



## The Challenges of Film to Become a Media of Communication of Development and Education

By

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### Abstract

This paper raise the issue of film as a media of communication of development and education. It is relevant with the development of society and technology in which film are more easily made in the recent time. What is needed for a film to be the media of development and education is that it has positive messages. In this article an overview of film as media of communication and education is discussed using some relevant references. Positive as well negative impacts of film are identified, and also some challenges in the era of society 5.0 are pointed to fulfil the demand for a film. Finally a brief case study is presented to show how appreciation of film given by audiences on a documentary film.

**Keywords:** economic motivation, psychological motivation, organizational-administrative motivation, job satisfaction.

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## 1. INTRODUCTION

Film is an integral part of mass communication media and is often used as a tool to depict people's social life. As an element of mass media, film is a very effective communication channel (Josephine, O. A. & Emeke, P. N., 2023). As a form of cultural creativity, many films provide valuable images and lessons to their audiences (Abdurahman, et al, 2020). Film also acts as a very efficient communication medium. With the quality of the audio and visuals displayed, films are a tool that greatly influences people's cognitive thinking patterns. According to data from the National Library in 2017 (CNN Indonesia, 2017), it appears that interest in reading and writing among Indonesian people is still relatively low. Most people prefer to obtain information through the approach of seeing, hearing and talking. Therefore, many people prefer electronic media as their main source of information (Von Gillern et al., 2024; Evens et al., 2024), including the film.

Electronic media refer to all information or data that is created, distributed and accessed using electronic devices (Hosnan, 2014; Simarmata et al, 2019). Media in the educational context refers to various means or forms of non-personal communication which function as a forum for conveying learning information to students (Hosnan, 2014; Simarmata et al. 2019). The aim is to attract interest and attention so that learning objectives can be achieved effectively. Sadiman (2008) and Simarmata et al. (2019) also define learning media as anything that can be used to send messages from the sender to the recipient of the message. Basically, this involves the process of stimulating students' thoughts, feelings, attention and interests so that the learning process can run well. According to Kurniawan (2011) and Simarmata et al (2019), media functions as a tool to convey learning messages so that learning materials can stimulate students' thoughts, attention, feelings and interests, which ultimately creates an effective learning process (Von Gillern, et al., 2024).

As a form of media, film has the ability to depict a particular culture (media culture), making it a presentation that is interesting (Storck, T., 2024), full of life, and fun to enjoy. Although films and communications have a significant positive impact, they can also have a negative impact (Chang, 2020; Josephine, O. A. & Emeke, P. N., 2023). For example, films that show scenes of violence or negative behavior can influence the behavior of viewers, especially children and teenagers. Apart from that, the dissemination of inaccurate or manipulative information through communication media can cause the spread of hoaxes and miscommunication in society. Therefore, it is important to develop a critical understanding of the content we consume both through films and communication media in general (Wijiharjono, 2017). Films have the potential to create a deep impression on the audience, carrying messages that can be conveyed through the medium of film (Alifiyatun, 2019). The main strength of a film lies in its appeal and the overall illusion it manages to create. One of the most direct benefits provided by films is entertainment. The entertainment experience provided by films can be felt strongly (Yum, K., & Kim, J.,2024), because films are able to create and develop various emotional flows until they reach their peak. Easily, films can evoke feelings of fear, sadness, worry, or joy, which can ultimately explode into catharsis that provides a sense of relief.

## 2. MATERIAL AND METHODS

This study delves into the significance of films as a medium for communication and education. To examine the educational impact of a documentary film screening, a case study

was conducted involving a sample of students and a study group. Interviews were conducted with 20 students, and their responses were meticulously analyzed. Additionally, feedback was obtained from a study group comprising of mothers who had watched the film. The objective of this research was to gain insights into how films can effectively function as mediums for communication and learning, as elucidated by the responses of these two distinct groups.

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

#### **3.1 FILM AS MEDIA FOR COMMUNICATION AND EDUCATION**

Films are recognized as having a significant impact on people's habits and interacting positively with people's culture. In the industrial era 4.0, where digitalization dominates various aspects of social life, the use of language and communication through films has become commonplace and is in line with the latest developments in information technology. People can now quickly consume information presented through the medium of film. It cannot be denied that the way films tell stories and communicate through audio and visual aspects has quite a big influence on people's habits, behavior, and ultimately, culture. In this context, films are considered an integral part of mass communication which cannot be separated from the mutual influence between films and society. Film functions as a mass communication medium that uses audio and visual formats, which includes the concept of stories (Fantini & Tamba, 2020). The existence of films allows them to be used as a medium to convey messages through story plots prepared by screenwriters to audiences or spectators. Apart from that, as a mass communication medium, films also have a role in conveying messages in the form of information, education and entertainment.

One strategy involves utilizing the medium of film. Film serves as a readily accessible and familiar channel for the majority of modern business students (Liguori et al, 2020). Recognizing its potential as a teaching aid to narrow the divide between the "orderly, predictable world of the classroom and the complex, unpredictable world of practice" (Ukeni; 2023), film emerges as a sensible initial approach. Across a range of management subjects, film has often been employed as an effective pedagogical tool. As a means of communication, films have quite a big impact in shaping people's mindsets through the various content packaged in films. Apart from acting as a communication tool, film can also be used as a medium to socialize and publicize culture with a persuasive approach (Logan, 2016). Film is a form of mass communication media that combines audio and visual aspects with the concept of story. The presence of films makes it possible to use them as a medium to convey messages through storylines designed by screenwriters to the audience or spectators. In its function as a mass communication medium, film has a role in conveying messages in the form of information, education and entertainment. Films, which act as a communication medium, have a significant influence in shaping people's mindsets by presenting a variety of film content. Apart from functioning as a communication medium, films can also act as a means of socialization and cultural promotion with a persuasive approach (Manurung et al, 2019).

In the beginning, film was closely linked to cinema as its main institution. However, in line with changes in lifestyle, the growth of the film industry has far outstripped the cinema era. Currently, films have become an important element in people's daily routines, no longer just mere entertainment, but as a very effective medium for conveying messages, because films are a communication tool. This view is in line with the principles contained in the Preamble

to the 1995 Film and Television Employees' Articles of Association, which emphasizes that films should not only be considered mere merchandise, but also as a means of education and information that has a major impact on society. Film is considered a revolutionary tool that can contribute to national unity and integrity, shape national character and identity, and create an Indonesian socialist society based on *Pancasila*, as ideological foundation of the Republic of Indonesia. Apart from fulfilling commercial goals, films also have an important role in influencing individuals, because one of their functions is as social criticism. The commencement of cinematic communication involves a filmmaker's deliberate decision to convey a message. This decision prompts the development of a narrative, an organic entity designed to serve as a conduit for the intended message. The narrative should not conform to the conventional understanding of the term "story." Instead, it represents a compilation or group of elements derived from the filmmaker's internal thoughts (Animbom, 2020).

In his book "How to Read a Film," James Monaco groups films into three categories, the first is related to aesthetic and cinematographic aspects, the second is related to contexts outside the film such as social and political matters, and the third, the film is viewed as a traded product (Monaco, 2000). The output of film production is one of the core of the cultural industry, often seen as the center of the global entertainment industry. The film industry can be considered a cultural industry driven by the capital power of the cultural industry center, filling a broad market system. In this competition, the capital strength of peripheral countries tends to lack competitiveness, so that the format of film products becomes uniform in the large flow produced by the limited number of cultural industry centers (Siregar, 2007).

### **3.2. DEMAND FOR FILMS IN THE CONTEXT OF COMMUNICATION AND EDUCATION IN THE ERA OF SOCIETY 5.0**

In the Era of Society 5.0, which focuses on connectivity and technological integration, the need for complex information visualization is increasingly urgent. Film, as a visual medium, has the potential to present information in a clearer and more interesting way, helping to facilitate effective communication. In the era of Society 5.0, where education is no longer limited to traditional classrooms, films can function as interactive learning tools. Interactive films, VR, or AR can provide a more immersive and engaging learning experience, fitting educational needs that emphasize experience. In the context of Society 5.0 which is driven by digital technology, film can be a means of developing digital skills. Through film production, editing and online distribution, people can improve skills relevant to the demands of the digital economy (see further for example Salgues 2018, Van Deursen, 2014).

Film has great potential to strengthen social and cultural awareness in an increasingly connected society. Films that depict stories from different walks of life can deepen understanding, spark dialogue and encourage tolerance. The prospects for film for education in Society 5.0 include the use of technology such as AI to personalize learning. Interactive films can be tailored to a student's level of understanding and interest, creating a more effective learning experience. Film can be a means of collaboration between sectors to realize the vision of Society 5.0 which integrates technology with everyday life. Collaboration between filmmakers, the technology industry, and educational institutions can create holistic, innovative solutions. Through film, local communities can empower their voices and share unique stories. This opens up opportunities for community empowerment and sustainable local economic development (Chatto, 2020). By understanding the needs and prospects of

film in the Era of Society 5.0, we can optimize the role of film as a communication and education tool to form a more connected intelligent and inclusive society.

### **3.3. IMPACT OF FILM AS A COMMUNICATION AND EDUCATION MEDIA**

Increasing social awareness where films are able to have a positive impact by increasing social awareness of issues such as human rights, the environment, or inequality, whether in the form of documentary or narrative films, films can generate empathy and a deep understanding of social reality. Inspiration and motivation films are often a source of inspiration and motivation. Powerful stories and inspiring characters can give viewers encouragement to achieve their personal goals. Films also have the potential to motivate the desire to learn and develop themselves, the formation of cultural identity related to films plays an important role in forming cultural identity. Through the display of rich cultural heritage, language and traditions, films can function as a tool to celebrate and preserve cultural diversity and the use of visuals for learning related to the presence of visual elements in films makes them an effective learning tool. The use of images and audiovisuals can help audiences understand complex concepts better than conventional learning methods and communication and education According to Tian, films possess aesthetic potency by strategically combining sounds, dialogues, noises, or visual elements to convey thoughts (Tian, 2021). In this context, an image is regarded as a fundamental component of a film.

On the other side, it is noticeable some negative impact of films. The emotional manipulation of some films may tend to manipulate the audience's emotions to create a dramatic impact. This can confuse the lines between entertainment and educational purposes, leading to inaccurate understanding. Lack of representation where films do not always accurately reflect the diversity of society. The underrepresentation of certain minority groups or cultures can create stereotypes and inequality. The negative behavioral modeling influence of some films can influence viewer behavior, especially in vulnerable segments of the population, such as children and adolescents. Modeling negative or unethical behavior in films can have a negative impact on society. Limited information and simplification of complexity in an effort to convey messages within time constraints, films tend to simplify or ignore complex aspects of an issue. This can lead to an understanding that is too simplistic or even wrong. Film as a medium of communication and education has great potential to shape opinions, influence attitudes and provide education to the public In education, films are invaluable resources, offering dynamic visual representations that enrich learning experiences, stimulate critical thinking, nurture empathy, and enhance cultural understanding. The audio-visual nature of films provides a multisensory learning experience, accommodating various learning styles. Beyond mere entertainment, the influence of film extends to shaping societal perceptions, cultural narratives, and significantly contributing to the dissemination of knowledge (Paterno, 2017).

### **3.4. FILM APPRECIATION CASE BYGROUP OF AUDIENCE**

In a brief observation of two groups consisted of university students group and a group or religious teachingstudy, the authors intend to assess the impact of film as development communication and education. In the first group with a limited sample of educated individuals, namely a group of students from a university in Bandung, West Java, various perspectives were obtained that can be categorized as the educational impact of utilizing film as a communication medium. The authors obtained responses and insights based on the

background of the respondents towards the screening of a selected documentary film titled "Chasing Bang Emok," produced in 2022. This short film depicts the increasing popularity of online loans in Indonesian society as a quick way to obtain loan money due to the convenience and speed of service compared to formal financial institutions, which tend to require various conditions and guarantees and take a long time. However, online loans have higher risks due to high interest rates and strict repayment terms using various methods. The audiences of the film are used as samples to test the extent to which the film could serve as a communication and learning medium.

In this group, a total of 20 students were interviewed in a classroom setting, and various interesting answers emerged. For example, it was found that students, who were predominantly from Generation Z and relatively financially supported by their parents, were awakened by the issues faced by the general public, especially those who were financially cornered and resorted to online loans as a shortcut, despite the risks of high interest rates and aggressive debt collectors. One participant stated, "I appreciate this short film and gained a lot of insights from the story it told. I now understand why many people are trapped in online loans and find it extremely difficult to escape." Another participant said, "To be honest, I don't receive excessive money from my parents. I need additional funds to buy gadgets or fulfill other needs that cannot be relied upon from parental support, and I know that online loans are an option for quickly obtaining money. However, the risks are too heavy for me to bear."

In the other study group of religion teaching, consisting of mothers representing lower-middle-class families, the responses to the film generally reinforced their belief, instilled by their religious teachers, to avoid debt as much as possible. One participant stated, "With my limited income, I am sometimes tempted to borrow money to meet other needs. However, the teachings of my religious teacher and the film have strengthened my conviction not to get into debt, especially online loans, which seem cruel." This sentiment was agreed upon by other members, who commented that debt was considered a last resort and should be avoided, especially because online loans disrupted peace of mind due to the potential stress of dealing with them. There have even been cases reported in the news of individuals committing suicide due to the relentless pursuit of debt collectors.

The brief responses from the two groups show that the film, at the very least, can reveal aspects that are unknown or not well-known to the viewers. Similarly, the film can convey the dangers or risks of online loans for those involved if not carefully considered. The film can also reinforce and validate existing beliefs (Chattoo, 2000).

#### **4. CONCLUSION**

In the era of mass media, films have an important role as an effective communication tool in reflecting social life. Apart from providing entertainment, films also have a role in shaping views, influencing attitudes and providing knowledge to the audience. The success of film as a communication medium lies in its ability to present quality images and sound, present stories that reflect culture, and arouse audience interest.

In Indonesian society which still has limited interest in reading and writing, film as an audiovisual medium has emerged as an effective alternative for conveying messages,

especially in the era of digitalization and Society 5.0 which emphasizes technological integration. Films are not only entertainment, but also have a positive impact by increasing social awareness, providing inspiration, and helping to shape cultural identity. However, we need to acknowledge that films can also have negative impacts, such as excessive emotional manipulation and a lack of accurate representation. In the era of Society 5.0, film has great need and potential as a tool for visualizing complex information, interactive learning, and developing digital skills. It is important to remember that films are not just mere entertainment, but also an instrument of communication and education that can have a significant impact on society.

Further careful analysis through research is necessary to understand how films influence audiences, both positively and negatively. It is important to consider the social context, culture, and values that may influence a viewer's interpretation of a film. The use of films in educational contexts must pay attention to the accuracy of the information, balanced representation, and the desired emotional impact. With a deep understanding of the impact and analysis of films, more effective approaches can be developed to exploit the potential of films as a communication and educational tool.

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