ANNIE SULLIVAN'S PORTRAYAL OF EDUCATIONAL SUCCESS IN 'THE MIRACLE WORKER' MOVIE BY ARTHUR PENN

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Abstract

The purpose of this study is to find out Annie Sullivan's character based on the psychological perspective in "The Miracle Worker" movie by Arthur Penn and to find out the factors that contributed to Annie Sullivan's success in educating that showed in "The Miracle Worker" movie. The methodology used in this research is qualitative descriptive. The primary data was "The Miracle Worker" movie whereas secondary sources of data were libraries, websites, essays, articles, journals, and all printed things. Data analysis techniques in this study consisted of listening, reading, classifying, interpreting, and concluding. The results of the research showed there are seven Annie Sullivan personalities based on the psychological perspective and eight factors that contributed to Annie Sullivan's success in educating.

Keywords: psychological, education, movie, literature

INTRODUCTION

Education represents a lengthy journey towards enlightenment, akin to a seed sown in fertile soil requiring early nurturing. Each instance of learning serves as a field of knowledge that blossoms into wisdom in adulthood. Early education fosters resilient individuals capable of confronting life's trials with intelligence and empathy. It acts as a pivotal tool unlocking the doors to the future, an invaluable investment yielding the fruits of wisdom, knowledge, and independence.

Dewantara (2001) suggests that education serves as guidance for the development of children, directing their natural inclinations towards achieving safety and happiness as individuals and members of society. Literary works embed educational principles, with words functioning as threads of wisdom weaving significance throughout the narrative. Moral and ethical lessons within stories prompt readers to reflect and apply fictional insights to real-world scenarios. Literature not only entertains but also facilitates a deeper comprehension of human experiences, fostering empathy, critical thinking, and exploration of cultural and historical contexts.

Various forms of literature, including novels, poems, dramas, and short stories, evoke emotions, stimulate thought, and convey authors' messages. Additionally, movies serve as literary works, utilizing audio-visual elements to disseminate information, entertainment, and societal, educational, and commercial messages. Like other literary forms, movies possess intrinsic elements such as theme, plot, character, and setting. Characters play a crucial role in conveying messages, with their personalities effectively illustrating the values, conflicts, and themes explored in the film. Human character, influenced by cultural background, environment, and experiences, undergoes transformation and struggle, shaping individual identity and life trajectory.

Freud (1893) posits three personalities—Id, Ego, and Super Ego—each with distinct functions and mechanisms. These components interact to shape human behavior and responses to societal norms and moral standards. Movies like "The Miracle Worker" exemplify complex character portrayals, such as Annie Sullivan, a dedicated teacher guiding a student with disabilities towards communication and understanding.

Based on the description above, the researcher intends to explore and examine more deeply the character of Annie Sullivan within Sigmund Freud's theory about personality, as reflected in the title "Annie Sullivan's Portrayal of Educational Succes in The Miracle Worker Movie by Arthur Penn".

1. The Definition of Education

Education is pivotal for human resource development, influencing a nation's progress and prosperity. Derived from the Greek word "paedagogike," education involves guiding children toward learning. It aims to humanize individuals by enhancing their knowledge, skills, and overall existence. Education is a process of reorganizing experiences to enhance interaction with the environment (Tilaar, 2002).

Education aims to improve human resources by fostering knowledge, skills, and perspectives necessary for societal development. It plays a crucial role in absorbing modern technology and fostering sustainable growth. Education facilitates economic and societal progress by fostering innovation, increasing labor productivity, and enhancing quality of life (Barbara, 1998).

Teachers play a pivotal role in shaping individuals' learning experiences. They serve as educators, mentors, and facilitators, providing stimulation, mediation, and facilitation to enhance student learning. Teachers are essential motivators, mediators, and facilitators, creating a conducive learning environment and optimizing teaching and learning interactions (Sadirman, 2004).

Parents hold primary responsibility for educating and nurturing their children, serving as advocates and primary resources in their children's education. They provide guidance, direction, and support to foster their children's development and growth, including those with special needs. Parents function as teachers and caregivers, actively participating in their children's education and advocating for their rights and opportunities (Hewett and Frenk, 1968)

2. The Definition of Literature

Wellek and Warren (2016), say literature is a creative activity or work of art that produces a collection of words or writings that have elements of art. As a work of art, literature is the result of human work that contains ideas, ideas, and feelings of the author.

According to Susanto (2016), another common view is that literature is creative and imaginary. As a creative and imaginary work, literature has no real reality. Every character and event depicted in the work reflects the creativity or imagination of the author. On the other hand, Raflek (2013), explains that literature is the object or emotional turmoil of the writer in expressing, such as a feeling of sadness, furtiveness, joy, and so on.

It can be concluded that literature is a form of creative expression and imagination that creates imaginative works, where the characters and events presented are a product of the author's imagination and creativity.

According to Waluyo (1991), there are three forms of literary works, namely poetry, prose, and drama. In other side, Roberts (1983) stated that there are four types of literary forms including narrative or essay, drama, poetry, and nonfiction. Besides that, Roberts explains that all these forms have many common characteristics. While the major purpose of nonfiction prose, for example, is to inform, the other genres also provide information (although informing is incidental to the others).

a. Poetry

Poetry is a structure or arrangement of systematic elements between which there is a reciprocal relationship (Pradopo, 2000).

b. Prose

According to Kosasih (2011), prose is a literary work organized in the form of a story or narrative that is considered relevant. The prose is divided into old prose and new prose. Old prose include fairy tales, legends, myths, sages, and sagas.

c. Drama

According to Mubari (2005), drama is the performance of human behavior based on a script. With the times, it can be found in movies, so it can be concluded that movies are modern drama

3. The Definition of Character

According to Aminuddin (2002), Characters are individuals who play a role in driving events in a fictional story so that these events can form a storyline. Furthermore, he stated that every fictional story has various characters who play an important role in driving events and building the plot of the story. One type of character is the main character, who becomes the central actor in the story and is the main focus of the events that occur. They have a significant role in carrying out events and bringing the story to its development. In addition, there are also additional characters or auxiliary characters who have a smaller role in the story. The appearance of these additional characters usually aims to complement, serve, or support the journey of the main character. Although their role is not as big as the main character, their presence still makes an important contribution to the overall storyline.

Meanwhile, Nurgiyantoro (2000), defines characters as individuals who appear in a narrative work or drama. These characters are interpreted as having certain moral qualities and tendencies in their speech and actions

In fiction, characters can be given different types of naming based on the point of view and review used. A character can be categorized into several types of naming at once, depending on the different points of view used (Nurgiyantoro, 2002). Aminuddin (1995), suggests two kinds of characters contained in a story, namely:

a. Main Character

The main character in a story is the character who plays an important role. They are the center of attention of the story and often appear as the main actors of various events that occur. In fact, in some novels, the main character is always present in every event and can be found on every page of the storybook.

b. Supporting Character

Supporting characters are characters who have a less important role in the story and whose presence serves more as support for the main character. They may not have a major focus in the development of the story, but still play a role in supporting or complementing the journey of the main character.

Based on their characterization, story characters can be divided into:

a. Flat Character

Flat characters are characters who have one specific personal quality and one specific character trait. They tend to have flat and monotonous traits and behaviors, reflecting only one particular character. In the story, these simple characters may not experience significant character development or have deep emotional complexity. The main focus of these characters is to display one particular trait or characteristic consistently.

b. Complex Character

Complex characters are characters who have and reveal various possibilities in their lives, personalities, and identities. They have clearly defined characters, but are also capable of displaying multiple sides of character and behavior, which may even seem contradictory and unpredictable. Complex characters often have emotional depth and complex motivations, creating interesting tension and conflict in the story. They can undergo significant character development throughout the story and display complexities that keep the reader or audience engaged with the unfolding story (Abrahams in Nugriyantoro, 2002).

Based on their role in a story, characters are divided into 2, namely:

    a. Protagonist Character

Protagonists are characters we admire and one type is generally known as heroes. They are characters who embody the norms and values that we consider ideal. Protagonists often possess inspiring qualities, such as courage, fortitude, justice, and integrity. They become role models for us and represent aspirations that are considered noble in the story. The presence of protagonists often motivates us to follow in their footsteps, face challenges, and act by the values we consider important (Altenbernd and Lewis in Nugriyantoro, 2002).

    b. Antagonist Character

Antagonist characters are characters who act as the cause of conflict and tension experienced by the protagonist. They act as opponents or enemies of the main character in the story. The role of antagonists often creates obstacles and barriers that the protagonists must face in achieving their goals. Antagonists can have different motives, such as the desire for power, revenge, or achieving goals that conflict with the main character. The presence of an antagonist provides important dynamics and tension in the development of the story and tests the protagonist's abilities and strengths.

4. The Relationship between Psychology and Literature

In linguistics, the word psychology comes from the Greek language which consists of two words, namely psyches which means soul or spirit, and logos which means science or knowledge. By definition, the purpose of literary psychology is to understand the psychological aspects contained in a literary work (Ratna, 2004). The literary psychology approach views literary works as psychological activities, in which the author uses thoughts, feelings, and personal experiences in creating literary works. Through the text, the author expresses mental phenomena and completes the work with a psychological dimension. The experiences and life of the author's soul are reflected in a series of literary texts imaginatively.

According to Wellek and Warren (1995), the term literary psychology has four possible meanings. First, the study of the psychology of the author as a particular type or individual. Second, the study of the creative process in writing literary works. Third, the study of the types and laws of psychology applied to literary works. And finally, the study of the impact of literature on the reader (reader psychology). There are three ways to understand the relationship between psychology and literature. First, understanding the psychological elements of the author as a writer. Second, understanding the psychological elements of fictional characters in literary works. And third, understanding the psychological elements of the reader.

By using a literary psychology approach can be analyzed and understood more about the psychological dimensions contained in literary works, both from the point of view of the author, fictional characters, and readers.

5. Sigmund Freud's Theory of Psychology

Sigmund Freud pioneered the exploration of the unconscious mind in psychology, emphasizing its role in shaping human behavior. He drew parallels between characters in literary works and dreams, both seen as avenues for indirect satisfaction. Freud's 1893 publication with Breuer, "Studies on Hysteria," marked the inception of psychoanalysis. He proposed that human psyche comprises two parts: the conscious and unconscious, with the latter likened to the submerged portion of an iceberg. Freud believed that the unconscious harbors significant motivations, conflicts, and emotional experiences, which psychoanalytic analysis seeks to unveil. This concept laid the groundwork for further psychoanalytic theories, focusing on the unconscious's influence on human thought and behavior.

    a. Id (Das Es): The Id, an innate aspect of human nature, operates on instinctual drives, seeking immediate gratification. It houses inherited traits and instincts, functioning based on the

Pleasure Principle to achieve satisfaction without regard for reality. The Id's hedonic nature prioritizes pleasure, driving human behavior.

b. Ego (Das Ich): Emerging from interactions with the environment, the Ego facilitates effective engagement with reality. It acts as a mediator between the Id's urges and the external world, guided by the Reality Principle. The Ego strives to reconcile conflicts between inner desires and external demands, regulating behavior to align with societal norms and realities.

c. Super Ego (Das Ueber Ich): The Superego embodies moral and societal values, shaped by social norms and parental teachings. It emphasizes perfection and adheres to moral standards, striving for ideal behavior in accordance with societal expectations. The Superego serves as a moral compass, promoting virtuous conduct and societal ideals.

These three aspects, Id, Ego, and Super Ego, collectively influence decision-making processes, with the Superego guiding behavior towards societal norms and moral standards.

RESEARCH METHOD

This study employed a qualitative approach utilizing content analysis. Qualitative research, as defined by Sugiyono (in Rusandi, 2021: 1), seeks to comprehend phenomena holistically, utilizing descriptive language within natural contexts. Content analysis, according to Barelson (Zuchdi, 1993: 3), is a systematic method to objectively describe communication media content and interpret message meanings.

Data were sourced primarily from The Miracle Worker movie and supplemented by relevant literature, including articles, books, theses, and related works.

Qualitative data, being inherently non-quantifiable, encompass various forms such as observational, interview, and textual data (Pawito, 2007). In this study, textual data were extracted from the movie through careful viewing to capture relevant dialogue.

Data analysis involved meticulous viewing of the movie to extract pertinent dialogue and support the narrative portrayal of Annie Sullivan's situation.

DISCUSSIONS

A. Annie Sullivan's character portrayed education based on a psychological perspective.

1. **Id, Ego, and Super Ego**

As explained in Data 1 (Id) in scene 5:24 minutes, during the night, as Kattie Keller prepared to conclude the day's learning by urging Hellen Keller to go to bed, Annie Sullivan intervened when Hellen, engrossed in play, disregarded her mother's request. Attempting to guide Hellen to bed, Annie's action inadvertently sparked chaos, leading Hellen to resist ending her play and bite Annie's hand in frustration. Witnessing this, Kattie quickly intervened, offering candy to pacify Hellen and prevent further tantrums. However, Annie, believing in the importance of discipline over reward in education, reacted with surprise and anger at Kattie's approach.

In this brief scene (36:30 – 37:38) as explained in Data 5 (Ego) Annie Sullivan's observation of Hellen Keller's behavior during breakfast, where she took food without objection from her family, raised questions about their permissive attitude towards Hellen's actions, which contradicted educational norms. Later, as explained in Data 6 (Super Ego) in scene 53:27 minutes, after reading a book Annie hurried to find a suitable location to teach Hellen, demonstrating a shift from her instinctive reactions to moral conscience, or Super Ego, guiding her actions. This transition reflects the importance of establishing a strong teacher-student bond in education. Ultimately, Annie's adherence to moral principles is rewarded when she receives

praise from Captain Keller for her successful teaching efforts, exemplifying the fulfillment of conscience within the Super Ego.

B. Finding the aspect supporting Annie Sullivan Sullivan's success in teaching in the Miracle Worker movie.

1. **As motivator (the role of the teachers)**

As explained in Data 8 in scene 01:24:07 minutes, this scene takes place during the day in a chicken coop where Annie Sullivan motivates Hellen Keller with the image of a chick about to hatch. the motivation given by Annie Sullivan is an example of a teacher as a motivator which in Sadirman (2004) argues that the teacher as a motivator is an inspirer or encourager so that students are moved to make a change.

2. **As resources (the role of the parents)**

As explained in Data 15 in scene 55:35 minutes, there are conversation that contain information about how smart Hellen Keller is. The conversation is saying how smart Hellen Keller was at six months. The role of parents in the theory of Hedwett and Frenk D (1968) says that parents as resources are a complete source of data. This is shown in the scene in data 15. Then, Annie Sullivan responded by listening as long as the conversation was going on. The success shown by Annie Sullivan from this information is the use of the Tadoma method that Annie Sullivan uses which can maximize the continuity of learning activities between Hellen Keller and Annie Sullivan.

CONCLUSION

This study is conducted to answer the first research question related to Annie Sullivan Sullivan's character is viewed from a psychological perspective and some factors contributed to Annie Sullivan's success in educating Hellen Keller as shown in The Miracle Worker movie.

In this study, the researcher used Freud's (1987) psychological theory of personality (Id, Ego, and Super Ego) which found three Id personalities in Annie Sullivan as seen in the data (1, 2, and 3), two Ego personalities as seen in the data (4 and 5), and two Super Ego personalities as seen in the data (6 and 7). These three personalities are interconnected in Annie Sullivan's determining her attitude toward teaching Hellen Keller. According to Freud (1987), the Id is the aspect that is natural in every human being since birth. Then, the Ego is a bridge for the release of the Id where on this bridge the Ego is very considering the consequences that will be received, therefore the Ego aspect also considers the prevailing norms that are far different from the nature of the Id. Lastly, Super Ego is the aspect that is morality that consists of two parts, namely, conscience and Ego Ideal. Conscience results in getting praise for what has been done, but in contrast to the Ideal Ego which will feel guilty about its decisions that are not by applicable norms.

Then, on the question of the contributing factors to Annie Sullivan Sullivan's success in educating Hellen Keller. Two factors support Annie Sullivan's success in educating Hellen Keller, the role of teachers as seen in the data (8, 9, 10, and 11) and parents as seen in the data (12, 13, 14, and 15). For the role of parents, the researcher used the theory of Hewett and Frenk D (1968). Then, for the role of the teacher, the researcher used Sadirman's theory (2004). In the final result, the researcher found two aspects of the role of parents in the Miracle Worker movie, namely as advocates and also as resources, which has three and one data respectively. Then, for the role of teachers, the researcher

found three aspects contained in the Miracle Worker movie, namely, teachers as motivators, mediators, and facilitators with each aspect having two, one, and two

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