

CHARACTER EDUCATIONAL VALUES IN ENCANTO ANIMATION MOVIE

Rensi Kumala Sari¹, Kiagus Baluqiah², Dian Susyla², Ria Angraini⁴

^{1,2,3,4}Department of English Education, Universitas Muhammadiyah Bengkulu, Indonesia
rensikumalasari@gmail.com, kiagus_baluqiah@yahoo.co.id, dsusyla@umb.ac.id, ria@umb.ac.id

Received: July 8, 2021

Revised: July 24, 2021

Accepted: August 9, 2021

ABSTRACT

In the education system, character values are important. This research aimed to find out and describe the types of character educational values conveyed in Encanto animation movie. This research used descriptive qualitative method. The researchers used Kemendikbud formulation to analyze character educational values. The 18 types of character educational values, based on Kemendikbud includes religious, honesty, tolerance, discipline, hardworking, creativity, independent, democratic, curiosity, national spirit, love for the homeland, appreciate achievement, communicative, love peace, likes to read, cares about the environment, cares about social, and responsibility. In this research only 11-character educational values were found. They are honesty, tolerance, discipline, creativity, curiosity, love for the homeland, appreciate achievement, communicative, love peace, cares about social, responsibility. So, there are 7-character educational values that have not been conveyed in Encanto animation movie. They are religious, independent, democratic, hardworking, national spirit, likes to read, and cares about the environment. There are 58 dialogues conveyed as the character educational values. Those are 2 values of honesty, 1 value of tolerance, 1 value of discipline, 3 values of creativity, 13 values of curiosity, 1 value of love for the homeland, 2 values of appreciate achievement, 4 values of communicative, 8 values of love peace, 22 values of cares about social, and 1 value of responsibility. Then, the researchers found the dominant character educational values in the movie is cares about social which is conveyed in 22 dialogues.

Keywords: Character Education, Merdeka Curriculum, Movie, Encanto.

INTRODUCTION

Character education is an effort made by schools, regions, and even the state to contribute to this matter to instill ethical and moral values in students which can have a good impact on themselves and also for the people around them, even the environment though (Singh, 2019). However, the reality students pay less attention to their ethics and morals in their behavior. Most children and adolescents today have bad character, especially ethics toward the environment, parents, or other people (Tabroni et al., 2022), this is due to the association and also the possible

negative impact of social media or impact of the environment, respond to the development of this era with the right character providing good ethical examples to the younger generation directly or by using kinds of any media then the development can be beneficial for us.

Somehow, teaching and implementing character values through education is an important phase in the Indonesian education revolution, in education character values are required to complement intellectuality developed inside each learner (Santoso et al., 2020). Children who have high energy and potential become the hope of the family and the nation and if they fall into deviant behavior, it will damage their future. Strengthening the nation's character as strategic development of national education programs, as a country that must be returned to the characterization of national identity.

Based on the phenomenon of current crisis of character educational values are included in the part of shared responsibility as citizens. So that in this case, parents, teachers, and families have a great responsibility in producing a generation of character and morality. Nevertheless, the demands and roles of teachers are increasingly complex, not only a teacher or an academic educator that applies in Indonesia. But the teachers are expected to be role models for their students in realizing character behavior which includes thinking, processing hearts, and feelings.

To minimize various kinds of character education problems, as an educator it is important to teach character educational values to students. Character educational values for students can be taught through visual and audiovisual media as well as by using movies which are one the literary works that can be used to convey information about education. Moreover, each movie has different character roles and from this, the audience can be more motivated by the characters they see, especially for students where they can develop their inner character. It is very important to instill character values in children so that they can apply these values well in their lives (Imroatun et al., 2021). Encanto animation movie as the subject of the research because the movie is one of the Best Animated Feature Films. This

research can emphasize to the reader the importance of character educational values and also this research will have a positive effect to build a good character. So, based on the explanation above the researcher will conduct a study to analyze the character educational values in Encanto animation movie entitled, Character Educational Values in Encanto Animation Movie.

LITERATURE REVIEW

Character Educational Values

Character is a personality trait possessed by a person and makes these traits different from another one. According to Arthur (2020), the character is a form of personality that is significantly different from other individuals. In other words, the character is a person's ability to express behaviors in line with the situation at hand, as it relates to attitudes and values in behavior (Fitria et al., 2019). Therefore, the educational value is individual and social strengthening obtained through academic achievement and learning (Daoud et al., 2020). With educational values that will be useful in building self-character in society.

Types of Character Educational Values

According to Kemendikbud (2018) on Permendikbud Number 20 Year 2018, character educational values are divided into 18 types as follows:

1. Religious

Obedient attitude and behavior carrying out religious teachings, tolerant of the practice of other religions, and also living in harmony with adherents of other religions.

2. Honesty

Attitudes and behaviors reflected the unity between knowledge, words, and actions, knowing what is right, doing what is right, and saying the truth.

3. Tolerance

An attitude and action respects differences between religions, races, ethnicities, opinions, and attitudes, and can live in peace in these differences.

4. Discipline

Habits and actions are consistent with all forms of applicable rules or regulations.

5. Hardworking

Behavior shows a serious effort in completing various tasks, problems, work, and others as well as possible.

6. Creativity

Attitudes and behaviors reflected innovation in various aspects of solving problems so that they always find new ways even new results that are better than before.

7. Independent

Attitude and behavior do not depend on others in completing various tasks and problems. However, it does not mean that you cannot work collaboratively but you cannot hand over the tasks and responsibilities to others.

8. Democratic

Attitudes and ways of thinking reflect the equality of rights and obligations fairly and equitably.

9. Curiosity

The way of thinking, and behavior that reflect curiosity about everything that is seen, heard, and studied more deeply.

10. National Spirit

Attitudes and actions interest of the nation and state, above personal or individual and group interests.

11. Love for the Homeland

The way of thinking that reflects a high sense of pride, loyalty, concern, and appreciation for language, culture, economy, politics, and so on.

12. Appreciate Achievement

Being open to the achievements of others and acknowledging one's shortcomings, without compromising the spirit of higher achievement.

13. Communicative

Likes to be friendly or proactive, open attitudes and actions towards others, through polite communication to create good collaborative work.

14. Love Peace

Reflecting a peaceful, safe, calm, and comfortable in a particular community or society.

15. Likes to Read

The habit of providing special time to reading books, journals, magazines, newspapers, and so on to get various information.

16. Cares About the Environment

Attitudes and actions to protect and preserve the surrounding environment.

17. Cares About Social

Attitudes and actions reflect concern for others and the community who need them.

18. Responsibility

A person's attitude and behavior in carrying out their duties and obligations whether related to oneself, society, nation, state, or religion.

Movie

In addition, literature is an expression of human expression in the form of written or oral works through the medium of language. Literature is referred to the whole of written expression, with the limitation that not every written item could be classified as literature in the more exact sense of the word. Literature is used as a medium to describe something in conveying creative ideas or messages to others. Literature includes poetry, comic books, novels, soap operas, electronic literature, and cinema or movie, the movie is usually based on a novel, book, or other type of literary source (Hastatringtyas et al., 2021)

On the other hand, a movie is a work of art that can attract the attention of the audience and give the impression of an experience after watching a movie (Bordwell et al., 2019). It can be said, Movie is the result of a work of art and one of the forms of literature which contains images that can move and also speak, which is used as a medium in conveying messages through the plot of the story in

the movie to the audience. The movie contains various forms of information, education, and of course entertainment.

Elements of the Movie

a. Character

Character is the person who gets involved in a story not only do those characters refer to the people created by authors in a story they create, the character should be reliable and consistent. In addition, Rabiger and Hurbis-Cherrier (2020), stated the action taken in a movie is the same as a character the action is accompanied by sound or speech because with sound, characters can present themselves to the audience.

b. Plot

Plot is a series of events in a story arranged as a connected sequence of events. Plot has an important role in a story because, without a good plot, the direction of the story will be unclear. Therefore, Rabiger and Hurbis-Cherrier (2020), argue that a plot is a series of events that are arranged and told, its most effective form is determined by the nature of story and the intentions of the director acting as a storyteller.

c. Theme

Theme is rarely expressed openly in a movie, but emerge through special chemistry between narrative elements and directing approach. Rabiger and Hurbis-Cherrier (2020) stated theme is an underlying intellectual idea, message, or moral of a movie, and a theme should give a sense of experience for humans.

d. Setting

Setting can be said to crucially involve story time, hours, years, or centuries. Chattopadhyay (2021), stated that setting in narrative works contains detailed information about time and place in presenting the background of a story, this is very necessary for a movie or other media artworks in terms of increasing the context of the events that occur.

Merdeka Curriculum

Kemendikbudristek RI (2022a), stated merdeka curriculum is a curriculum with intracurricular learning where all teaching and learning activities are carried out in schools in accordance with the applicable curriculum structure, scheduled activities according to the scope and level of competence of the content in each subject, which aims to grow the academic ability of students. During the learning process, teachers can use various teaching media in accordance with the learning needs and interests of students, where the concept of all learning is expected to achieve the government's target, namely in terms of strengthening and developing the profile of Pancasila students to achieve certain learning targets so that, they are not too attached to the content of the subject only.

Strengthening the profile of Pancasila students is a learning approach through a project with the aim of achieving the dimensions of the Pancasila student profile. In addition, this also aims to show the character and abilities need to be developed by the education unit for students. The implementation project of the profile Pancasila students is also accompanied by the values of character education that have been designed by the previous government, based on the regulation of the Ministry of Education and Culture of the Republic of Indonesia number 20 of 2018 regarding the strengthening of character education, in article 2 paragraph 1 states that strengthening of character education (PPK) is carried out by applying the values of Pancasila in character education, there are 18 values of character education based on the ministry of education and culture, this is certainly the authority and responsibility of teachers in the implementation of PPK.

There are main points of Merdeka curriculum policy, so that in this case the government also focuses on the development of literacy and numeracy in the Education unit. According to Kemendikbud (2019) language skills, mathematics and thinking skills that are needed in various contexts both personal and social. It should be understood, that the teachers are expected to be able to innovate in developing student abilities through a variety of student-centered lessons, and can make learning more interesting and interactive. In addition, schools, teachers, and

students can understand about the importance of minimizing the risk of curriculum narrowing in Language lessons.

METHOD

This research used descriptive qualitative method. descriptive qualitative method, according to Creswell and David Creswell (2018), qualitative research is an approach to exploring and understanding the meaning given by individuals or groups to phenomena, or social problems. The researchers used several analytical methods to obtain and analyze valid and correct data, first the researchers finding data in the form of dialogue conversations by giving the coding, second classifying them according to their categories based on character educational values, next making a table of results from the data found, then identifying and describing the dialogues based on the theory of Kemendikbud formulation, and finally giving a conclusion about the character educational values found by the researchers in the movie.

RESULT AND DISCUSSION

Result

Based on the results of the analysis, the researchers found there were 58 dialogues that conveyed the character educational values. Then, from 58 dialogues found contained 11-character educational values, those are honesty, tolerance, discipline, creativity, curiosity, love for the homeland, appreciate achievement, communicative, love peace, cares about social, responsibility. While there are 7-character educational values that have not been conveyed in Encanto movie, those are religious, independent, democratic, hardworking, national spirit, likes to read, and cares about the environment. Below is an explanation of the research data:

**Table of
 Character Educational Values Found in Encanto Animation Movie**

No	The Characters	Times	Dialogues	Character educational values	Number of Dialogues
1.	Mirabel	00:26:50 - 00:27:07	What? No, that's the cracks were there, they were everywhere. The house was in trouble, the candle was... Abuela, I promise	Honesty	2 Dialogues
2.	Mirabel	00:09:33 - 00:09:41	Well, my little friend I am not, because the truth is, gift or no gift, I am just as special as the rest of my family.	Tolerance	1 Dialogue
3.	Pepa	00:45:41 - 00:45:42	We don't talk about Bruno.	Discipline	1 Dialogue
4.	Mirabel	00:13:03 - 00:13:18	Everyone's looking for you. This present will self-destruct if you don't take it in three, two, one...	Creativity	3 Dialogues
5.	Mirabel	00:01:04 - 00:01:06	How did we get a miracle?	Curiosity	13 Dialogues
6.	Abuela Alma	01:01:47 - 01:01:52	Look around. We must protect our family, our Encanto. We cannot lose our home.	Love for the homeland	1 dialogue
7.	Mirabel	00:14:12 - 00:14:23	And seeing you get your special gift and your door. That's going to make me way more happy than anything.	Appreciate Achievements	2 dialogues

8.	Mirabel	00:04:17 – 00:04:18	Morning, Abuelo	Communicative	4 dialogues
9.	Mirabel	00:14:02 - 00:14:14	You know what? You don't have to worry about me, cause I have an amazing family, and an amazing house, and an amazing you.	Love Peace	8 dialogues
10.	Julieta	00:10:46 – 00:10:48	Whoa. Mi vida, you okay? You don't have to over- do it.	Cares about Social	22 dialogues
11.	Bruno	01:23:20 – 01:23:40	She didn't do this! She didn't do this! I gave her a vision! It was me! I was like go! And she was like fttt! She only wanted to help. I don't care what you think of me, but if you're too stubborn to, to...	Responsibility	1 dialogue

1. Honesty

From the dialogue in the table, the researchers got the value of honesty. When Mirabel was asked by Abuela Alma to show the incident she had seen, she guided everyone to the scene. However, once they were on the scene everything was normal. There are no cracks anywhere, the family candle is not went out, and the house is not in danger. But everything she saw, cracks everywhere, the candle almost went out, everything is true and real. Unfortunately, no matter how hard she explained it, still no one can believed her.

2. Tolerance

From the dialogue in the table, the researchers got the value of tolerance. In here, Mirabel realized that she was the only one who was different from the rest of the family. Because each of her family members has magic power, but she realized with gift or not she was just as special as her family. She believes in her opinion

and still respects her family, she hopes that her family will respect her too. Mirabel can live peacefully with her family despite the differences.

3. Discipline

The dialogue in the table is reflecting the value of discipline. When Mirabel said Bruno's name, Pepa immediately reminded that no one should mention the word. Followed by Felix who also said that and Pepa tried to stop him. Because, Bruno has long disappeared and left the Madrigal family. Since then, the family and the whole Encanto people made a rule not to say Bruno, because if that happened everything would remind of terrible things.

4. Creativity

The dialogue in the table is reflecting the value of creativity. When Antonio was hiding and his parents looking for him, Mirabel already knew where Antonio was hiding, which was right under the bed that Mirabel was sitting on her room. Antonio hides because he is nervous, he will soon do his magic gift acceptance ceremony in fear of not getting magic power like Mirabel experienced. Therefore, to get Antonio's attention out of hiding, Mirabel had prepared a present and held it under the bed while counting and said that if the gift was not taken immediately, the gift would be damaged by itself. Suddenly, Antonio pulled the gift with his tiny hands from below and Mirabel idea went well.

5. Curiosity

Based on the the dialogue in the table, the researchers found the value of curiosity. At that time, abuela Alma told Mirabel about a candle that never went out, that gave their family magic power. So, from the story Mirabel is curious, how their family can get a candle that has magic power and how all the family members can get the miracle.

6. Love for the Homeland

Based on the dialogue in the table, the researchers found the value of love for the homeland. At that time, Abuela Alma really cares and loves her family, she tried to convinced her family that protecting the family is important. Protecting their homeland namely Encanto so that, she tried protect their home, her family and her beloved homeland. Don't want anything to happen to Encanto.

7. Appreciate Achievement

Based on the dialogue in the table, the researchers found the value of appreciate achievement. At that time, Mirabel gave her appreciation to Antonio for his achievement in getting his gift and door. Mirabel would feel proud more than anything, to seeing her little brother doing well.

8. Communicative

Based on the dialogue in the table, the researchers found the value of communicative. When Mirabel came down from upstairs in her house going downstairs, she passed Abuelo's photo hanging on the wall. With a happy face and happy gestures Mirabel looking at the photo and greeted him. This shows that Mirabel is a proactive person and has a good attitude in communication, she still says hello even though what she sees is only a photo.

9. Love Peace

Based on the dialogue in the table, the researchers found the value of love peace. At that time, Antonio was sad to see Mirabel didn't have a gift then, Mirabel calmly said to Antonio that she didn't want other people to worry about her, because she didn't have a gift and was different from the rest of the family. She is grateful to have a family, a wonderful home, and cousins like Antonio. Mirabel can live comfortably with her family even though she is different, she loves her family very much.

10. Cares about Social

Based on the dialogue in the table, the researchers found the value of cares about social. When Julieta saw Mirabel carrying heavy things, she said that Mirabel didn't have to over do it. Considering Mirabel didn't have any gifts so, Mirabel helped with her own strength without help of magic. This shows that Julieta has actions that reflect her concern for others socially.

11. Responsibility

Based on the dialogue in the table, the researchers found the value of responsibility. At that time, Bruno came in a hurry to meet Mirabel and Abuela, he explained that the problem was not because of Mirabel but him. Bruno has given Mirabel vision so that Mirabel wants to find out about the problems that happened

to the magic. Bruno said that he was wrong, he did it to defend Mirabel as a form of Bruno's responsibility for giving his vision.

Discussion

The results show there are 11 values of character education in this movie, including honesty, tolerance, discipline, creativity, curiosity, love for the homeland, appreciate achievement, communicative, love peace, cares about social, responsibility. Those 58 dialogues conveyed character educational values as follows, 2 values of honesty, 1 value of tolerance, 1 value of discipline, 3 values of creativity, 13 values of curiosity, 1 value of love for the homeland, 2 values of appreciate achievement, 4 values of communicative, 8 values of love peace, 22 values of cares about social, 1 value of responsibility. Then, the researchers found the dominant character educational values in the movie is *cares about social* which is conveyed in 22 dialogues.

The results of this study, indicate the criteria for 18 values of character education based on the Kemendikbud. It can synergize with the learning curriculum, namely Merdeka curriculum, which is included in one of the teaching methods used by teachers to meet student needs. Based on the Kemendikbudristek RI (2022a), a project created by the government called the strengthening of the Pancasila student profile which is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports. The importance of character education is shown and strengthened in the profile of Pancasila students, by making it the direction of character in Indonesian education. The education unit needs to allocate time so that teachers can work collaboratively. The value of character education has become an important part of the learning process so, good cooperation between teachers and schools is needed in the development of student character (Heriansyah, 2018). This result is in line with study by (Rao, 2019) who found watching English movie is important and has powerful tool for the learners to study and learn English as a second language. In addition, the teacher's role in helping students understand the values of character education is important.

Encanto movie can be used as a teaching material in understanding the types of character education values. The researchers found several values of character education contained in this movie based on the Kemendikbud (2018) in Permendikbud Number 20 the Year of 2018 . Learning to understand the character educational values and improving literacy is not only through books but also through movie. Character educational values are closely related to humans and can be applied in real life. That each individual has their own character values in which, these traits can contribute to each other in social life. Values that can build one's identity so that, it can be useful for others. The results of this study will help provide information related to the values of character education, that can be used to build character education both in the world of education, individuals, and society.

CONCLUSION

Character educational value is a process of educating and learning that aims to build human values and attitudes which have good things in them and are useful for life. Then, in this research only 11-character educational values were found. They are honesty, tolerance, discipline, creativity, curiosity, love for the homeland, appreciate achievement, communicative, love peace, cares about social, responsibility. So, there are 7-character educational values that have not been conveyed in Encanto animation movie.

REFERENCES

- Arthur, J. (2020). *The Formation of Character in Education from Aristotle to the 21st Century*. Routledge.
- Bordwell, D., Thompson, K., & Smith, J. (2019). *Film Art an Introduction* (12th ed.). McGraw-Hill Education.
- Chattopadhyay, B. (2021). *The Auditory Setting Environmental Sounds in Film and Media Arts*. Edinburgh University Press.
- Creswell, J. W., & David Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Daoud, R., Starkey, L., Eppel, E., Vo, T. D., & Sylvester, A. (2020). The educational value of internet use in the home for school children: A systematic review of literature. *Journal of Research on Technology in Education*, 53(4), 353–374. <https://doi.org/10.1080/15391523.2020.1783402>

- Fitria, H., Kristiawan, M., & Rasyid, A. (2019). *The Educational Character on Instruction*. 21, 964–979.
<https://www.researchgate.net/publication/335566171>
- Hastatriningtyas, L., Hidayat, N., & Ambarini, R. (2021). *The Study of Moral Values in "Maleficent" Movie and Its Contribution to Drama Teaching*. 1(1), 803–814.
- Heriansyah, H. (2018). *The Importance of Character Education: The English Teacher's Efforts and Challenges in Students' Character Building*. 429–434.
www.channelnewsasia.com,
- Imroatun, I., Widat, F., Fauziddin, M., Farida, S., Maryam, S., & Zulaiha. (2021). Youtube as a Media for Strengthening Character Education in Early Childhood. *Journal of Physics: Conference Series*, 1779(1), 1–6.
<https://doi.org/10.1088/1742-6596/1779/1/012064>
- Kemendikbud RI. (2018). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 20 Tahun 2018 Tentang Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal*.
- Kemendikbud RI. (2019). *Pokok-pokok Kebijakan Merdeka Belajar*.
- Kemendikbudristek RI. (2022). *Buku Saku Tanya Jawab Kurikulum Merdeka*.
- Rabiger, M., & Hurbis-Cherrier, M. (2020). *Directing; Film Techniques and Aesthetics* (6th ed.). Routledge.
- Rao, S. P. (2019). The Impact of English Movies on Learning in ESL/EFL Classrooms. *Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal Impact Factor*, 7(4), 430–438. <https://doi.org/10.33329/rjelal.74.430>
- Santoso, T., Sujianto, Afianto, D., Saputro, D., Sabardila, A., Fauziati, E., & Markhamah. (2020). Character Education Values in Revised Edition of the Indonesian language learning Curriculum for Year 10. *Universal Journal of Educational Research*, 8(2), 417–424.
<https://doi.org/10.13189/ujer.2020.080212>
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. <https://doi.org/10.21831/jss.v15i1.25226>
- Tabroni, I., Husniyah, H., Sapitri, L., & Azzahra, Y. (2022). Impact of Technological Advancements on The Establishment of Characteristics of Children. *East Asian Journal of Multidisciplinary Research (EAJMR)*, 1(1), 27–32.

How to Cite (APA style):

Sari, R.K., Baluqiah ,K., Susyla ,D.& Angraini,R. (2022,November). Nominal And Verbal Sentence of Simple Present Tense Errors In Students' Descriptive Writing Ability. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(2), 363-378. <https://journal.unismuh.ac.id/index.php/exposure/article/view/8623>