

**FRAMING ANALYSIS OF EDUCATIONAL MESSAGES IN THE SHORT FILM
“MAKRO” PRODUCED BY THE MINISTRY OF FINANCE OF THE REPUBLIC OF
INDONESIA**

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ABSTRACT

The development of audiovisual media has positioned film as an effective medium of mass communication capable of delivering messages through the integration of visual elements, sound, and narrative structures that shape audience perception. In the educational context, film functions not merely as entertainment but also as a learning medium that communicates economic, social, and moral values in an engaging and accessible manner. This study aims to analyze the framing of educational messages in the short film “Makro” produced by the Ministry of Finance of the Republic of Indonesia. The research applies the framing analysis model proposed by Robert N. Entman (1993), which consists of four elements: defining problems, diagnosing causes, making moral judgments, and suggesting treatment recommendations. Using a descriptive qualitative approach, this study conducts content analysis of the film’s audiovisual narrative, including dialogue, scenes, character expressions, and storyline structure. The findings indicate that the film frames economic education through financial literacy awareness and tax responsibility, moral education through values of honesty, discipline, and accountability, and social education through empathy, social participation, and collective responsibility. The study concludes that the framing strategy employed in the film not only communicates economic literacy but also strengthens the institutional image of the Ministry of Finance as a humanistic organization promoting ethical and educational values through narrative storytelling.

Keywords: Framing Analysis, Educational Messages, Short Film, Public Communication, Ministry of Finance

INTRODUCTION

The rapid development of digital media in the modern era has introduced various creative forms of delivering educational messages, one of which is the short film. Film functions not only as entertainment but also as a communication medium capable of shaping public perceptions, attitudes, and understanding of social, economic, and moral issues (Indrayana & Ninarohmah, 2022). Amid the overwhelming flow of digital information and popular entertainment, short films have emerged as a strategic medium for conveying concise yet meaningful educational messages. Their limited duration enables messages to be delivered more effectively to digital audiences (Goang et al., 2023). The advancement of audiovisual media has established film as one of the most effective forms of mass communication because it combines visual imagery, sound, and narrative structures that influence audience interpretation (Pratama, 2021). In educational contexts, film serves as a learning tool capable of communicating moral, social, and economic values more attractively and comprehensibly than purely textual media (Widyastuti, 2020). Therefore, short films possess significant potential as persuasive instruments for public education.

As a public institution, the Ministry of Finance of the Republic of Indonesia holds responsibility for promoting economic literacy and fostering public awareness regarding national financial management. One of its initiatives in public communication is the production of the short film “Makro.” The film presents educational messages related to

macroeconomic understanding, citizens' roles in national development, and values of responsibility and integrity as foundations of financial governance. The short film "*Makro*" portrays economic issues through a family-life narrative, making abstract macroeconomic concepts more relatable and accessible. This narrative strategy makes the film relevant for analysis within the framework of public communication and media studies. A framing analysis is necessary to identify how the film constructs particular meanings through selected scenes, character representation, and narrative emphasis.

Framing plays a crucial role in determining how audiences interpret media messages. According to Robert N. Entman (1993), framing involves selecting certain aspects of perceived reality and making them more salient in a communicating text to promote a specific problem definition, causal interpretation, moral evaluation, and treatment recommendation. Through this perspective, researchers can uncover how educational messages are structured and directed to shape public understanding. This study addresses the following research question: How are economic, social, and moral educational messages framed in the short film "*Makro*" produced by the Ministry of Finance of the Republic of Indonesia? The objective of this research is to analyze the construction of educational framing within the film in order to understand the values, meanings, and communicative direction conveyed to the public.

RESEARCH METHOD

This study employs a qualitative descriptive approach using framing analysis. The qualitative method is chosen because the research focuses on interpreting meanings, symbols, and narrative constructions within media texts rather than measuring numerical data. The object of this research is the short film "*Makro*" produced by the Ministry of Finance of the Republic of Indonesia. The research was conducted from October to December 2025. Primary data consist of the film's audiovisual content, including dialogues, scenes, character expressions, settings, and narrative sequences that represent economic, moral, and social educational messages. Secondary data were obtained from scholarly books, academic journals, and official documents related to framing theory and public communication.

Data collection techniques included non-participant observation by repeatedly watching the film to identify scenes containing educational messages. Documentation techniques were applied by recording significant dialogues and visual elements relevant to the research indicators. The researcher acted as the primary research instrument (human instrument), supported by a categorization sheet based on framing elements and types of educational messages. The analysis uses the framing model developed by Robert N. Entman (1993), which includes four analytical elements; 1) Define problems, 2) Diagnose causes, 3) Make moral judgments, 4) Treatment recommendations. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The validity of findings was ensured through theoretical triangulation by comparing results with relevant literature in framing and public communication studies.

RESULTS AND DISCUSSION

The findings indicate that the short film "*Makro*" produced by the Ministry of Finance of the Republic of Indonesia frames educational messages into three primary

categories: moral education, economic education, and social education. Based on scene observation and dialogue analysis, moral and economic messages appear more dominant than social messages. The distribution of educational message occurrences is presented in Table 1.

Table 1
Distribution of Educational Message Occurrences in the Short Film “Makro”

No.	Type of Educational Message	Sub-Indicators	Number of Scenes
1	Moral Education	Responsibility (4), Honesty (3), Discipline (2), Hard Work (3), Social Concern (2)	14
2	Economic Education	Tax Awareness (2), Macroeconomic Understanding (2), Personal Financial Management (2), Productivity (2)	8
3	Social Education	Mutual Cooperation (3), Empathy (2), Community Participation (2), Social Justice (2)	9

Source: Researcher’s analysis (2025)

Framing Analysis Based on Entman’s Model

Using the framing model of Robert N. Entman (1993), the findings are categorized as follows: 1) Define Problems. The film defines low economic literacy and limited individual responsibility as the main problems affecting national economic stability. These issues are portrayed through everyday family life rather than abstract macroeconomic discourse. 2) Diagnose Causes. The causes are framed as a lack of public understanding regarding the relationship between individual economic behavior and national economic conditions. 3) Make Moral Judgments. The narrative emphasizes honesty, discipline, and responsibility as morally correct behaviors. Conversely, negligence and consumptive attitudes are portrayed as behaviors requiring improvement. 4) Treatment Recommendations. The film recommends increasing financial literacy, fulfilling tax obligations, improving productivity, and strengthening social awareness as solutions to the identified problems.

The findings demonstrate that “Makro” does not merely provide economic information but constructs social reality through structured framing strategies. This supports Entman’s (1993) argument that media shape reality through selection and salience. First, the dominance of moral messages indicates the integration of ethical and economic dimensions. Economic literacy is framed not as a purely technocratic issue but as a matter of personal moral responsibility. Second, the integration of social values such as empathy and participation suggests that economic resilience is connected to social cohesion. Third, the study reveals that governmental educational films function not only as informative tools but also as instruments of institutional image-building. The film constructs the Ministry of Finance as a humanistic and value-oriented institution. Practically, the findings suggest that audiovisual storytelling is an effective strategy for delivering economic literacy campaigns in the digital era.

CONCLUSION

Based on the framing analysis model of Robert N. Entman, the short film “*Makro*” produced by the Ministry of Finance of the Republic of Indonesia frames educational messages through three primary dimensions: economic, moral, and social. The film defines low economic literacy as a central issue, attributes its cause to limited public understanding, emphasizes moral responsibility as the foundation of economic behavior, and proposes solutions through financial literacy improvement, tax compliance, productivity, and social solidarity. The study concludes that the film functions not only as a policy dissemination tool but also as a medium for shaping economic character through humanistic narrative strategies. Future research is recommended to conduct audience reception analysis to examine how viewers interpret the film’s messages or to compare it with other governmental educational films to explore differences in framing strategies in public communication.

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