

# The perceptions of the youth generation regarding the 'Buya Hamka' movie



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## ABSTRACT

This study endeavors to assess and determine the perceptions of the Muhammadiyah youth cohort in the specified Yogyakarta region regarding the movie "Buya Hamka." The rationale behind this research lies in acknowledging film not solely as a source of entertainment but also as a vehicle for imparting knowledge. Buya Hamka, being an eminent national figure, merits emulation by contemporary Indonesians, particularly due to his sacrificial endeavors and unwavering dedication to the nation. Furthermore, as a Muhammadiyah luminary originating from West Sumatra, the youth within the Muhammadiyah movement should be encouraged to draw inspiration from his struggles. Employing a quantitative methodology, this research entails the distribution of questionnaires to respondents belonging to the Muhammadiyah youth cohort in the specific Yogyakarta region. These questionnaires encompass various inquiries designed to gauge their perceptions regarding the Buya Hamka film. The collected data is subsequently processed using the SPSS (Statistical Program for Social Science) application. Through the analysis of this processed data, the researchers have elucidated the viewpoints of the Muhammadiyah youth generation toward the film "Buya Hamka". The findings of this investigation underscore a correlation between the aspirations of the younger demographic for experiencing high-caliber content centered on inspirational narratives derived from national figures. This correlation is directly evident in their viewing patterns, as inferred from the SPSS data analysis articulated in the study. It demonstrates a discernible awareness among the younger generation regarding films that depict the inspiring stories of national figures, reflected in their viewing habits and the subsequent impact on those who feel inspired after watching the film, especially when the theme revolves around Buya Hamka's struggle.



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## 1. Introduction

Mass communication is a form of communication that utilizes mass media channels. It originates from the development of the term 'mass communication media.' The process involves delivering messages in the form of information to audiences through various media. Modern technology products are collectively referred to as mass media channels. Communication through mass media includes print and electronic media. One notable development in modern mass communication is the discovery of the internet. Mass media encompasses television, radio, the internet, magazines, newspapers, tabloids, books, and films [1]. Films, considered a form of mass media, can influence audiences. They are primarily regarded as a medium of entertainment rather than persuasion. Nevertheless, films possess significant persuasive power. Public criticism and the existence of censorship institutions demonstrate the substantial influence of films [2]. Another definition of film, according to Article 1, Paragraph 1 of Law Number 33 of 2009 concerning film, describes it as a cultural art form, a social

institution, and a mass communication medium based on artistic principles, with or without sound [3]. The phenomenon of films has inspired producers and directors to create works such as 'Buya Hamka.' Dr. Buya Hamka is an inspirational figure in Indonesia and the Islamic world. The film 'Buya Hamka,' featuring Vito G. Bastian, addresses the digital generation's yearning for a role model. Crocodile Hamka serves as an example, not only as a religious figure and national fighter but also as a writer. Many lessons from Hamka's early struggles for religion can serve as examples and inspiration [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].

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 agenda-setting model produces effects, including direct impact and follow-up effects. The immediate effect is associated with whether or not an issue becomes part of the audience's agenda. It involves determining the most important issue among various topics according to the audience. On the other hand, the follow-up effect manifests in the form of perception, representing 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 the 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 posits that not only does mass media influence public attention, but also various communication channels, including social media, cable television, or the internet, play a role in shaping society's agenda. In 2009, Pamela Shoemaker and Tim Vos introduced the concept of 'agenda-setting gatekeeping,' emphasizing the role of editors and decision-makers in the media in selecting and determining news topics for public presentation. This concept underscores that editorial decisions can significantly influence public concerns [12]. In 2004, McCombs introduced Agenda Building, a concept that places greater emphasis on the process underlying the selection of news topics by the media. This theory underscores the role of political actors, interest groups, and opinion leaders in shaping the media agenda by directing public attention to specific issues. In 2016, Zhang *et al.* introduced the theory of agenda setting, which posits that differences in public awareness between the mass media and the public can result in '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 enables the public to seek information from various sources and perspectives, facilitating the acquisition of a comprehensive and more objective understanding. Employing this theory, the public can also comprehend public issues, aiding in a more profound understanding of general problems under discussion and of concern to the community. Consequently, the community can actively engage 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, as it places the onus on mass media to present news in an accurate, balanced, and transparent manner. The press is reminded of its role as an entity that significantly influences public perceptions [20]. Understanding the benefits of agenda-setting theory in the media can make people wiser in consuming information, more critical of the news presented, and more active in public communication [21].

## **2. Method**

### **2.1. Types of research**

In establishing goals that involve descriptions or drawings, the researcher employs quantitative research, which involves statistical analysis for accuracy and factual representation. Additionally, when collecting data, the questionnaire serves as a tool for sampling from a population. Its design aims to provide a detailed understanding of the actual situation regarding the perceptions of the Muhammadiyah Youth Generation in the Special Region of Yogyakarta concerning the 'Buya Hamka' film. The quantitative approach involves data analysis through statistical procedures, emphasizing the testing of theories through numerical measurements of research variables [22]. The Likert scale, as a quantitative approach, serves the purpose of measuring respondents' answers, categorized into five levels [23].

### **2.2. Research Objects and Locations**

This research focused on the Muhammadiyah youth generation for generalization. Observations in this study were conducted using a questionnaire to directly observe the object.

### **2.3. Population**

In quantitative research, the population refers to a generalization area comprised of objects/subjects with specific characteristic qualities determined by the researcher for drawing further conclusions [24]. In this study, the researchers identified the population as the Muhammadiyah Youth Generation, totaling 204 individuals.

### **2.4. 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 [24]. Based on the research data, the samples taken must have the following characteristics: (1) The young generation of the Muhammadiyah Special Region of Yogyakarta; (2) Watch the movie Buya Hamka. Before distributing the questionnaires to 204 respondents, the researchers conducted a pilot study to determine the suitability and validity of the questionnaires. This involved distributing questionnaires to five respondents with characteristics similar to Indonesian students in the Special Region of Yogyakarta. Subsequently, after the respondents completed the initial stage, the results of the pilot study questionnaire were subjected to testing using the SPSS application in the next stage. The outcomes of

this pilot study confirmed that the research questionnaire was valid and suitable for distribution to the full sample of 204 respondents.

## 2.5. Data source

To explain where data is obtained, the research is divided into two data sources: (1) Primary data sources, namely the leading research data sources obtained directly from the first source in the form of a questionnaire; (2) Secondary data sources are taken indirectly from the source, including journals, websites, books, and other sources that support and relate to this research topic.

## 2.6. Data collection technique

To ensure alignment with the research problem, the researcher employs the online questionnaire method, utilizing Google Forms for data acquisition. This questionnaire consists of written questions designed to gather information from respondents regarding their personalities or matters related to the investigation.

## 2.7. Data Validation and Reliability Techniques

- **Validity Test.** Validity refers to the accuracy between the data and the research object; if the instrument is valid, it signifies that the measured data is also valid. Validation also confirms whether the measured variable accurately represents the variable under study [25]. The SPSS program version 21 is used to test the validity of each item employed in the research by correlating the score of each item with the total score. Subsequently, the correlation coefficient is compared with the validation criteria to determine its validity [26].

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

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

- **Reliability Test.** A reliable instrument exhibits consistency in data across different times. An instrument is considered reliable when it consistently produces the same data when used multiple times to measure the same object. 'Reliable' in this context implies consistency or stability; a measuring instrument is deemed reliable when its results are consistent, instilling trust in its accuracy [27].

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

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

Here,  $\alpha$  represents Cronbach's Alpha coefficient,  $K$  denotes the number of valid items, and  $R$  signifies the 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.

## 2.8. Data analysis technique

This study involves multiple independent variables (free) that influence the dependent variable (bound); therefore, simple linear regression is employed. Simple linear regression is chosen based on the functional or causal relationship of one independent variable with one dependent variable. The analysis of simple linear regression was utilized to examine the nature of the causal relationship between the independent and dependent variables [28]. The following is a simple linear regression equation:

$$Y = a + bXz \quad (2)$$

In the context of this information,  $X$  represents the independent variable,  $Y$  signifies the dependent variable, and ' $a$ ' denotes the constant, while ' $b$ ' represents the regression coefficient. The regression coefficient ' $b$ ' indicates the extent of increase or decrease in the dependent variable based on changes in the independent variable;  $b$  (+) implies an increase, whereas a  $b$  (-) indicates a decrease.

## 2.9. 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 [29].
- 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 [30].
- 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 [31].

If the significance  $\leq 0.05$ , the hypothesis is accepted, meaning the independent variables affect the dependent variable.

If the significance  $\geq 0.05$ , 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 [32].

## 3. Results and Discussion

### 3.1. Research result

From the data collection results, which involved distributing questionnaires through Google Forms, responses were obtained from 204 individuals. The profiles of the respondents in this study were examined to provide an understanding of the characteristics of the study sample [33]. Respondents were categorized into groups based on gender and age.

### 3.2. Respondent Profile

Based on gender, there were 100 male respondents (49%), and the number of female respondents was 104 (51%). This indicates a higher participation of female respondents in this study compared to male respondents. Only four people, or 2% of the respondents, exhibited a difference, see Fig. 1.

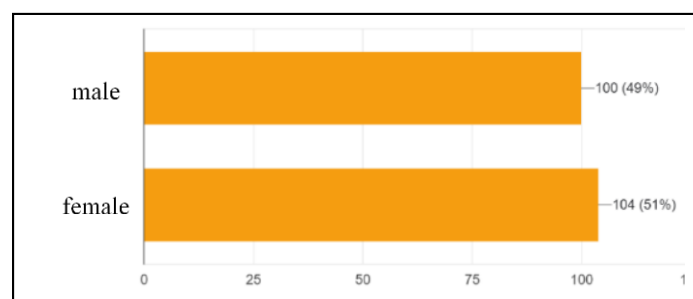
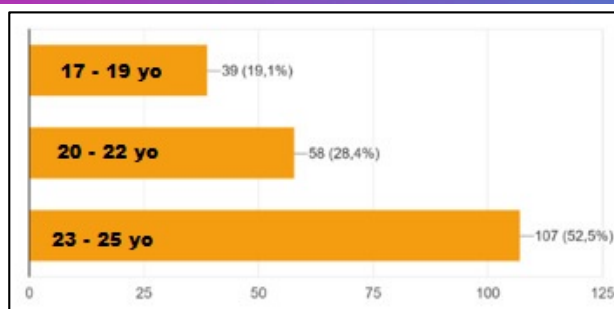


Fig. 1. Respondent Profile

Regarding the age distribution of the respondents, Fig. 2, one dominant age group emerged, with 107 people (52.5%) falling within the 23-25 years category. Additionally, there were 58 respondents (28.4%) in the 20-22 years age group, while those aged 17-19 years constituted a smaller group, comprising only 39 people (19.1%).





**Fig. 2.** The age distribution of the respondents

The views of the young generation on Buya Hamka's film are outlined in this study as follows: Statement 1 'Strongly Disagree,' 2 'Disagree,' 3 'Doubt,' 4 'Agree,' and 5 'Strongly Agree. 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 five 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 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 Respondents (0%)	1 = 0 Respondents (0%)	1 = 0 Respondents (0%)
2 = 3 Respondents (1,5%)	2 = 2 Respondents (1%)	2 = 0 Respondents (0%)
3 = 15 Respondents (7,4%)	3 = 20 Respondents (9,8%)	3 = 26 Respondents (12,7%)
4 = 147 Respondents (72,1%)	4 = 132 Respondents (64,7%)	4 = 125 Respondents (61,3%)
5 = 39 Respondents (19,1%)	5 = 50 Respondents (24,5%)	5 = 53 Respondents (26%)

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 three assessments. This percentage was 1% ( $n=2$ ). As many as 61.8% of respondents responded to assessment 4 ( $n = 126$ ). Seventy-six 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 three 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 three assessments; the percentage was 4.9% ( $n = 10$ ). As many as 68.1% of respondents responded to assessment 4 ( $n = 139$ ). Fifty-five 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 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 Respondents (0%)	1 = 0 Respondents (0%)	1 = 0 Respondents (0%)
2 = 0 Respondents (0%)	2 = 0 Respondents (0%)	2 = 0 Respondents (0%)
3 = 2 Respondent (1%)	3 = 2 Respondents (1%)	3 = 10 Respondents (4,9%)
4 = 126 Respondents (61,8%)	4 = 125 Respondents (61,3%)	4 = 139 Respondents (68,1%)
5 = 76 Respondents (37,3%)	5 = 77 Respondents (37,7%)	5 = 55 Respondents (27%)

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 four 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 five 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 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 Respondents (0%)	1 = 2 Respondents (1%)	1 = 0 Respondents (0%)
2 = 5 Respondents (2,5%)	2 = 4 Respondents (2%)	2 = 5 Respondents (2,5%)
3 = 45 Respondents (22,1%)	3 = 63 Respondents (30,9%)	3 = 49 Respondents (24%)
4 = 113 Respondents (55,4%)	4 = 84 Respondents (41,2%)	4 = 107 Respondents (52,5%)
5 = 41 Respondents (20,1%)	5 = 51 Respondents (25%)	5 = 43 Respondents (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 three assessments. This percentage was 2.5% ( $n = 5$ ). As many as 55.4% of respondents responded to assessment 4 ( $n = 113$ ). Eighty-six 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 these three 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 three assessments. This percentage was 2% ( $n=4$ ). As many as 77% of respondents responded to assessment 4 ( $n = 157$ ). Forty-three 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%).

**Table 4.** Responses of the Youth Generation to the Results of the Buya Hamka Movie

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 Respondents (0%)	1 = 0 Respondents (0%)	1 = 0 Respondents (0%)
2 = 0 Respondents (0%)	2 = 0 Respondents (0%)	2 = 0 Respondents (0%)
3 = 5 Respondents (2,5%)	3 = 8 Respondents (3,9%)	3 = 4 Respondents (2%)
4 = 113 Respondents (55,4%)	4 = 145 Respondents (71,1%)	4 = 157 Respondents (77%)
5 = 86 Respondents (42,2%)	5 = 51 Respondents (25%)	5 = 43 Respondents (21,1%)

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. The movie "Buya Hamka" was positively welcomed by the younger generation for several reasons first, Relevance to Religious and National Values: Buya Hamka is a highly respected Islamic figure and is considered a clerical scholar. A movie that tells the story of his life and thoughts may be considered relevant to the religious and national values embraced by many of the younger generation; second: Inspiration from Buya Hamka's Struggle and Work: The younger generation may feel inspired by Buya Hamka's struggles and contributions in the fields of religion, education, and literature. Stories of his struggles and achievements can provide motivation for the younger generation to follow in his footsteps in advancing society and religion. Third, the Use of Interesting Media: Movies as a visual and narrative medium can make Buya Hamka's life story more interesting and accessible to the younger generation, who are more accustomed to this kind of media. Good directing, strong acting, and the use of visual effects can make the movie more entertaining and attention-grabbing; fourth, Education and Education: The movie may contain educational elements that can help the younger generation understand the history and values underlying Islamic thought in Indonesia. This could be an important reason for the younger generation to expand their knowledge. Fifth, Support from Groups or Organizations: If the groups or organizations followed by the younger generation provide support or promote the film, it may influence positive perceptions towards it; sixth: Resonance with Islamic Identity: If the film successfully expresses and celebrates Islamic identity in the Indonesian context, the younger generation who identify with Islam and Indonesian culture may feel connected and sympathetic towards the film; seventh, Understanding Language: If the film uses language and narrative that is easily understood by the younger generation, this may increase their acceptance of the film; eighth, High Production Quality, The production quality of the film, including good cinematography, direction, and shooting, may increase the positive impression of the film. Ninth, Nostalgic Culture: The younger generation may be interested in learning more about historical figures such as Buya Hamka, and the film could fulfill this desire to recognize a past that is relevant to their identity; the tenth, The positive reception of the film "Buya Hamka" by the younger generation could be influenced by a combination of these factors. However, it is important to remember that reactions to movies are always subjective, and there are different views within each generational group.



#### 4. 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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