

PERCEPTION OF MUHAMMADIYAH YOUTH IN THE SPECIAL REGION OF YOGYAKARTA ON BUYA HAMKA FILM

Guntur Bayu Taufiqqurahman ^{a,1,*}, Dani Fadillah,S.I.Kom.,M.A ^{b,2}.

^a Ahmad Dahlan University, Jl. Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55191, Indonesia

^b Ahmad Dahlan University, Jl. Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55191, Indonesia

¹ guntur1800030363@webmail.uad.ac.id; ² dani.fadillah@comm.uad.ac.id

* corresponding author

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ABSTRACT

This study aims to measure and determine how the Muhammadiyah youth generation in the particular region of Yogyakarta perceives the film Buya Hamka. This research needs to be done considering that film is not merely a means of entertainment but also a means of education. Buya Hamka is one of the national figures who deserve to be emulated by the Indonesian people today, especially regarding his sacrifice, struggle, and dedication to this nation. What's more, he is a Muhammadiyah figure from West Sumatra, so the Muhammadiyah youth generation should be able to emulate his struggles. This study uses a quantitative approach; the researcher distributes questionnaires to respondents who are members of the Muhammadiyah youth generation in the particular region of Yogyakarta; the questionnaire contains several questions to measure their perceptions of the Buya Hamka film. The data obtained from the questionnaire was then processed using the SPSS (Statistical Program for Social Science) application. From the processing results, researchers discovered the perceptions of the Muhammadiyah youth generation towards the film Buya Hamka. The research results show that. There is a synchronization between the wishes of the younger generation to enjoy special quality shows related to inspirational stories from national figures. Where the desire is directly proportional to their viewing behavior, this can be seen from the results of the SPSS data process that was conveyed in the study above, which shows that there is an awareness of the younger generation towards inspiring films of national figures by their watching behavior, as well as the condition of those who feel inspired after watching the film, where the film The theme raised the struggle of Buya Hamka

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1. Introduction

Mass communication is a form of communication that uses mass media channels. Mass communication comes from the development of the word media of mass communication (media mass communication). So mass communication is the process of delivering messages in the form of information conveyed to audiences through the media. The mass media refers to the products of modern technology as a channel of mass communication. Communication through mass media such as print media and electronic media. In modern mass communication, one development regarding mass media is the discovery of the internet. So the mass media include television, radio, the internet, magazines, newspapers, tabloids, books, and films. [1]

The film, which is a form of mass media, can have an effect on audiences. The film is considered more a medium of entertainment than a medium of persuasion. But moreover, films have great power of influence or persuasion. Public criticism and the existence of censorship institutions also show that films are very influential [2]. Meanwhile, another definition, namely film, according to Article 1 paragraph 1 of Law Number 33 of 2009 concerning film, says that film is a work of cultural art which is a social institution and mass communication media that is based on artistic principles with or without sound and can be performed. [3]

This film phenomenon has made many producers and directors make inspirational stories, including the film *Buya Hamka*. Dr. Buya Hamka is an inspirational figure in Indonesia and the Islamic world. The presence of the film *Buya Hamka*, played by Vito G. Bastian, can cure the digital generation's longing for a role model. *Crocodile Hamka* is a figure who should be used as an example, both as a religious figure and as a national fighter, and also as a writer. Many lessons can be used as examples and inspiration where a Hamka from a young age struggles for religion. [4]

The film *Buya Hamka* is a 2023 Indonesian biographical drama film directed by Fajar Bustomi which tells the story of the life of a writer who is also a great scholar who has produced many works and is also full of meaning and advice for anyone who enjoys them. Apart from this, it turns out that Buya Hamka's concern for the younger generation cannot be underestimated; Hamka pays very great attention to those who will later become the successors to control the nation; his words show this, "I am happier. And feel more useful when dealing with two young men who are passionate and aspiring, who are always restless and restless, who are not satisfied, who want to carve stone and say: This is me." [5]

Hamka's optimism for the younger generation made researchers decide to research the Muhammadiyah youth generation in the Special Region of Yogyakarta. [6] There are several factors why the researcher chose the Muhammadiyah Youth Generation, namely because the Muhammadiyah Youth Generation, which will continue the struggle of this nation, can serve as an example of the spirit of Buya Hamka, who is a figure of nationalism and always fights to defend the country, state, and people who are inspirational figures for all groups. The height of his knowledge, the contribution of his role, and all his works can always be used as encouragement for the Muhammadiyah Youth Generation in particular. [7]

2. The Proposed Method/Algorithm

2.1. Theoretical Framework

This study uses the agenda-setting theory of the media, namely that the press is only sometimes successful in telling us what to think. Still, the media is successful in telling us what to think. The mass media always directs us to what we should do. The press provides agendas through its reporting, while the public follows it. According to the assumption of this theory, the press can select and direct public attention to specific ideas or events. The media tells us what is essential and what is not. The press also regulates what we must see and whose figures we must support [8]. The effects of the agenda-setting model consist of direct impact and follow-up effects. The immediate effect relates to the issue, whether or not the problem is on the audience's agenda. Of all the issues, which one is considered the most important according to the audience, while the aftereffect is in the form of perception (knowledge about specific events) [9]

Agenda-setting theory [10] is a mass communication science concept that the mass media can determine the agenda or public attention by highlighting, selecting, and choosing specific news topics. The development of the agenda-setting theory of the media has evolved over the years. The following are some crucial developments from this theory: first, Maxwell McCombs and Donald Shaw developed the initial generation of Agenda Setting Theory in 1972. They conducted research during the 1968 US presidential election campaign. They concluded that the mass media can influence what society considers essential by paying more attention to some topics and ignoring others. [11]

The subsequent development is the concept of "agenda-setting channels," which states that not only does the mass media influence public attention, but also that different communication channels such as social media, cable television, or the internet also have a role in shaping society's

agenda. Then in 2009, Pamela Shoemaker and Tim Vos proposed the concept of "agenda-setting gatekeeping," which highlighted the role of editors and decision-makers in the media in selecting and determining news topics to be presented to the public. This concept emphasizes that editorial decisions can influence what is of public concern. [12]

Entering 2004, McCombs introduced Agenda Building, a concept that focuses more on the process behind the selection of news topics by the media. This theory emphasizes the role of political actors, interest groups, and opinion leaders in shaping the media agenda by directing public attention to specific issues. Then in 2016, Zhang and Peng introduced the theory of agenda setting, which states that differences in public awareness between the mass media and the public can lead to "conflicting" agendas that reflect broader social consensus. [13]

This agenda-setting theory of media has continued with developments in communication technology and changes in how people interact with the media. The influence of the mass media and the issues they raise will continue to be the subject of research and debate in communication studies and other social sciences. [14]

Today, the theory of media setting agendas still has significant relevance and merit in modern information and communication. Understanding the Effects of Mass Media: Agenda-setting theory helps people be aware of how the mass media can influence and shape their opinions and views on various issues. With this understanding, society can consume news and media content more critically.[15]

Apart from that, the agenda-setting theory of the media also plays a role in building awareness about news priorities. This theory helps people understand that the mass media not only presents information but also chooses news topics that are considered necessary. Thus, the public can be more aware of and question the priorities of the news presented by the media. [16]

This theory is also helpful for society to deal with media bias because agenda-setting theory helps people to recognize that the mass media can have a preference in selecting and emphasizing specific news topics. [8] This allows the public to seek information from various sources and perspectives to obtain a more complete and objective picture. With this theory, the public will also be able to understand public issues. This theory helps the public better understand general problems that are being discussed and of concern to the community. Thus, the community can actively participate in discussions and debates on these issues.[17]

In addition, audiences can recognize the influence of media channels because the agenda-setting theory not only focuses on traditional mass media but also considers the role of social media, cable television, and other digital platforms. This helps people understand that different media channels have different influences in shaping the agenda and public attention [18]. Likewise, in understanding Global Influence, agenda-setting theory helps people realize that the media from various countries can influence the news agenda in other countries. It is essential to know how local and global factors influence international news. [19]

Equally important, this theory encourages Media Responsibility because this theory also places the responsibility on the mass media to present news in an accurate, balanced, and transparent manner. The press is reminded of its role as a party that strongly influences public perceptions.. [20] By understanding the benefits of agenda-setting theory in the media, people can be wiser in consuming information, more critical of the news presented, and more active in public communication. [21]

2.2. Maintaining the Integrity of the Specifications

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3. Method

3.1. Types of research

In systematically forming goals that are descriptions, descriptions, or drawings, the researcher uses quantitative research, which discusses statistical analysis and is accurate and factual. Moreover, in collecting data, the questionnaire is one of the tools for taking samples from a population, the nature of which aims to explain in detail the actual situation regarding the Perceptions of the Muhammadiyah Youth Generation in the Special Region of Yogyakarta for the *Buya Hamka* Film

The quantitative approach is data analysis through statistical procedures that emphasize testing theories through measurement numbers on research variables (Untung, 2019). The Likert scale is a quantitative approach whose purpose is to measure respondents' answers which are divided into five (Dharma, 2020)

Value 5 = Strongly Agree

Value 4 = Agree

Value 3 = Doubtful

Value 2 = Disagree

Value 1 = Strongly Disagree

3.2. Research Objects and Locations

This research was generalized with a focus on the Muhammadiyah youth generation. Then the observations made in this study used a questionnaire or questionnaire to observe the object directly.

3.3. Population

In quantitative research, the population is a generalization area composed of objects/subjects with certain characteristic qualities determined by the researcher for further conclusions to be drawn. [22] In this study, the researchers determined the population was the Muhammadiyah Youth Generation, totaling 204 people.

3.4. Sampling Technique

The sampling technique used in this study is purposive, providing sample instructions based on specific characteristics or characteristics closely related to those being studied. [22]. Based on the research data, the samples taken must have the following characteristics:

- a. The young generation of the Muhammadiyah Special Region of Yogyakarta
- b. Watch the movie *Buya Hamka*.

Prior to distributing the questionnaires to 204 respondents, the researchers conducted a pilot study that aimed to find out and also the maturity of the questionnaires to be tested valid or not for distribution by distributing questionnaires to five respondents with the characteristics of Indonesian students in the Special Region of Yogyakarta, so that if the respondents had filled out the next stage the results of the pilot study questionnaire were tested to the next stage using the SPSS application. Moreover, the results obtained from this pilot study stated that the research questionnaire was valid and feasible to distribute to 204 respondents.

3.5. Data source

To explain where data is obtained, the research divides into two data sources:

Primary data sources, namely the leading research data sources obtained directly from the first source in the form of a questionnaire.

Secondary data sources are taken indirectly from the source, including journals, websites, books, and other sources that support and relate to this research topic.

3.6. Data collection technique

To obtain data with the suitability of the problem being investigated by the researcher, the researcher uses the online questionnaire method in the form of Google Form for data acquisition or

collection, which in this questionnaire or questionnaire method contains several written questions to obtain respondent information about his personality or matters relating to what is being investigated by researchers.

3.7. Data Validation And Reliability Techniques

- Validity test. According to Sugiyono and Lestari, validity is the accuracy between the data and the research object; if the instrument is valid, it indicates that the measuring data is also valid. Validation also shows if the measured variable correctly states that the variable to be studied is valid [23]. The SPSS program version 21 is a program to test the validity of each item used in research by correlating each number of each item score and the total score; then, this correlation coefficient will be compared with the validation. Whether it is valid or not is determined as follows [23]:

If $r \text{ count} \geq r \text{ table}$, then the instrument item is said to be valid.

If $r \text{ count} \leq r \text{ table}$, then the instrument item is said to be invalid.

- Reliability Test. According a reliable instrument is when there are similarities in data at different times. A reliable instrument means an instrument that will produce the same data when used several times to measure the same object. Reliable means consistent or stable; a measuring instrument is said to be reliable if the results of the measuring instrument are consistent so that it can be trusted [24]

Cronbach's Alpha is a formula for testing the reliability of research questionnaires, described as follows:

$$\alpha = \frac{Kr}{1+(K-r)r}$$

Information:

α = Cronbach Alpha coefficient

K = Number of valid items

R = Mean correlation between items

The provisions for measuring reliability pay attention to several things:

The reliability test is seen from Cronbach Alpha; if the value is > 0.60 , the composition of the variable dimension questions is reliable.

If the Cronbach Alpha value is < 0.60 , the variable dimension questions' composition is unreliable.

Data analysis technique

This study uses more than one independent variable (free) that affects the dependent variable (bound), so this study uses simple linear regression. Simple linear regression or based on the functional or causal relationship of one independent variable with one dependent variable. Simple linear regression analysis was used to test the nature of the causal relationship between the independent and dependent variables. [25]

The following is a simple linear regression equation:

$$Y = a + bXz$$

Information:

X = independent variable

Y = dependent variable

$a = \text{Constantf}$

b = regression coefficient, the number of increases or decreases in the dependent variable based on the independent variables; if $b (+)$, then it increases, whereas if $b (-)$, there is a decrease.

3.8. Data Hypothesis Testing Techniques

- Test the Coefficient of Determination (R^2)

To determine the measurement of how big and how far the contribution of the influence given by the independent variable (X) to the dependent variable (Y) is referred to as the coefficient of determination (R^2). The coefficient of determination is zero and one, so if the ability of the independent variables to explain the contribution of the influence of the dependent variable is minimal, it indicates that the value of R^2 is small or zero. If the independent variables contribute the required and sufficient influence on the dependent variable, the value is close to one. [26]

- Simultaneous Test (Test F)

To determine whether the independent variable (X) shows the same or simultaneous effect on the dependent variable (Y). The decision to take the simultaneous test or f test uses significant figures. If the significance value is below 0.05, the hypothesis can be accepted, but if the significance value is below 0.05, the hypothesis is rejected. [27]

- Partial Test (t-test)

To test the significant effect partially between the independent variable (X) on the dependent variable (Y), based on decision-making is a significant test of individual parameters or the t-test, which is described as follows [28]

If the significance ≤ 0.05 , the hypothesis is accepted, meaning the independent variables affect the dependent variable.

If the significance ≥ 0.05 , the hypothesis is accepted, meaning the independent variables affect the dependent variable.

- Comparison of the Relationship between the Independent Variable (X) and the Dependent Variable (Y) To find out the relationship between the independent variable (X) and the dependent variable (Y) it can be seen by adding up all the respondents for each variable who answered in agreement and then dividing by the total question. [29]

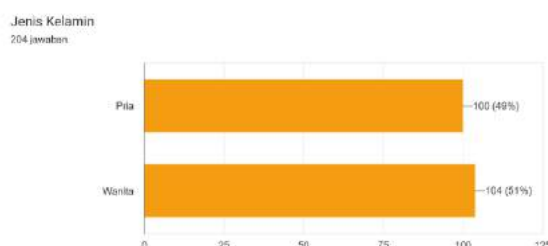
4. Results and Discussion

Research result

From the data collection results using questionnaires distributed through Google Forms, 204 people got responses. The profile of the respondents in this study was observed to give an idea of what the sample of this study was like [30]. Respondents were categorized based on several groups based on gender and age.

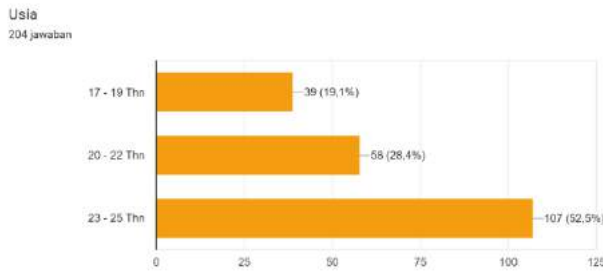
Respondent Profile

Based on gender, there were 100 people (49%) male respondents, and the number of female respondents was 104 people (51%). This shows that female respondents were more



involved in this study than male respondents, and only 4 people, or 2% of respondents, differed.

Based on the age of the respondents, there was one age group that dominated, namely respondents aged 23-25 years, 107 people (52.5%); there were also quite a lot of respondents aged 20-22 years, namely 58 people (28.4%) , and respondents aged 17-19 years were only 39 people



(19.1%).

Views of the Young Generation on Buya Hamka's Film This study provides an overview of the responses to the film Buya Hamka as follows.

Statement

- 1. = Strongly Disagree
- 2. = Disagree
- 3. = Doubt - Doubt
- 4. = Agree
- 5. = Strongly Agree

Table 1. Youth Generation Perceptions of Historical Films

Watching movies should be done not only to get entertainment but also to get education and knowledge.	The younger generation should also like historical-themed films.	I want many production houses to tell inspiring stories of national heroes.
1 = 0 Respondent (0%)	1 = 0 Respondent (0%)	1 = 0 Respondent (0%)
2 = 3 Respondent (1,5%)	2 = 2 Respondent (1%)	2 = 0 Respondent (0%)
3 = 15 Respondent (7,4%)	3 = 20 Respondent (9,8%)	3 = 26 Respondent (12,7%)
4 = 147 Respondent (72,1%)	4 = 132 Respondent (64,7%)	4 = 125 Respondent (61,3%)
5 = 39 Respondent (19,1%)	5 = 50 Respondent (24,5%)	5 = 53 Respondent (26%)

In Table 1, with the statement **"Watching movies should be done not only to get entertainment but also to get education and knowledge,"** the following results are obtained:

None of the respondents rated 1 in this question, so the percentage is 0% (n=0). 1.5% of respondents gave an assessment of 2 (n = 3). In assessment 3, there were 7.4% of respondents (n = 15). For the highest number of respondents, there is an assessment of 4 with 72.1% of respondents (n = 147). Moreover, in assessment 5, 19.1% of respondents (n = 39). The results above describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 147 respondents (72.1%).

In Table 1, with the statement "**The younger generation should also like historical-themed films,**" the following results are obtained:

None of the respondents rated 1 in this question, so the percentage is 0% (n=0). 1% of respondents assessed 2 (n = 2). In assessment 3, there were 9.8% of respondents (n=20). For the highest number of respondents, it was in Assessment 4, with 64.7% of respondents (n = 132). Moreover, in assessment 5, there were 24.5% of respondents (n = 50). The results above describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 132 (64.7%).

In Table 1, with the statement "**I want many production houses to tell inspiring stories of national heroes,**" the following results are obtained:

None of the respondents rated 1 in this question, so the percentage is 0% (n=0). Assessment 2 also has no respondents, meaning 0% (n = 0). In assessment 3, 12.7% of respondents (n = 26). For the highest number of respondents, it was in Assessment 4, with 61.3% of respondents (n = 125). Moreover, in assessment 5 there were 26% of respondents (n = 53). The results above describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 125 respondents (61.3%).

Table 2. Responses of the Young Generation to the Buya Hamka Film

Buya Hamka is one of the inspirational national figures.	Films about Buya Hamka must be adequately produced.	A film about Buya Hamka must be able to inspire the Young Generation.
1 = 0 Respondent (0%)	1 = 0 Respondent (0%)	1 = 0 Respondent (0%)
2 = 0 Respondent (0%)	2 = 0 Respondent (0%)	2 = 0 Respondent (0%)
3 = 2 Respondent (1%)	3 = 2 Respondent (1%)	3 = 10 Respondent (4,9%)
4 = 126 Respondent (61,8%)	4 = 125 Respondent (61,3%)	4 = 139 Respondent (68,1%)
5 = 76 Respondent (37,3%)	5 =77 Respondent (37,7%)	5 = 55 Respondent (27%)

In Table 2, with the statement "**Buya Hamka is one of the inspirational national figures,**" the following results are obtained:

There were no respondents who gave responses to Assessment 1 and Assessment 2, which means 0% of respondents (n = 0). 2 respondents gave responses to the 3 assessments. This percentage was 1% (n=2). As many as 61.8% of respondents responded to assessment 4 (n = 126). 76 respondents gave responses at the value level of 5. This percentage is 37.3% of the total number of respondents. These results describe the distribution of respondents in five different studies. Assessment 4 has the highest number of respondents, with 126 (61.8%).

In Table 2, with the statement "**Films about Buya Hamka must be produced properly,**" the following results are obtained:

There were no respondents who gave responses to Assessment 1 and Assessment 2, which means 0% of respondents (n = 0). 2 respondents gave responses to the 3 assessments. This percentage was 1% (n=2). As many as 61.3% of respondents responded to assessment 4 (n = 125). 77 respondents gave responses at the value level of 5. This percentage is 37.7% of the total number of respondents. These results describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 125 respondents (61.3%).

In Table 2, with the statement "**Films about Buya Hamka must be able to inspire the Young Generation,**" the following results are obtained:

There were no respondents who gave responses to Assessment 1 and Assessment 2, which means 0% of respondents (n = 0). 10 respondents responded to these 3 assessments; the percentage was 4.9% (n = 10). As many as 68.1% of respondents responded to assessment 4 (n = 139). 55 respondents gave responses at the value level of 5. This percentage is 27% of the total number of respondents. These results describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 139 respondents with a percentage (68.1%).

Table 3. Youth Responses to Inspirational Stories

I watch movies to get Education and Knowledge	I also like historical-themed films.	I love the inspirational stories of national heroes.
1 = 0 Respondent (0%)	1 = 2 Respondent (1%)	1 = 0 Respondent (0%)
2 = 5 Respondent (2,5%)	2 = 4 Respondent (2%)	2 = 5 Respondent (2,5%)
3 = 45 Respondent (22,1%)	3 = 63 Respondent (30,9%)	3 = 49 Respondent (24%)
4 = 113 Respondent (55,4%)	4 = 84 Respondent (41,2%)	4 = 107 Respondent (52,5%)
5 = 41 Respondent (20,1%)	5 = 51 Respondent (25%)	5 = 43 Respondent (21,1%)

In Table 3, with the statement **"I watch movies to get Education and Knowledge,"** the following results are obtained:

No respondents responded to the rating 1, which means (n = 0). 5 respondents gave responses at 2. This percentage was 2.5% of respondents (n = 5). Assessment 3 has 22.1% of respondents with a value (n = 45). As many as 55.4% of respondents responded to assessment 4 (n = 113). 41 respondents gave responses at the level of 5. This percentage was 20.1% of the total number of respondents. The results above describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 113 (55.4%).

In Table 3, with the statement **"I also like historical-themed films,"** the following results are obtained:

There is 1% of respondents in assessment 1 (n = 2). In assessment 2, there were 4 respondents with a percentage of 2%. Moreover, assessment 3 has 30.9% of respondents (n=63). For the highest number of respondents, there is an assessment of 4 with 41.2% of respondents (n = 84). 51 respondents responded to the 5 assessments. This percentage was 25% of the total number of respondents. These results describe the distribution of respondents into five different categories. Category 4 has the highest number of respondents, with 84 respondents (41.2%), followed by Research 3, with 63 respondents (30.9%). Assessment 1 and Assessment 2 have a lower number of respondents and percentages.

In Table 3, with the statement **"I like the inspirational stories of national heroes,"** the following results are obtained:

No respondents responded to the rating 1, which means (n = 0). 5 respondents gave responses at 2. This percentage was 2.5% of respondents (n = 5). Assessment 3 24% of respondents with a value (n = 49). As many as 52.5% of respondents responded to assessment 4 (n = 107). 43 respondents gave their responses at the level of 5. This percentage was 21.1% of the total number of respondents. The results above describe the distribution of respondents into five different assessments. Assessment 4 has the highest number of respondents, with 107 respondents (52.5%).

Table 4. Responses of the Muhammadiyah Youth Generation to the Results of the Buya Hamka Film

The story of Buya Hamka deserves to be made into a film.	The film about Buya Hamka has been well produced.	I was inspired by Buya Hamka's struggles after watching this film.
1 = 0 Respondent (0%)	1 = 0 Respondent (0%)	1 = 0 Respondent (0%)
2 = 0 Respondent (0%)	2 = 0 Respondent (0%)	2 = 0 Respondent (0%)
3 = 5 Respondent (2,5%)	3 = 8 Respondent (3,9%)	3 = 4 Respondent (2%)
4 = 113 Respondent (55,4%)	4 = 145 Respondent (71,1%)	4 = 157 Respondent (77%)
5 = 86 Respondent (42,2%)	5 = 51 Respondent (25%)	5 = 43 Respondent (21,1%)

In Table 4, with the **statement "The story of Buya Hamka deserves to be made into a film,"** the following results are obtained:

There were no respondents who gave responses to Assessment 1 and Assessment 2, which means 0% of respondents (n = 0). 5 respondents gave responses to the 3 assessments. This percentage was 2.5% (n = 5). As many as 55.4% of respondents responded to assessment 4 (n = 113). 86 respondents gave responses at the value level of 5. This percentage was 42.2% of the total number of respondents. These results describe the distribution of respondents in five different studies. Assessment 4 has the highest number of respondents, with 113 (55.4%).

In Table 4, with the **statement "The film about Buya Hamka has been produced properly,"** the following results are obtained:

There were no respondents who gave responses to Assessment 1 and Assessment 2, which means 0% of respondents (n = 0). 8 respondents responded to this 3 assessment. The percentage was 3.9% (n = 8). As many as 71.1% of respondents responded to assessment 4 (n = 145). 51 respondents gave responses at the value level of 5. This percentage is 25% of the total number of respondents. These results describe the distribution of respondents in five different studies. Assessment 4 has the highest number of respondents, with 145 (71.1%).

In Tale 4, with the **statement, "I was inspired by Buya Hamka's struggle after watching this film,"** the following results were obtained:

There were no respondents who gave responses to Assessment 1 and Assessment 2, which means 0% of respondents (n = 0). 4 respondents gave responses to the 3 assessments. This percentage was 2% (n=4). As many as 77% of respondents responded to assessment 4 (n = 157). 43 respondents gave responses at the value level of 5. This percentage is 21.1% of the total number of respondents. These results describe the distribution of respondents in five different studies. Assessment 4 has the highest number of respondents, with 157 respondents (77%).

Frequencies

Statistics

		Name	Sex	Usia
N	Valid	204	204	204
	Missing	0	0	0

Frequency Table

Name

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Resp01	1	,5	,5	,5

Resp02	1	,5	,5	1,0
Resp03	1	,5	,5	1,5
Resp04	1	,5	,5	2,0
Resp05	1	,5	,5	2,5
Resp06	1	,5	,5	2,9
Resp07	1	,5	,5	3,4
Resp08	1	,5	,5	3,9
Resp09	1	,5	,5	4,4
Resp10	1	,5	,5	4,9
Resp100	1	,5	,5	5,4
Resp101	1	,5	,5	5,9
Resp102	1	,5	,5	6,4
Resp103	1	,5	,5	6,9
Resp104	1	,5	,5	7,4
Resp105	1	,5	,5	7,8
Resp106	1	,5	,5	8,3
Resp107	1	,5	,5	8,8
Resp108	1	,5	,5	9,3
Resp109	1	,5	,5	9,8
Resp11	1	,5	,5	10,3
Resp110	1	,5	,5	10,8
Resp111	1	,5	,5	11,3
Resp112	1	,5	,5	11,8
Resp113	1	,5	,5	12,3
Resp114	1	,5	,5	12,7
Resp115	1	,5	,5	13,2
Resp116	1	,5	,5	13,7
Resp117	1	,5	,5	14,2
Resp118	1	,5	,5	14,7
Resp119	1	,5	,5	15,2
Resp12	1	,5	,5	15,7
Resp120	1	,5	,5	16,2
Resp121	1	,5	,5	16,7
Resp122	1	,5	,5	17,2
Resp123	1	,5	,5	17,6
Resp124	1	,5	,5	18,1

Resp125	1	,5	,5	18,6
Resp126	1	,5	,5	19,1
Resp127	1	,5	,5	19,6
Resp128	1	,5	,5	20,1
Resp129	1	,5	,5	20,6
Resp13	1	,5	,5	21,1
Resp130	1	,5	,5	21,6
Resp131	1	,5	,5	22,1
Resp132	1	,5	,5	22,5
Resp133	1	,5	,5	23,0
Resp134	1	,5	,5	23,5
Resp135	1	,5	,5	24,0
Resp136	1	,5	,5	24,5
Resp137	1	,5	,5	25,0
Resp138	1	,5	,5	25,5
Resp139	1	,5	,5	26,0
Resp14	1	,5	,5	26,5
Resp140	1	,5	,5	27,0
Resp141	1	,5	,5	27,5
Resp142	1	,5	,5	27,9
Resp143	1	,5	,5	28,4
Resp144	1	,5	,5	28,9
Resp145	1	,5	,5	29,4
Resp146	1	,5	,5	29,9
Resp147	1	,5	,5	30,4
Resp148	1	,5	,5	30,9
Resp149	1	,5	,5	31,4
Resp15	1	,5	,5	31,9
Resp150	1	,5	,5	32,4
Resp151	1	,5	,5	32,8
Resp152	1	,5	,5	33,3
Resp153	1	,5	,5	33,8
Resp154	1	,5	,5	34,3
Resp155	1	,5	,5	34,8
Resp156	1	,5	,5	35,3
Resp157	1	,5	,5	35,8

Resp158	1	,5	,5	36,3
Resp159	1	,5	,5	36,8
Resp16	1	,5	,5	37,3
Resp160	1	,5	,5	37,7
Resp161	1	,5	,5	38,2
Resp162	1	,5	,5	38,7
Resp163	1	,5	,5	39,2
Resp164	1	,5	,5	39,7
Resp165	1	,5	,5	40,2
Resp166	1	,5	,5	40,7
Resp167	1	,5	,5	41,2
Resp168	1	,5	,5	41,7
Resp169	1	,5	,5	42,2
Resp17	1	,5	,5	42,6
Resp170	1	,5	,5	43,1
Resp171	1	,5	,5	43,6
Resp172	1	,5	,5	44,1
Resp173	1	,5	,5	44,6
Resp174	1	,5	,5	45,1
Resp175	1	,5	,5	45,6
Resp176	1	,5	,5	46,1
Resp177	1	,5	,5	46,6
Resp178	1	,5	,5	47,1
Resp179	1	,5	,5	47,5
Resp18	1	,5	,5	48,0
Resp180	1	,5	,5	48,5
Resp181	1	,5	,5	49,0
Resp182	1	,5	,5	49,5
Resp183	1	,5	,5	50,0
Resp184	1	,5	,5	50,5
Resp185	1	,5	,5	51,0
Resp186	1	,5	,5	51,5
Resp187	1	,5	,5	52,0
Resp188	1	,5	,5	52,5
Resp189	1	,5	,5	52,9
Resp19	1	,5	,5	53,4

Resp190	1	,5	,5	53,9
Resp191	1	,5	,5	54,4
Resp192	1	,5	,5	54,9
Resp193	1	,5	,5	55,4
Resp194	1	,5	,5	55,9
Resp195	1	,5	,5	56,4
Resp196	1	,5	,5	56,9
Resp197	1	,5	,5	57,4
Resp198	1	,5	,5	57,8
Resp199	1	,5	,5	58,3
Resp200	1	,5	,5	58,8
Resp201	1	,5	,5	59,3
Resp202	1	,5	,5	59,8
Resp203	1	,5	,5	60,3
Resp204	1	,5	,5	60,8
Resp21	1	,5	,5	61,3
Resp22	1	,5	,5	61,8
Resp23	1	,5	,5	62,3
Resp24	1	,5	,5	62,7
Resp25	1	,5	,5	63,2
Resp26	1	,5	,5	63,7
Resp27	1	,5	,5	64,2
Resp28	1	,5	,5	64,7
Resp29	1	,5	,5	65,2
Resp30	1	,5	,5	65,7
Resp31	1	,5	,5	66,2
Resp32	1	,5	,5	66,7
Resp33	1	,5	,5	67,2
Resp34	1	,5	,5	67,6
Resp35	1	,5	,5	68,1
Resp36	1	,5	,5	68,6
Resp37	1	,5	,5	69,1
Resp38	1	,5	,5	69,6
Resp39	1	,5	,5	70,1
Resp40	1	,5	,5	70,6
Resp40	1	,5	,5	71,1

Resp41	1	,5	,5	71,6
Resp42	1	,5	,5	72,1
Resp43	1	,5	,5	72,5
Resp44	1	,5	,5	73,0
Resp45	1	,5	,5	73,5
Resp46	1	,5	,5	74,0
Resp47	1	,5	,5	74,5
Resp48	1	,5	,5	75,0
Resp49	1	,5	,5	75,5
Resp50	1	,5	,5	76,0
Resp51	1	,5	,5	76,5
Resp52	1	,5	,5	77,0
Resp53	1	,5	,5	77,5
Resp54	1	,5	,5	77,9
Resp55	1	,5	,5	78,4
Resp56	1	,5	,5	78,9
Resp57	1	,5	,5	79,4
Resp58	1	,5	,5	79,9
Resp59	1	,5	,5	80,4
Resp60	1	,5	,5	80,9
Resp61	1	,5	,5	81,4
Resp62	1	,5	,5	81,9
Resp63	1	,5	,5	82,4
Resp64	1	,5	,5	82,8
Resp65	1	,5	,5	83,3
Resp66	1	,5	,5	83,8
Resp67	1	,5	,5	84,3
Resp68	1	,5	,5	84,8
Resp69	1	,5	,5	85,3
Resp70	1	,5	,5	85,8
Resp71	1	,5	,5	86,3
Resp72	1	,5	,5	86,8
Resp73	1	,5	,5	87,3
Resp74	1	,5	,5	87,7
Resp75	1	,5	,5	88,2
Resp76	1	,5	,5	88,7

Resp77	1	,5	,5	89,2
Resp78	1	,5	,5	89,7
Resp79	1	,5	,5	90,2
Resp80	1	,5	,5	90,7
Resp81	1	,5	,5	91,2
Resp82	1	,5	,5	91,7
Resp83	1	,5	,5	92,2
Resp84	1	,5	,5	92,6
Resp85	1	,5	,5	93,1
Resp86	1	,5	,5	93,6
Resp87	1	,5	,5	94,1
Resp88	1	,5	,5	94,6
Resp89	1	,5	,5	95,1
Resp90	1	,5	,5	95,6
Resp91	1	,5	,5	96,1
Resp92	1	,5	,5	96,6
Resp93	1	,5	,5	97,1
Resp94	1	,5	,5	97,5
Resp95	1	,5	,5	98,0
Resp96	1	,5	,5	98,5
Resp97	1	,5	,5	99,0
Resp98	1	,5	,5	99,5
Resp99	1	,5	,5	100,0
Total	204	100,0	100,0	

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-laki	100	49,0	49,0	49,0
	Perempuan	104	51,0	51,0	100,0
	Total	204	100,0	100,0	

Usia					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	17 - 19 Thn	39	19,1	19,1	19,1
	20 - 22 Thn	58	28,4	28,4	47,5
	23 - 25 Thn	107	52,5	52,5	100,0
	Total	204	100,0	100,0	

Descriptive s

Descriptive Statistics								
	N	Minimum	Maximum	Mean		Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
Item08	204	1	5	3,87	,059	,844	-,005	,339
Item09	204	2	5	3,92	,052	,739	-,288	,339
Item07	204	2	5	3,93	,050	,719	-,071	,339
Item01	204	2	5	4,09	,039	,563	2,249	,339
Item02	204	2	5	4,13	,042	,607	,790	,339
Item03	204	3	5	4,13	,043	,610	-,368	,339
Item12	204	3	5	4,19	,031	,441	,521	,339
Item11	204	3	5	4,21	,035	,496	,080	,339
Item06	204	3	5	4,22	,036	,521	-,093	,339
Item04	204	3	5	4,36	,035	,502	-1,318	,339
Item05	204	3	5	4,37	,035	,503	-1,338	,339
Item10	204	3	5	4,40	,038	,538	-1,038	,339
Valid N (listwise)	204							

Frekuensi

s

Statistics

		Name	Sex	Usia
N	Valid	204	204	204
	Missing	0	0	0

The data that has been presented shows that the results are valid and can be trusted. Data was collected using a careful and accurate methodology, following established standards. Careful analysis has also been carried out to ensure data integrity and avoid any bias that may arise. Therefore, the conclusions and findings from this data can be considered valid and relevant to the research or analysis.

5. Conclusion

There is a synchronization between the wishes of the younger generation to enjoy special quality shows related to inspirational stories from national figures. Where the desire is directly proportional to their viewing behavior, this can be seen from the results of the SPSS data process that was conveyed in the study above, which shows that there is an awareness of the younger generation towards inspiring films of national figures by their watching behavior, as well as the condition of those who feel inspired after watching the film, where the film The theme raised the struggle of Buya Hamka. In the future, this research may be obliged to carry out similar studies, namely to measure how a film presents inspirational stories by bringing up the life stories of national figures.

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