

CHAPTER I

INTRODUCTION

A. Background of Study

In today's interconnected world, cultural differences are becoming increasingly important as individuals from different cultural backgrounds interact more and more frequently, such as the many sophisticated tools of today that can be accessed anywhere and anytime such as social media, television, and also movies that often appear a lot of diversity of different cultures and very diverse customs that are displayed on social media, television or movies¹. In an era of increasing globalization, culture has become an increasingly common phenomenon and cultural conflict requires critical thinking skills, as well as the ability to deal with cultural differences that can cause conflict if misunderstandings occur and it called cultural conflict². Critical thinking ability is an important ability for a person in the 21st century³, critical thinking ability is a person's ability to deal with a problem, where a

¹ Santos, M. (2024). Dynamics of Cultural Diversity and Intercultural Communication in the Era of Multiculturalism and Cosmopolitanism in Brazil. *International Journal of Sociology*, 8(1), 1-13.

² Herzog, C. (2018). *Intercultural Communication Conflicts- " But they don ' t know my view "*. January 2011.

³ Kartika, A. T., Eftiwin, L., Lubis, M. F., & Walid, A. (2020). Profil Kemampuan Berpikir Kritis Siswa Kelas VIII SMP Pada Mata Pelajaran IPA. *Jurnal Riset Teknologi dan Inovasi Pendidikan (JARTIKA)*, 3(1), 01-10.

person must be able to explain the relationship between problems and mathematical concepts, interpret problems into mathematical concepts, analyze problems, conclude solutions, evaluate and self-regulation⁴. In the context of education, critical thinking skills are essential for understanding how to communicate with people from different cultures. In the context of education, critical thinking skills can be improved through various strategies⁵, one of which researcher use is by utilizing film as a media and as a learning tool, one of the powerful media to explore cultural conflicts and promote intercultural understanding. Movies have the ability to depict complex cultural scenarios and engage the audience in critical reflection on cultural differences⁶.

Cultural diversity comes the potential for cultural conflict, as differences in values, norms, and communication styles can lead to misunderstandings and tensions⁷. With increasing intercultural interactions and so many cultural conflicts happen, it is important to

⁴ Redhana, I. W. (2019). Mengembangkan keterampilan abad ke-21 dalam pembelajaran kimia. *Jurnal inovasi pendidikan kimia*, 13(1).

⁵ Santi, N., Soendjoto, M. A., & Winarti, A. (2018). Kemampuan berpikir kritis mahasiswa Pendidikan Biologi melalui penyelesaian masalah lingkungan. *Bioedukasi*, 11(1), 35-39.

⁶ Abbas, Z. I., & Saleh, R. M. (2019, June). Beyond reasonable doubt: A case study of using movies to enhance students' critical thinking skills. In 2019 International Conference on English Language and Culture (pp. 34-37).

⁷ Sarmadhikari, S. (2019). Constructing the Traveller's "Gaze": A Reading of Raj Kumar Hirani's film PK (2014). *Think India Journal*, 14, 1592315931. <https://thinkindiaquarterly.org/index.php/thinkindia/article/view/17418%0Ahttps://thinkindiaquarterly.org/index.php/thinkindia/article/download/17418/12439>

understand how to communicate with people from different cultures and how to deal with cultural differences that may cause conflict⁸. According to Stewart, cultural conflict occurs due to differences in mindsets, assumptions, and values in different cultures. These problems often lead to misunderstandings and cause ineffective face-to-face communication activities⁹.

Cultural conflicts, both globally and within Indonesia, often arise from diverse cultural differences that can trigger tensions. These conflicts frequently stem from misunderstandings or disputes rooted in religious, ethnic, or cultural diversity. For instance, as reported by *BBC News Indonesia* and *Kompas.com*, one notable case is the Ambon conflict, a series of riots that erupted on September 11-12, 2001, in Ambon City, Maluku. This conflict involved two mass groups from different religious backgrounds—Islam and Christianity. The clashes were sparked by a dispute between Muslim youths of Bugis descent and Christian youths from Mardika. The conflict resulted in casualties, displacement of residents, and significant physical destruction.

⁸ Kumar, K. M. S. R. (2014). The Impact of Film on Critical Thinking Skills of Students. *Journal of Educational Research*,

⁹ Stewart, Edward C. 2002. *American Culture Patterns : A Cross Cultural Perspective* Maine : Intercultural Press.

Another example is the inter-tribal conflicts in Yahukimo Regency, Papua, where acts of violence and tribal wars are often employed as a means of resolving disputes. One incident involved the Kimyal tribe attacking the Yali tribe in homes, churches, and hotels in the Dekai District. This type of conflict, characterized by primordialism, has evolved from physical violence in the past to competition over bureaucratic, economic, and social positions.¹⁰

These examples highlight the critical need for fostering understanding and critical thinking to address cultural conflicts effectively. The inability to critically navigate differences in religion, culture, and societal norms often exacerbates these conflicts. Promoting critical thinking and intercultural understanding is essential for preventing such conflicts and fostering harmonious coexistence in culturally diverse societies.

Previously researcher searched for a research that related to the title, and there are several studies that researcher took to be references and guidelines in researching further, one of which was is in a study entitled Reasonable Doubt: A Case Study of Using Movies to Enhance Students' Critical Thinking Skills by Zainab Ibrahim Abbas e, al. In that

¹⁰ Adryamarthanino V, Nailufar N. N. (2001, Juli 27). Konflik Ambon 2001: Latar Belakang, Dampak, dan Penyelesaian. Kompas. Com.

study the primary objective of using movies in the context of enhancing critical thinking skills among students is to promote the ability to distinguish between facts and opinions, which is a core component of critical thinking. The study emphasizes that employing movies, such as “12 Angry Men,” can effectively engage students in discussions, debates, and argumentative reasoning. Moreover, the use of films is intended to create an interactive environment where students can voice their opinions, respect others’ viewpoints, and understand the implications of misinterpretations, ultimately leading to improved critical thinking abilities¹¹. This research builds upon previous studies that utilized films as a medium for analysis; however, it diverges by focusing specifically on cultural conflicts depicted in the film *PK*, directed by Rajkumar Hirani. The study examines these conflicts through the lens of culture and seeks to explore the perspectives of students at SMAN 1 Ciomas. The research involves engaging students with questions related to the cultural conflicts portrayed in the film.

At SMAN 1 Ciomas, there is currently a less of educational media, such as films, being integrated into the learning process. Additionally, the school has limited awareness of students' critical

¹¹Abbas, Z. I., & Salih, R. M. (2019). Beyond Reasonable Doubt: A Case Study of Using Movies to Enhance Students’ Critical Thinking Skills. <https://doi.org/10.14500/icelc2019>

thinking abilities in addressing cultural conflicts occurring in both school and their surrounding environment. This study aims to bridge these gaps by utilizing film as a medium to promote critical thinking and foster a deeper understanding of culture differences among students.

This research focuses on the intersection of cultural conflicts depicted in films, critical thinking, and the potential of films as educational tools. Specifically, it examines the Bollywood film *PK*, directed by Rajkumar Hirani, as a medium to explore cultural conflicts and challenges in intercultural communication. Drawing upon previous studies that utilized films as research material, this study seeks to investigate how exposure to cultural conflicts in *PK* can promote students' critical thinking skills.

The researcher serves as the primary instrument for analyzing the film, identifying the nature and dynamics of conflicts portrayed, and generating data to develop questions for students. These questions are designed to promoting critical thinking with the cultural conflict presented in the film. By employing *PK* as a case study, the research aims to highlight the cultural conflict of film as a pedagogical tool for fostering critical thinking, promoting an understanding of cultural differences among students.

This study contributes to existing literature on cultural conflict education by providing insights and recommendations on leveraging films to enhance critical thinking skills. It underscores the potential of cinematic media, such as *PK*, to facilitate meaningful discussions on cultural conflict and diversity, thereby enriching the educational experience and equipping students with skills to navigate complex social and cultural dynamics.

B. Identification of the Problem

Based on the background of the problem above, there are several problems can be identified as follows:

1. Researcher find out what are the cultural conflicts that occur in "PK" movie.
2. Researcher find out how Class 11th Grade of SMAN 1 CIOMAS students critical thinking about cultural conflict in "PK" movie.

C. Scope and Limitation of the Problem

In this study, the researcher will focus on the main problem as described in the background section, researchers will find out what are the cultural conflicts that occur in the movie entitled "PK" that can

promote the critical thinking of 11th grade students' at Sman 1 Ciomas. And the researcher also wants to know how students' critical thinking about cultural conflict in "PK" Movie.

D. Focus of The Study

In accordance with the information described in the background of study, there are several problems that arise:

- A. What are the cultural conflicts that occur in the movie "PK"?
- B. How students' critical thinking about cultural conflict in "PK" movie?

E. The Objectives of Study

This descriptive qualitative research was conducted to promote students' critical thinking in class XI Kesehatan 2 of SMAN 1 CIOMAS. This research aims to describe:

- 1. To find out what are the cultural conflicts that occur in "PK" movie.
- 2. To know how students' critical thinking about the cultural conflict in movie "PK".

F. Significance of Study

The significance of this research can be seen in several aspects:

1. Theoretically

Theoretically, the present study will be beneficial as a reference for developing knowledge about obstacle and strategies to promote critical thinking skills students through movie.

2. Practically

Practically the result of this present study will be expected to provide significances for teacher, student, and the researcher herself.

- a) Teacher

The findings of this study can inform the development of educational materials and teaching strategies that incorporate the use of movies like "PK" to promote critical thinking skills in students.

- b) Student

The study will help students gain a deeper understanding of cultural differences and how these differences can lead to conflicts, gain a deeper understanding of cultural differences and how these differences can lead to conflict and learn how to navigate these conflicts effectively.

3. Researcher

By finding the difference and knowledge of the students, the researcher will get evaluation about the research. If the research effective, it will be developed by the researcher for his students in the future. In addition, the study will be a review for the next research.

G. Previous Study

1. Doubt Reasonable Doubt: A Case Study of Using Movies to Enhance Students' Critical Thinking Skills written by Zainab Ibrahim Abbas e, al.

Equation:

- Focused on the use of movies as a medium.
- Used movies as a tool to stimulate discussion, problem solving, and the development of students' analytical skills.
- Aimed to measure the improvement of students' critical thinking skills through the medium of film.

Differences:

- The movie used was “12 Angry Man”.
- The focus of this study is on facts and opinions in critical thinking.
- The method used was an on-campus case study of students in the

country of Iraq.

- Instruments used Group discussion, case law handout
- The results of the study are to Improve the ability to distinguish facts and opinions

2. The Use of Movies in Increasing Students' Critical Thinking Ability

written by Aannova Haryani e, al.

Equation:

- Focused on the use of movies as a medium.
- Used movies as a tool to stimulate discussion, problem solving, and the development of students' analytical skills.
- Aimed to measure the improvement of students' critical thinking skills through the medium of film.

Differences:

- Using movie media adapted to the context.
- the focus of the study is to compare the movie method and the conventional method.
- The research method used a quasi-experiment on MTs 7 Agam students.
- Instruments used written test and likert questionnaire
- The results of the study are the use of movies is more effective

than conventional methods

3. The Use of English Movies in Language Learning written by Arsan Halid e, al.

Equation:

- Focused on the use of movies as a medium.
- Used movies as a tool to stimulate discussion, problem solving, and the development of students' analytical skills.
- Aimed to measure the improvement of students' critical thinking skills through the medium of film.

Differences:

- The movie used was "Seaspiracy" (Documentary film).
- The focus of this study is the effect of movies on listening and critical thinking skills
- The method used was descriptive qualitative research on university students
- Instruments used questionnaires and interviews
- The results of the study are to used movies help in understanding the material and listening skills

H. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, it is including, The Concepts of Critical Thinking, The Concept of Cultural Conflict, The movie, and The “PK” Movie.

Chapter III Research Methodology, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.