

SERDADU KUMBANG

A production of Alenia Pictures and film by Ari Sihasale, released in 2011

This film study package for teachers is created by Balai Bahasa Indonesia Perth (www.balaibahasaperth.org) as a learning resource to support students of *bahasa Indonesia* in Western Australia. It has been created for use in classrooms in conjunction with the 2012 Balai Bahasa Indonesia Perth Indonesia Film Festival.

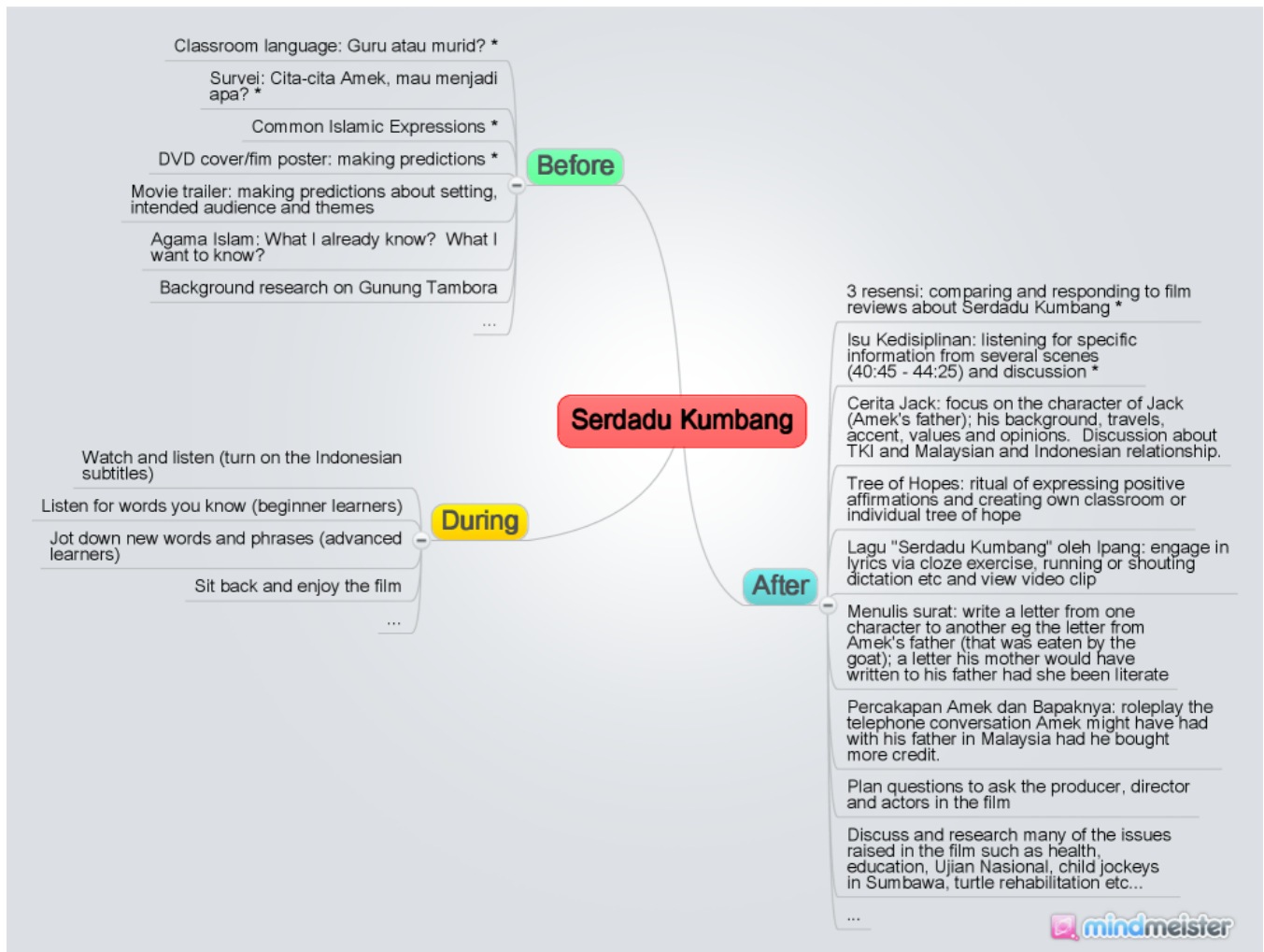
Learning activities have been broadly organized as occurring before or after watching the film. All the language skills (listening and responding and speaking; viewing, reading and responding; and writing) are represented in the activities; and cultural understandings are addressed where possible. The development of students' understanding of the system of the language and of the language learning strategies will depend largely on how these outcomes are highlighted as students engage with the activities.

The learning activities plan/brainstorm holds the film as the central text. Activities designed for completion BEFORE watching the film prepare students with a background to the story and essential language for understanding the film. The texts and tasks suggested for AFTER watching the film are intended to extend students' understandings and provide opportunities for them to practise and use their language skills. Activities marked with an asterisk (*) have accompanying resources in this study package. The language outcomes and phase of learning are suggested only and teachers should adapt the resources to suit their own learners' needs and abilities.



SERDADU KUMBANG

Learning activities brainstorm



Essential resources and information:

- **Serdadu Kumbang**, a production of Alenia Pictures and PT Newmont Nusa Tenggara, a film by Ari Sihasale (2011)
- DVD of the film can be purchased in Indonesia
- A trailer of the film **Serdadu Kumbang**, the video clip of the theme song by artist Ipang and lyrics can be found on YouTube:
 - <http://www.youtube.com/watch?v=Vv-i5rLB3AI>
 - <http://www.youtube.com/watch?v=yXsOfJ1XIM4>
 - <http://newlirikindo.blogspot.com.au/2011/06/lirik-lagu-ipang-serdadu-kumbang-ost.html>
- Information about the 1815 eruption of Gunung Tambora <http://infografis.kompas.com/read/2011/09/20/155159/Tambora.Letusannya.Mengubah.Iklm.Dunia>

DVD cover / Film Poster

Viewing, Reading and Responding: upper primary/lower secondary



Source: <http://amiratthemovies.wordpress.com/2011/06/17/review-serdadu-kumbang-2011/>

View the DVD cover of the film “Serdadu Kumbang” to predict aspects of the film before you watch it:

1. Which of the people on the cover are the main characters and who is the protagonist? Why do you think this? How old do you think these characters are?
2. Predict what each character portrayed on the cover is like, based on the photo?
3. Do you recognise any of the artists from their pictures and their names on the left? What other films have you seen that they have starred in?
4. Do you think this film has an urban or rural setting? Explain your answer?
5. What religion do you think most characters in this film embrace? How do you come to this conclusion?
6. One of the quotes from the film is written on the cover: “*Apa rungan* negeri kita?*” (What is the news of our country?) but the translation of ‘*rungan*’ is provided as well, meaning ‘*kabar*’. Why do you think the intended audience needs this translation?
7. Who is the maker of this film? Do you know of any other films he directed and produced?

Read the following expressions on the cover and find the meaning:

8. *Serdadu Kumbang* = _____

Does this provide you with any insight into what the film might be about? Why/why not?

9. *Saksikan 16 Juni 2011 di Bioskop* = _____

Survei: Cita-cita Amek, mau jadi apa?

Listening, Speaking and Responding: upper primary/lower secondary

1. In the early scenes of the film **Serdadu Kumbang** the school teacher asks her students what their job aspirations are. She asks the main character Amek, a young boy with a harelip and from a poor background: “*Cita-cita Amek, mau jadi apa?*” Can you guess how he might respond?... “*Cita-cita saya menjadi _____.*” Look for a possible answer in the wordbank below:

| <u>Pekerjaan</u> | | |
|-------------------|------------------|---------|
| polisi | dosen | guru |
| bintang sinteron | nelayan | menteri |
| kyai | pemilik restoran | bupati |
| penyiar berita TV | TKI* | serdadu |

**Tenaga Kerja Indonesia*: overseas Indonesian blue-collar workers. Amek’s father is a TKI working in Malaysia.

2. Add 8 more words to this list, including the occupation you aspire to have when you are older and have finished school.
3. Now survey every student in your class about what their ambitions are / what they want to become. Write down their names in the column on the left and record their answers on the right. You may only use *bahasa Indonesia* to conduct your survey:

Survei

Cita-cita Aleisha
mau menjadi apa?

Cita-cita saya
menjadi guru.

| Nama teman / murid di kelas | Cita-cita / pekejaan |
|--------------------------------|----------------------|
| Contohnya: Aleisha | guru |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |

3. Your teacher will ask you to report your findings back to the class so analyse the data above and be prepared to say eg “*Tiga murid mau menjadi guru olahraga*”, “*Tidak ada murid yang mau menjadi polisi*” or “*Banyak murid perempuan mau menjadi juru masak*”.

Classroom language: Guru atau murid?

Viewing, reading and responding: upper primary/lower secondary



Banyak adegan di film *Serdadu Kumbang* diambil di Sekolah Dasar dan ada banyak percakapan antara guru dan murid. Apakah kata-kata dan frasa yang berikut sering disebutkan oleh **guru** atau **murid**?

Contoh: Pantas tidak lulus tahun yang lalu _____ **guru** _____

1. Diam! _____
2. Tepuk tangan _____
3. Harap tenang! _____
4. Saya terlambat bangun, Pak _____
5. Tidak sopan _____
6. Siap belajar? _____
7. Siap! _____

8. Nah, kalau yang ini? _____
9. Ngerti Bu _____
10. Berdiri _____
11. Cukup _____
12. Gigi sakit Pak _____
13. Coba kamu _____
14. Itu maksud saya, Bu _____
15. Semuanya setuju? _____
16. Suara lagi, lebih keras _____
17. Nah, dengarkan pertanyaannya _____
18. Coba kamu _____
19. Maju kamu _____
20. Jangan main-main _____



Common Islamic Expressions

Reading, Viewing and Responding: all levels

The film **Serdadu Kumbang** is set in a rural Islamic community in the island of Sumbawa. Communities such as these in Indonesia often use expressions borrowed from Arabic in their daily speech. Here are some commonly used Islamic expressions that may be spoken by characters in the film:

| | |
|--------------------------------|--|
| Assalamu alaikum | Peace be with you (the listener responds by saying “Wa allaikum assalaam” meaning ‘Peace be upon you too’) |
| Alhamdulillah | Praise and thanks to Allah |
| Bismillah | In the name of Allah (usually uttered before doing something eg driving, eating) |
| Inshallah / Insya Allah | God willing / If Allah allows it to happen (future) |
| La ilaha illa Allah | There is no God but Allah |
| Allahu Akbar | Allah is Great (heard daily in the call to prayer) |
| Masya Allah | Everything happens with God's power (uttered to express gratitude when seeing or feeling something wonderful that you realize that only God can create such an amazing thing). |

As you watch the film, listen out for three situations where one of the above expressions is used. Describe the situation: who uttered the phrase? Why? What was the mood/tone? How did people respond?

1. _____

2. _____

3. _____

Isu Kedisiplinan

All outcomes: upper secondary

1. Sebelum menonton dua adegan dari film **Serdadu Kumbang**, carilah terjemahan istilah yang berikut.

| Kata dasar | | Kata ke-an | |
|------------|---------|-----------------|--------|
| sehat | healthy | kesehatan | health |
| disiplin | | kedisiplinan | |
| benci | | kebencian | |
| keras | | kekerasan | |
| barat | | kebarat-baratan | |
| timur | | ketimuran | |
| turun | | keturunan | |
| keluarga | | kekeluargaan | |
| lahir | | kelahiran | |
| tentu | | ketentuan | |

2. Sekarang tontonlah dua adegan utama dari 39:17 sampai 44:29. Naskah percakapan ada di halaman berikutnya. Sambil menonton adegan-adegan itu, isilah tempat kosong dengan kosa kata di rubrik di atas.



Adegan: Di kantor kepek Bapak Jabuk (40:45)

- Bapak Jabuk: Tenang, Bu Rukiah. Sabar.
- Ibu Imbok: Pak. Saya minta hukuman dihentikan, Pak.
- Bapak Openg: Iya, Pak. Kasihan anak-anak
- Ibu Rukiah: Tapi, Pak. Mereka semua sudah semakin kurang ajar, Pak. Coba Bapak bayangkan... mau taruh di mana muka saya? Saya malu, Pak. Apakah mereka tidak punya ibu di rumah?
- Ibu Imbok: Ibu Rukiah segala sesuatu ada sebab dan akibatnya, Bu!
- Bapak Jabuk: Ah begini, begini. _____(1) dan hukuman itu harus sejalan, Pak Openg sebab kalau tidak, berbahaya ini.
- Ibu Imbok: Masyah Allah, Pak. Tapi bukan begini caranya!!
- Bapak Jabuk: Saya sudah dua puluh tahun mengajar. Saya mohon, Ibu nggak usah _____(2)lah, kalau masih mau mengajar di sini.

(Pak Alim masuk membawa Umbe yang pingsan)

- Ibu Imbok: Apa saya bilang? Jangan ada kekerasan di sekolah ini Pak!!
- Bapak Alim: Lho! Saya yang menjalankan kedisiplinan. Yang salah harus dihukum.
- Ibu Imbok: Kalau masih ada _____(3) di sekolah ini, lebih baik saya mengundurkan diri Pak. Umbe... Umbe...

Adegan: di rumah Pak Haji Maesa (42:18)

- Haji Maesa: Kalau cucu saya itu kurang ajar, saya minta maaf. Itu mungkin karena _____(4) memang kurang ajar tapi mungkin juga karena guru yang mengajarnya mengajarkan kurang ajar.
- Bapak Jabuk: Saya mohon maaf, Pak Bin
- Haji Maesa: Siapa nama guru muda itu, Pak Openg?
- Bapak Openg: Alim. Namanya Alim, Pak Bin.
- Haji Maesa: Eh eh eh ...'Alim'? Eh eh eh.... Alim! Tidak salah itu nama ha? Ternyata orang-orang Indonesia sekarang sudah banyak yang berubah. Dia itu guru atau serdadu? Cucu saya tidak pernah minta dilahirkan dengan tangan kidal tetapi kenapa di sekolah dia selalu diejek karena tidak sopan... kurang _____ (5) karena sering mempergunakan tangan kiri, ha? Berapa anak Jabuk?
- Bapak Jabuk: Maaf kemarin kami baru dapat cucu Pak, Bin.
- Haji Maesa: Alhamdulillah. Lahir sehat?
- Bapak Jabuk: Ya Alhamdulillah _____ (6).
- Haji Maesa: Jabuk coba bayangkan kalau cucu kau _____(7), tangannya kedua-dua kanan! Gimana?
- Bapak Jabuk: Ya karena itu sekali lagi saya mohon maaf Papin.
- Haji Maesa: Masya Allah. Pendidikan macam apa yang kalian cita-citakan itu? Saya tidak bangga kalau cucu saya cerdas di kepala tapi tidak cerdas di dalam hati! Ha? Eh eh eh ..
Habiskan minumannya!

3. (Think-pair-share) Sesudah menonton adegan-adegan itu, bahaslah selama 15 menit dengan teman Anda pertanyaan-pertanyaan yang berikut. Sesudah diskusi, Anda harus melapor jawaban Anda kepada kelas:

- Mengapa lima anak laki-laki itu dihukum?
- Menurut Anda, apakah hukuman itu sesuai dengan kelakuan mereka yang salah?
- Menurut Kepala Sekolah Bapak Jabuk, sikap apa yang dianggap 'kebarat-baratan'? Apakah Anda setuju dengan komentarnya?
- Mengapa Haji Maesa tidak setuju dengan sistem kedisiplinan di sekolah cucunya?
- Setuju atau tidak?: Memakai tangan kiri berarti 'kurang timur'. Jelaskan jawaban Anda!
- Jabatan siapa yang lebih tinggi: Bapak Jabuk atau Haji Maesa? Jelaskan!
- Menurut pandangan Anda, apakah kedisiplinan di sekolah Pak Jabuk terlalu ketat? Bandingkanlah kedisiplinan itu dengan hukuman di sekolah Anda!

4. Pilihlah satu tokoh dari adegan-adegan tersebut! Tulislah di buku harian apa yang terjadi dan pandangan Anda terhadap pengalaman itu! (200 kata)

5. Menurut Komisi Perlindungan Anak Indonesia (KPAI), hampir 30 persen siswa-siswi di sekolah Indonesia mengalami kekerasan yang dilakukan guru.

(Sumber:<http://www.tempo.co/read/news/2012/07/30/079420138/Sebagian-Besar-Anak-Alami-Kekerasan-di-Sekolah>).

Carilah informasi yang lebih lengkap dan teliti mengenai masalah itu. Sebelumnya, ciptakan 3-4 pertanyaan pokok:

- (Contoh) Berapa jumlah atau persen murid yang mengalami kekerasan yang dilakukan murid yang lain?
-
-
-

3 Resensi Film

Viewing, Reading and Responding: upper secondary

Sesudah menonton film **Serdadu Kumbang**, bacalah tiga ulasan online yang berikut:

- Blog pribadi “Try To Be Better”

[http://silfianaelfa.wordpress.com/2011/06/22/film-serdadu-kumbang-
pendidikan-persahabatan-kekeluargaan-religius/](http://silfianaelfa.wordpress.com/2011/06/22/film-serdadu-kumbang-
pendidikan-persahabatan-kekeluargaan-religius/)


- Blog “At the Movies: Film reviews and discussion by Amir Syarif Siregar”:

[http://amiratthemovies.wordpress.com/2011/06/17/review-serdadu-
kumbang-2011/](http://amiratthemovies.wordpress.com/2011/06/17/review-serdadu-
kumbang-2011/)

- Resensi film dari Kompas online:

[http://oase.kompas.com/read/2011/06/17/03110069/Serdadu.Kumbang
.Kisah.Tiga.Bocah](http://oase.kompas.com/read/2011/06/17/03110069/Serdadu.Kumbang
.Kisah.Tiga.Bocah)



1. Resensi mana yang paling positif terhadap film **Serdadu Kumbang**? Resensi mana yang paling negatif?
2. Anda paling setuju dengan resensi yang mana? Mengapa?
3. Berikan komentar secara online kepada dua resensi dan jelaskanlah apakah Anda setuju dengan ulasan mereka atau tidak, dan berikan pendapat Anda terhadap film, cerita dan tema-tema yang dieksplorasi.



ieda poernomo
Kamis, 23 Juni 2011 | 09:55 WIB

Saya suka sekali dengan kerja Ale dan Nia yang menampilkan wajah Indonesia dari berbagai lokasi di tanah air dalam produksi mereka. Juga pilihan wajah baru sebagai pemeran, tentunya memerlukan kerja keras untuk membina mereka menjadi pemeran tokoh film. Pilihan itu membuat tampilan karakternya utuh, tidak terkontaminasi dengan imej yang sudah melekat seperti pada artis yang sudah dikenal. Maju terus. Saya termasuk penggemar film-film Anda. Lanskapnya bagus banget. Tinggal menguatkan isi ceritanya...

Tanggapi Komentar
Laporkan Komentar

 0  0

Source: <http://oase.kompas.com/read/2011/06/17/03110069/Serdadu.Kumbang.Kisah.Tiga.Bocah>

Mulia atau dosa?

Viewing, Reading and Responding: upper primary/lower secondary

In the film **Serdadu Kumbang**, the children often receive religious teaching and guidance from Haji Maesa, who the children affectionately call “Papin”. In one of the scenes, they are discussing the difference between behaviour that is ‘*mulia*’ (noble) and that which is ‘*dosa*’ (sinful). Watch the scene again (22:20 – 23:50) and sort out the types of behavior listed into the correct column of the table below:

Contoh kelakuan:

- *menyakiti orang*
- *naik kelas*
- *nyontek ujian*
- *ingkar janji (bohong)*
- *lulus ujian*
- *mencuri*
- *membolos sekolah*

| Kelakuan yang mulia | Kelakuan yang dosa |
|---------------------|---------------------------|
| | Contohnya:menyakiti orang |

Can you add any behaviors to this table? (*Contohnya: membolos sekolah*)