieve critical awareness and face reality. Freire (Idris, 2009) also said that the main purpose



of education is concentration and awareness. By increasing critical awareness as a high level of consciousness.

From some of the statements above Freire (Tolchah, 2020) concludes that the purpose of an education is to create a critical attitude, creativity and also maturity for students, so that this educational concept aims that education for freedom, education for consciousness, and education for humanization. Freedom, awareness and humanism are important components in humans, so that humans are able to realize how they are and realize something around them which according to them is an influence in their lives. With that as students are able to face all the challenges and obstacles that will be faced in the future. This is the essence of Freire's thinking about the theory he initiated in terms of liberating education

There are previous studies that distinguish it from the current research. Study by Widodo, Kurnia, Dinilillahi, Qodaruallah (2021) with the title THE FILM "BIG BROTHER 2018" AS INNOVATION OF TEACHER AND STUDENT RELATIONS PERSPECTIVE PAULO FREIRE'S LIBERATION EDUCATION. This study discussed about how teachers and students interact in the movie "Big Brother 2018," which depicts the existence of liberation education. using a descriptive-qualitative research approach that offers information on how to create connections between teachers and students in a medium as a model to be used in schools. Writings that media like films can be useful examples of teacher-student relationships are intended to be produced using a qualitative method and supporting data from content analysis. In the movie, the teacher-student dynamic demonstrates how classroom instruction may be flexible. The Paulo Freire notion in the freedom of education, which gives an educational model of conscientization, addressing difficulties, and humanization, is the theory employed in this study. In order to gain it 1) promoting critical thinking skills through reality-based conscientization education; 2) addressing issues that prevent pupils from just memorizing textbook material in order to ace exams; 3) humanization, which demonstrates how educators can gain knowledge from non-academic sources or from their pupils. subjects.

## **2. METHOD**

There are several methods used in this research. 1). Determine the type of research. This study uses a qualitative descriptive research method. In qualitative research, to get valid results, researchers must use theory as a basis. So when at the end the researcher makes conclusions according to the theory used and the data is in descriptive form. According to Nugrahani (2014) qualitative research is a study that aims to understand the state of a context by leading to a complete and in-depth description of the portrait of conditions in the natural environment

(natural setting), about what actually happens in the fields of study. 2) Determine the object of research. The researcher uses the object of research in the form of a film entitled Wild Child Movie. The film was released on August 15, 2008 and was directed by director Nick Moore. However, this film was written by the son of famous writer Roald Dahl named Lucy Dahl. 3) Determine the type of data and its data source. The researcher divided the data sources into 2 categories. The first is primary data. The primary data in this research is Wild Child Movie. The second is secondary data. Secondary data is usually taken from several reference books, journals and scientific articles related to literary studies research. 4) Determine data collection techniques. Researchers collect data using the documentation method, watch many times, and write important things according to the theory used. 5) Determine data analysis techniques. The data analysis technique used is to determine the object and then focus on the problems to be studied and then identified using the theory used, namely humanistic pedagogy.

### **3. RESULT AND DISCUSSION**

After the researcher collected the data and classified it according to the school regulations that shackled according to the character, the application of liberating education and some awareness experienced by the character were in accordance with the theory of Humanistic Pedagogy according to Paulo Freire. Researchers found several findings and discussions to answer the formulation of the problem in this study in the film Wild Child (2008).

#### **3. 1 School rules that Poppy considers to be a pressure.**

In this study, the researcher found 4 rules that Poppy had to obey as a student. The first rule seen in the film is a ban on using cell phones and the internet. In this film, each student is only given time to use the internet and e-mail on weekends. While the use of cell phones is only to contact the family at home. Internet services can only be used using school computers and their use has been determined according to the schedule. This regulation aims to make students more focused on learning and improve themselves so that they become educated students and of course have good behavior. The rules also reversed with Poppy's previous state so this made Poppy feel depressed. The second rule is how to dress neatly and politely. This rule is also inversely proportional to Poppy's life, who usually dresses in sexy and luxurious clothes. The third rule is the prohibition of the use of illicit goods such as drugs, consuming alcohol and the prohibition of carrying sharp weapons. This rule is of course also inversely proportional to Poppy's life as a very wild teenager who can consume as much alcohol as possible. The fourth rule is to prioritize an attitude of courtesy. This rule is shown in the scene where Poppy and her friends as well as all Abbey Mount students gather in a hall to follow the agenda that has been

scheduled by the school. This rule is also in contrast to Poppy's life where he can't respect his father. All these rules put pressure on Poppy, of course, because all his life he could be said to be a wild teenager and do whatever he thought was right.

### **3.2 The liberating education that Mrs. Kingsley to Poppy.**

In this study the authors found the process of freedom education applied by Mrs. Kingsley. In this case, Mrs. Kingsley also uses the dialogue method in educating Poppy. The dialogue method itself is a method where teachers and students are equally open and communicate with each other. In the future, there will be mutual openness and respect for every idea or behavior made by students or teachers. The first process, Mrs. Kingsley understood why Poppy's father had left his daughter with her. So, from the beginning of Poppy's arrival, Mrs. Kingsley immediately welcomed and opened the conversation first to Poppy. Students are usually only greeted by seniors for the first time. The freedom given to Poppy here is more in the negative direction. Liberating education referred to by Freire is education that can make students human beings who are not oppressed and have the right to do or release what is in themselves. In this movie, Mrs. Kingsley gave Poppy the freedom to do anything. The second process, Poppy made a few small mistakes but here Mrs. Kingsley didn't punish her and here Mrs. Kingsley invites Poppy to share stories about his favorite book. In the end, Poppy's punishment was only reading books and this is the educational punishment given to Poppy. The third process, Poppy does some missions with her friends so she can be expelled from Abbey Mount school. The first mission went smoothly but Mrs. Kingsley was adamant that she wouldn't scold Poppy for Mrs. Kingsley knows why she did that and knows Poppy is under pressure. In this second mission, it was enough to make Mrs. Kingsley furious that Poppy had nearly destroyed her friends on this too. The fourth process, Mrs. Kingsley again and again only advised Poppy and she knew that Poppy was actually a person who really did something. Poppy has done many things to get him out of school, but the peak of Poppy's offense is the starting point for changes to be better for Poppy. The fifth process, Mrs. Kingsley as principal of course has a big hand when there is an honorary hearing for students who make mistakes. Mrs. Kingsley certainly gives freedom of opinion and freedom to defend what Poppy did. So here for those who make mistakes do not feel pressured because of course everyone who makes mistakes has a cause and effect.

### **3.3 The concept of consciousness as seen in the main character in the Wild Child Movie.**

The researcher found 3 awareness experiences by Poppy. They are magical consciousness, naive consciousness, and critical consciousness. First, Magical consciousness is an awareness experienced by humans when a person cannot be aware of the relationship between one factor

and another. Poppy's awareness here is seen when she thinks that her inclusion in the boarding school will change her wild attitude all this time. Poppy thinks that the boarding school will not be able to change his attitude and make him like his mother according to what her father expected. The second is naive consciousness. Naive consciousness is an awareness experienced by humans that she is the source of the problem but in her, there is no intention to fix a problem that exists in her. In the film, it can be seen that Poppy's actions are at freeing herself from the problems in the dormitory. Poppy realized the repercussions that she would be expelled for doing so. Poppy is the source of the problem, because if she doesn't have a problem then she won't be put into a boarding school by her father. Meanwhile, Poppy has no intention of fixing and solving her problems by behaving well at school. Naive consciousness is also known as the transition period of a human being who will reach critical consciousness. Critical consciousness is the highest level of consciousness experienced by humans. Where a person is aware of all the problems that exist in him that make his life undirected. Researchers found that Poppy realized that the Abbey Mount school was healing her wounds after her mother abandoned her. Poppy also mentioned that he also found his true self at the school. After realizing that, then Poppy wanted to change people's view of her that she could be a good and accomplished girl by winning the stickball competition which of course at that time made Mrs. Kingsley, his friend and so does his father who is proud of what Poppy has achieved.

#### **4. CLOSING**

In this study, researchers took data from the Wild Child film and of course also from the script. After that, the data that has been collected is then processed and categorized according to the theory of Humanistic Pedagogy according to Paulo Freire. The findings obtained in this invention are in accordance with the formulation of the problem, namely the Abbey Mount school regulations that ensnared Poppy, the liberating educational process applied by Mrs. Kingsley to Poppy, the kind of consciousness as seen in the main character in the Wild Child film. First, based on the findings and analysis in this film, there are 4 regulations that ensnare Poppy 1). Prohibition of using cellphones, 2). How to dress neatly and politely, 3). Prohibition of drug use, consuming alcohol and the use of sharp weapons, 4). Be polite to elders. Second, the liberating educational process that Mrs. Kingsley to Poppy. 1) Mrs. Kingsley as the principal did not hesitate to greet Poppy directly when he first came to school, 2). Poppy fights with Harriet and only gets punished for reading a book, 3). Poppy made noise at school by sabotaging public telephones, sabotaging language classes and sabotaging swimming classes and Mrs. Kingsley did not give a warning because he knew that Poppy was in trouble, 4). Poppy did the fatal thing that was drunk and dressed sexy at a costume party that made Mrs. Kingsley

was very angry, but Mrs. Kingsley only warned Poppy and gave motivation that Poppy is a child who has a real attitude, 5). Mrs. Kingsley as the principal of the school gave Poppy the freedom to defend himself for an incident that happened to him. Third, the kind of consciousness that Poppy experiences in the film. There are 3 consciousnesses that Poppy experiences according to the one initiated by Paulo Freire, namely Magical consciousness, Naive consciousness, and Critical Consciousness. The researcher concluded that Mrs Kingsley did not want to force Poppy to change all of her traits and behavior quickly. All forms of freedom that Mrs. Kingsley gave to Poppy for what she did was a form of Mrs. Kingsley's upbringing of Poppy. But the freedom that Mrs. Kingsley and Mrs. Kingsley as the principal here is still an educator who always reprimands, motivates, and straightens things out that they think are wrong. Mrs Kingsley knew that if a child like Poppy was brought up under a lot of pressure, she would rebel. This is why some of the rules that were violated and considered by Poppy as pressure did not get a reprimand from the principal. In essence, rules are useful as guidelines for someone to become better. Mrs. Kingsley messaged and motivated Poppy that she could do better than this. At the end of Mrs Kingsley's education of freedom, Poppy was able to reach her critical consciousness. There are several figures in Indonesia who have the idea of liberating education worthy of Paulo Freire, namely KH. Ahmad Dahlan and Ki Hajar Dewantara. The three of them have the view that education must be humanist, education must form an attitude of self-confidence, good character, and noble character. All three also emphasize that education must place humans according to their identity and humanize humans. In addition, education can form a character who always puts the principle of exemplary and achieves an awareness through a dialogical approach.

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