

AN ANALYSIS OF CHARACTER EDUCATION VALUES IN INSIDE OUT 2 MOVIE

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Written by:
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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
JUNE 2025**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for Bachelor Degree (S.Pd.)
Faculty of Education and Teacher Training
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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THESIS

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MOTTO

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ
حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِنْ
وَالِ ۝۱۱

“For him (human) there are (angels) who are with him in turn from before and behind him who guard him by the command of Allah. Verily, Allah does not change the condition of a people until they change what is in themselves. If Allah wills evil for a people, there is no one who can resist it, and there is no protector for them but Him.”

(QS. Ar-Ra’d: 11)¹



¹ The Holy Qur'an, Surah Ar-Ra'd [13]: 11, retrieved from <https://quran.nu.or.id/ar-rad/11>, accessed on May 13, 2025.

DEDICATION

I proudly dedicated this thesis for:

1. My beloved father, Al Kamil who had passed away, but whose love and presence deeply rooted in my heart. My beloved mother, Sulastri who has always loved, supported and worked tirelessly to fulfill not only everything I needed but also everything I wished for.
2. My sister, Siti Umaiyyah Al Masuroh who always gives support, attention, and prayer for me.



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Jember, 18th of June 2025

Siti Aziatur Rohmah

ABSTRACT

Siti Azizatur Rohmah, 2025: *An Analysis of Character Education Values in Inside Out 2 Movie*

Keyword: *character education, character values, Inside Out 2*

Character education plays a vital role in shaping an individual's moral and emotional development. Nowadays, there are many ways to acquire and learn character education values, one of the ways is using movie as the media. Movie, as part of edutainment, provide an effective medium to convey moral messages in an engaging way. Inside Out 2, a sequel to Pixar's critically acclaimed movie, introduces new emotional dimensions and is an ideal object for analyzing character education values. This research explores how these values are embedded in the characters' dialogue and interactions throughout the movie.

This study aims to identify the character education values represented in Inside Out 2 and analyze how these values are represented throughout the movie. In line with this focus, the main question explored in this research is: What are the character education values represented in Inside Out 2 Movie?

To answer the question, the researcher used qualitative as the approach in analyzing character education values in the utterances of the movie. The data of this research were the characters' utterances in Inside Out 2 Movie. Data collection was carried out through document analysis by downloading the movie and script, watching the movie multiple times, and examining the dialogue closely. The researcher then organized, coded, and categorized the utterances according to Donald Ary's theory. Each utterance was analyzed using Linda Eyre's theory of character education values specifically the Value of Being and Value of Giving. To ensure the validity of the data, the researcher used investigator triangulation, involving two English lecturers as validators to compare and confirm the researcher's analysis.

After analyzing the data, the researcher found two primary categories of character education values represented by the ten main characters in the movie. These categories are the value of being and the value of giving. Among the two, the value of being emerged as the most dominant, appearing 32 times throughout the movie. This value reflects intrinsic qualities such as honesty, bravery, peace, self-discipline, self-confidence, and sincerity, which are fundamental to shaping moral character. Meanwhile, the value of giving was also significantly represented, occurring 23 times, and includes behaviors that demonstrate loyalty, respect, loving and affection, kind and friendly, and fair and humanist. The findings suggest that the movie places strong emphasis on internal moral development and interpersonal ethics, making it a rich source for exploring character education through media content. These results support the relevance of using animated movie as instructional tools to convey moral values in an engaging and relatable way.

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CHAPTER I

INTRODUCTION

A. Research Background

Education is an effort made by a person to improve his intelligence and personality to improve their standard of living. According to Proopert Lodge, “life is education and education is life,” meaning that “if we talk about humans, it will always intersect with education and vice versa; therefore, education has a close correlation with human life to be the main force in achieving a meaningful life”.² Education is a process of deliberate transformation in the natural growth and development of a person and his environment; it ensures an accelerated process of development in human life with the right rhythm; thus, education is a means to improve and enhance life, a means to realize a high quality of life, increasing the potential that exists in oneself and with the help of the surrounding social and natural environment.³

In Indonesia, education is highly prioritized because Indonesia is a large country so that it has great potential to advance the nation with the support of quality, critical, creative human resources, and those who has a directed vision to advance Indonesia. This is in accordance with Act of Republic Indonesia No. 20 Year 2003 concerning the national education system in Article 3 which states that;

² Munir Yusuf, *Pengantar Ilmu Pendidikan* (Palopo: IAIN Palopo Press, 2018), 7.

³ Siddheshwar Rameshwar Bhatt, *Philosophical Foundation of Education* (Singapore: Springer. 2018), 8.

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent and as citizens, are democratic and responsible.⁴

The law stated that the purpose of national education is to educate the nation's life while also fostering the development of capabilities and the formation of a dignified national character and civilization. Since a nation's progress is dependent on the caliber of its children, it can be argued that education is one of the factors that contribute to its welfare.

Education aims to train and familiarize humans so that their potential, talents and abilities become more perfect.⁵ Education is not only oriented to cognitive aspects of students' thinking abilities or intellectual abilities, but also psychomotor aspects related to skills or ability to act after a person has received certain learning experiences and affective aspects that include character behaviours such as feelings, interests, attitudes, emotions, and values. When these three aspects have been achieved, it is hoped that they can lead humans to a dignified life.

⁴ Act of Republic Indonesia No. 20 Year 2003 on National Education System. Chapter II. Article 3.

⁵ Yusuf, Pengantar, 18.

Education can play a transformative role in addressing mental health challenges.⁶ By integrating mental health education into the curriculum, schools can promote awareness, reduce stigma, and equip students with the skills to manage their mental health. Programs that focus on social-emotional learning (SEL) can help students develop resilience, emotional regulation, and coping strategies, which are essential for their overall well-being.⁷

In Indonesia, mental health issues are increasingly recognized as a significant public health concern. Factors such as socio-economic challenges, cultural stigma, and limited access to mental health resources contribute to the rising prevalence of mental health disorders. According to Neelakantan et al, mental health disorders affect a substantial portion of the population, highlighting the urgent need for effective interventions.⁸

Character is a value that is owned by someone who influences one's actions, words and thoughts. Thus, it can be said that character education is an endeavor to help people become more mature in their speech and behavior. Learning character education is crucial for future personal interests and for developing good character. In the current digital age, character education is especially important for overcoming moral decline.

⁶ Danielle M Feeney, Andrew M Holbrook, and Ashley Bonfield, "Social and Emotional Learning : Research , Practice , and Policy Social and Emotional Swiss Cheese : A Model for Supporting Student Mental Health and Wellbeing in Higher Education," *Social and Emotional Learning: Research, Practice, and Policy* 5, no. October 2024 (2025): 100106, <https://doi.org/10.1016/j.sel.2025.100106>.

⁷ Amanda Alderton et al., "Is the Availability and Quality of Local Early Childhood Education and Care Services Associated with Young Children's Mental Health at School Entry?," *Health and Place* 89, no. January (2024), <https://doi.org/10.1016/j.healthplace.2024.103327>.

⁸ Lakshmi Neelakantan et al., "Impacts of Adolescent Participation in a Mental Health Education, Leadership, and Advocacy Program (the Live4Life Crew) on Outcomes after Leaving Secondary School in Victoria, Australia: A Qualitative Study," *SSM - Mental Health* 7, no. November 2024 (2025): 100448, <https://doi.org/10.1016/j.ssmmh.2025.100448>.

Nowadays, one way that can be done to implement character education is to provide learning effectively, efficiently, and attractively.⁹ According to Sanaky, the learning process is essentially a communication process, namely the process of delivering messages from message sources to message recipients through certain channels or media.¹⁰ Edutainment learning concept can be used as an alternative to teach character education but still fun. According to Maftuh, learning which is fun according to the edutainment concept can be done by inserting humor and games into the learning process, but also in other ways, for example by using role play methods, demonstrations, and multimedia.¹¹ A movie can be used as an edutainment learning medium. The strength and ability of movies can reach many social segments, which makes movie practitioners have the potential to influence or shape the audience's views with the message content in their movie.¹²

Inside Out 2 is one of the most phenomenal movies, receiving international recognition and resonating with audiences, including in Indonesia. This movie continues the story of Riley, a teenage girl, and her emotions as they navigate new challenges. The movie introduces new emotions that shape Riley's personality and decision-making, providing valuable insights into character education. The researcher is interested in analyzing the character education contained in Inside Out 2 because it

⁹ Reza Armin Abdillah Dalimunthe, "Strategi dan Implementasi Pelaksanaan Pendidikan Karakter di SMPN 9 Yogyakarta," *Pendidikan Karakter* V, no. 1 (April 2015): 106.

¹⁰ Ulil Albab, "Teori Mutakhir Pembelajaran: Konsep Edutainment dalam Pembelajaran Pendidikan Agama Islam," *Pendidikan Islam* XI, no. 1 (November 2018): 52.

¹¹ Albab, "Teori," 54.

¹² Ayu Purwati Hastim, "Representasi Makna Movie Surat Kecil untuk Tuhan (Pendekatan Analisis Semiotika)" (Skripsi, UIN Alauddin Makassar, 2014), 1.

uniquely portrays emotional intelligence in Indonesia, the development of character values, and the influence of emotions on human behavior. The movie emphasizes that emotions play a crucial role in shaping character and decision-making, making it an interesting subject for deeper study. Additionally, Inside Out 2 teaches that self-awareness and emotional regulation are essential in developing a strong moral character.

From the explanation above, the researcher was interested in analyzing and interpreting character education values of Inside out 2 Movie under title **“An Analysis of Character Education Values in Inside Out 2 Movie”**.

B. Research Question

Based on the background above, the researcher analyzed character education values that provided in Inside out 2 Movie. So that the researcher formulated this question: What are the character education values represented in Inside out 2 Movie?

C. Research Objectives

Based on the statement research questions above, the objectives of this research were: To describe character education values are represented in Inside out 2 Movie.

D. Research Significances

The result of the research is expected to give some contribution for:

1. For the readers

The researcher hopes the result of this thesis could be a valuable reference for understanding how character educational values are represented

through animated movie, particularly in Inside Out 2. It is expected that this study can raise awareness of the importance of character education in everyday life and inspire readers to reflect on the moral and emotional messages conveyed through media.

2. For other researchers

The researcher suggests them to analyze further about character educational values and use better techniques to analyze it.

E. Definition of Key Terms

1. Character Educational Values

Character Educational Values, based on Linda Eyre's theory, are important qualities that help shape a person's character and behavior. These values are divided into two types: Value of Being and Value of Giving. Value of Being means personal qualities that help someone become a good person on the inside, such as honesty, bravery, peace, self-discipline, self-confidence, and sincerity. Value of Giving means values that guide how we treat others, such as loyalty, respect, love and affection, kind and friendly, and fair and humanist. These values are taught to help children and young people grow into caring, responsible, and trustworthy individuals in society.

2. Inside Out 2 Movie

Inside Out 2 is a 2024 animated fantasy movie directed by Kelsey Mann from a screenplay by Meg LeFauve and Dave Holstein. This Pixar sequel features the return of Amy Poehler as Joy, alongside new cast

members like Maya Hawke, who voices Anxiety. The movie continues the story of 13-year-old Riley as she navigates the complexities of adolescence, introducing new emotions such as Anxiety, Embarrassment, Envy, and Ennui. These additions provide a nuanced exploration of Riley's evolving emotional landscape during her high school years.

F. Structure of the Report

There were five (5) chapters in this research and each chapter had several sub chapters having relevance to each other. Generally, research had three parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, approval from board examiners, motto, dedication, acknowledgement, abstract, table of content, and list of tables.

The second was core part that included:

1. **Chapter I** discussed about introduction of the thesis which consists of research background, research questions, research objectives, research significances, definition of key terms, and structure of the report.
2. **Chapter II** discussed about review of related previous research of this research and literature which consists of theoretical framework.
3. **Chapter III** discussed about research methodology of this research which consists of research approach and type of research, data and source of data, technique of data collection, technique of data analysis, and validity of data.

4. **Chapter VI** discussed about findings of data analysis and discussion. The data in this research are about character educational values represented in Maleficent Movie 2014 and how the researcher integrates those values.
5. **Chapter V** discussed about conclusion and suggestion of this study.

The third was final part including references, statement of authenticity of writing, and appendices consist of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, sheets of analysis, and movie profile.



CHAPTER II

LITERATURE REVIEW

A. Previous Research

This research was not the first study in analyzing movie as instructional media to learn character educational values. The researcher found some research that related with this study. Some of them are:

1. The investigation about character educational values was conducted by Uswatun Hasanah (2022) from State Institute of Islamic Studies Ponorogo entitled “An Analysis of Educational Value in Moana Movie”. In this research, the researcher used content analysis by examining the script and scenes from the movie *Moana* based on the 18 characters values formulated by the Indonesian Ministry of National Education.

The findings of the research showed that: First, there were 15 out of 18 characters educational values found in the Moana movie, including patriotism, responsibility, honesty, independence, and others. Second, the most dominant value found in the movie was patriotism, which appeared frequently in the character’s dialogues and actions. Third, the implication of this study was that movies like Moana can be effectively used as learning media in teaching character education through engaging and meaningful content.

There were two similarities between this two research. First, both researchers used animated movies as the object of research to analyze character educational values. Second, both adopted content analysis as the

primary research method. While the differences, can be seen in the theoretical foundation and movie selection. Uswatun analyzed the Moana movie using the character education theory developed by Indonesian Ministry of National Education, while this research analyzed the Inside Out 2 Movie using Linda Eyre's theory.

2. Hanifa Al Fitri (2021) from State Islamic Institute (IAIN) of Tulungagung wrote a thesis for S-1 degree entitled "An Analysis of Educational Value in The Lion King Movie". The main purpose of this study was to analyze the educational values found in *The Lion King* movie and how they are presented. To conduct the analysis, the researcher used descriptive qualitative design and library research with documentation method.

In this study, the researcher applied Zaim El Mubarak's theory, which divides educational values into two categories: value of being and value of giving. From this study, the researcher found 57 data representing eleven categories of educational values such as bravery, honesty, confidence, loyalty, discipline, love and affection, respect, not selfish, kindness, fairness, and purity.

That research had similarity with the researcher's study. It was about the character educational values. While the differences lie in the object of the study, the status of the research, and the theory applied. This research analyzes Inside Out 2 using Linda Eyre's theory, while she analyzed The Lion King movie using Zaim El Mubarak's theory.

3. Another research that used content analysis of character educational values was conducted by Rini Maslikhah (2019) from State Institute of Islamic Studies of Jember entitled “Character Education Values in the Reading Text of English Textbook Entitled “Bahasa Inggris” for Grade XII Published by Intan Pariwaral”. This study aimed to determine the character education values in Reading Text of English Textbook Entitled “Bahasa Inggris” for Grade XII Published by Intan Pariwara and how the researchers integrate the character education values in that textbook.

The result of that research showed that there were 5-character education values found in the reading text of this English book. Those were Independent that was represented 21 times, Mutual Assistance Value 17 times, Nationalist 8 times, Integrity Value 3 times, and Religious Values are twice. The researcher also found that the researchers integrated character education values by using 2 techniques, those were explicit and implicit techniques.

This study had similarity with Rini’s research was about analysis of character educational value that used content analysis. The differences were about the object of the research and the theory was used. She analyzed English Textbook that was used by students in the formal school based on the theory of Indonesian Ministry of Education and Culture, while this research analyzed Inside Out 2 Movie based on Linda Eyre’s theory.

4. The journal “An Analysis of Educational Values in Coach Carter Movie” aim to explore how movies convey educational or character-building values

through qualitative content analysis. The main purpose of the journal is to identify and analyze five educational values discipline, responsibility, hard work, creativity, and love for peace based on the Indonesian Ministry of Education framework as portrayed in a real-life inspired sports drama. The findings of the journal reveal that *Coach Carter* illustrates these five core values through the coach's leadership and the players' transformation, emphasizing external behavior and discipline. There were two similarities between this research and the journal, first, their use of movies as educational tools and second, in applying qualitative content analysis to interpret values conveyed in cinematic narratives. However, they differ in theoretical approach, movie type, and thematic focus.

5. Destina Kasriyati et al. (2024) from Universitas Lancang Kuning wrote a journal article entitled “An Analysis of Educational Value in Fall Movie”. To analyze the data, the researchers used descriptive qualitative research by examining the dialogues in the Fall movie. The main purpose of this research was to identify the educational values found in the movie and to highlight the benefits of watching movies as a medium of both education and entertainment. In this study, the researchers focused on the utterances spoken by characters to uncover values such as honesty, bravery, love and affection, respect, discipline, kindness and friendliness, fairness and humanism, and confidence. The analysis revealed that the movie conveyed significant life lessons, especially through the emotional journey and interactions between characters. That research had similarity with the

researcher's study. It was about the analysis of character educational values. While the differences between this research and her research were the focus and theoretical foundation used. This research analyzed Inside Out 2 using Linda Eyre's theory of character educational values, while they analyzed the Fall movie using general descriptive methods without referencing a specific educational theory.

Table 2.1

The Similarities and Differences of the Research

No.	Research Title	Similarities	Differences
1.	Thesis by Uswatun Hasanah, entitled " <i>An Analysis of Educational Value in Moana Movie.</i> "	Both researches used content analysis and analyzed character educational values	Uswatun analyzed the Moana movie using the character education theory developed by Indonesian Ministry of National Education, while this research analyzed the Inside Out 2 Movie using Linda Eyre's theory.
2.	Thesis by Hanifa Al Fitri, entitled " <i>An Analysis of Educational Value in The Lion King Movie.</i> "	Both researches used content analysis and analyzed character educational values	Hanifa analyzed The Lion King movie using Zaim El Mubarak's theory, while this research analyzed Inside Out 2 using Linda Eyre's theory.
3.	Thesis by Rini Maslikhah, entitled " <i>Character Education Values in the Reading Text of English Textbook for Grade XII Published by Intan Pariwara.</i> "	Both researches used content analysis and analyzed character educational values	Rini analyzed English Textbook based on the theory of Indonesian Ministry of Education, while this study analyzed movie based on Linda Eyre's theory.
4.	Article journal by Lelloltery, et. al., entitled " <i>An Analysis of Educational Values in Coach Carter Movie</i> "	Both researches used content analysis and analyzed character educational values	Lelloltery, et. al., analyzed Coach Carter Movie based on the theory of Indonesian Ministry of Education, while this study analyzed movie based on Linda Eyre's theory.

5.	Article journal by Destina Kasriyati et al., entitled <i>“An Analysis of Educational Value in Fall Movie.”</i>	Both researches used content analysis and analyzed character educational values	Destina Kasriyati et al., analyzed Fall Movie using general descriptive methods without referencing a specific educational theory, while this study analyzed movie based on Linda Eyre’s theory.
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Based on the table above, it could be seen that all of the researches had their own ways to analyze the object of their research. The similarity among the five previous researches and this current research is that all of them applied content analysis and focused on exploring character educational values, although with different sources and theories. Meanwhile, the differences lie in the theories used and the objects analyzed. Uswatun Hasanah and Rini Maslikhah used the character education theory from the Indonesian Ministry of Education, while Hanifa Al Fitri used Zaim El Mubarak’s theory. Lelloltery et al. also relied on the theory from the Ministry of Education, whereas Destina Kasriyati et al. did not use any specific educational theory and applied a general descriptive method. In contrast, this study used Linda Eyre’s theory to analyze the character educational values found in the Inside Out 2 Movie. Additionally, some previous studies analyzed textbooks or different movies, while this research focused on a recent animated movie, making it distinct in its object and theoretical foundation.

This research offers several novelties compared to previous studies. While earlier theses analyzed various sources such as Moana, The Lion King, Coach Carter, Fall, and English textbooks, this research

focuses on Inside Out 2 Movie, making it more current and relevant. Unlike prior works that used the Ministry of Education's or Zaim El Mubarak's theories, this study applies Linda Eyre's framework, which classifies values into the value of being and the value of giving.

B. Theoretical Framework

In analyzing this research, several theories related to this research were needed. This theoretical framework helped the researcher to answer the research questions. However, it would be explained in the following below:

1. Character Education

a. Definition of Character Education

In the 1945 Constitution Number 20 of 2003 concerning the national education system, Chapter 1 Article 1 states that "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by them, society, nation, and country". National education is education that is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, Indonesian national culture, and responsive to the demands of globalization.¹³ According to Ki Hajar Dewantara,

¹³ Hilda Ainissyifa, "Pendidikan Karakter dalam Perspektif Pendidikan Islam," *Pendidikan Universitas Garut* 08, No. 1 (Desember 2014): 2.

education is an effort to develop character, mind, and physique in order to harmonize life with nature and society.¹⁴

Character according to KBBI (Kamus Besar Bahasa Indonesia) is psychological or moral that distinguish person from others.¹⁵ Meanwhile, character is a collection of values that lead to a system, which underlies the thoughts, attitudes and behaviours that are shown. Zubaedi discusses that character is an innate, heart, soul, behaviour, and personality.¹⁶ Majid and Andayani explain in their book some definitions of character according to experts as defined by Ryan and Bohlin, character contains three main elements, namely knowing the good, loving the good, and doing the good.¹⁷ Based on the definition above, character education is as a planned effort that is conducted to optimize the personality in person so that he always does benevolent things in his life and those around him.

According to Anwas, character education is a process of cultivating and empowering noble values within the educational unit (school), family, and surroundings. These noble values come from educational theories, educational psychology, socio-cultural values, religious teachings, Pancasila and the 1945 Constitution, and Act of Republic of Indonesia Number 20 of 2003 concerning the national

¹⁴ Dalimunthe, "Strategi dan Implementasi," 103.

¹⁵ Dalimunthe, "Strategi dan Implementasi," 103.

¹⁶ Rini Sutra Dewi, "Implementasi Pendidikan Karakter dalam Mata Pelajaran Pendidikan Agama Islam Kelas X di SMA Sultan Mahmud Badaruddin Palembang" (Skripsi, Universitas Islam Negeri Raden Fatah, 2017), 12.

¹⁷ Ainissyifa, "Pendidikan Karakter," 5.

education system, as well as experiences and practices in real life along with the design of character education.¹⁸

Meanwhile, The Ministry of National Education defined character education as education that develops cultural values and national character to the students, so that they can have character as their own identity, apply those values in their lives, as members of society and as citizens who religious, nationalist, productive, and creative.¹⁹

Some of the descriptions above show that character education is a learning effort that is planned in a structured manner to provide understanding of noble values or attitudes to students, so that they can find their identity and embed and apply these noble values to themselves, God, and their environment.

b. The Purpose of Character Education

Basically, the purpose of education is to make someone good and smart. In the history of Islam, our prophet Muhammad SAW also emphasized that his main mission in educating humans was to strive for the formation of good character. In simple language, the purpose of education is to change people to be better in knowledge, attitudes and skills.²⁰

¹⁸ Ahmad Cecep DH, “Nilai Pendidikan Karakter Dalam Novel Islam” (Skripsi, Universitas Islam Negeri Syarif Hidayatullah, 2017), 30.

¹⁹ Siti Zubaidah, “Implementasi Pendidikan Karakter dalam Pendidikan Agama Islam di SD Gayamsari 02 Semarang” (Skripsi, Universitas Islam Negeri Walisongo Semarang, 2015), 19.

²⁰ Zubaidah, “Implementasi Pendidikan,” 23.

T. Ramli states that character education has the same essence and meaning as moral education, the goal is to form a child's personality, so that he will become a good human being, a good society, and a good citizen.²¹

Meanwhile, according to the Ministry of Education, The Movement for Strengthening Character Education has the following objectives:

1. Developing a national education platform that places the meaning and values of character as the soul or the main generator of education.
2. Build and equip Indonesia's Golden Generation 2045 to face the dynamics of future change with 21st century skills.
3. To restore character education as the spirit and foundation of education through harmonization of heart (ethics and spirituality), feeling (aesthetics), thinking (literacy and numeracy), and sports (kinesthetic).
4. Revitalizing and strengthening the capacity of the education ecosystem (principals, teachers, students, supervisors and school committees) to support the expansion of the implementation of character education.
5. Build a network of community involvement (public) as learning resources inside and outside the school.

²¹ Dewi, "Implementasi Pendidikan," 26.

6. Preserving the culture and identity of the Indonesian nation in supporting the National Movement for the Mental Revolution.²²

c. The Values of Character Education

In general, character values describe attitudes and behaviour in relation to God, oneself, society, and the environment. According to Saptomo psychological character education must include three dimensions based on moral knowledge, moral feeling, and moral behavior.²³

Indonesian government launches 18-character educational values in Character-Based integrated curriculum. Those would be explained in the following descriptions:

1. Religious is an attitude and behavior that is obedient in implementing the teachings of the religion they adhere to, has a sense of tolerance towards followers of other religions.
2. Honest is behavior based on efforts to make himself a person who can always be trusted in words, actions, and deeds.
3. Tolerant is an attitude and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of others who are different from oneself.
4. Discipline is an action that shows orderly behavior and is obedient to various applicable rules and regulations.

²² Tim Penyusun PKK Kemendikbud, Konsep dan Pedoman, 16.

²³ Dewi, "Implementasi Pendidikan," 35-36.

5. Hardworking is a behavior that shows a genuine effort in overcoming various obstacles to learning and assignments and completing tasks as well as possible.
6. Creative is a way of thinking and doing something to produce new ways of something that is owned.
7. Independent is an attitude and behavior that is not easy to depend on other people to complete their tasks.
8. Democracy is a way of thinking, behaving and acting that values the rights and obligations of oneself and others.
9. Curious is an attitude and action that always tries to find out more deeply and extends from something that has been learned, seen, and heard.
10. Nationalistic is a way of thinking, acting and having an insight that places the interests of the nation and the State above self and group interests.
11. Patriotic is a way of thinking, behaving, and acting that shows loyalty, concern, and high respect for the nation's language, environment, social, culture, economic, and politic.
12. Appreciating achievements are attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.
13. Friendly or communicative is an action that shows a sense of pleasure to talk, socialize, and cooperate with other people.

14. Peace-loving is an attitude, speech, and action that cause other people to feel happy and secure in their presence.
15. Reading interest is a habit of taking time to read various reading materials that are good for him and add new insights and knowledge.
16. Environment care is an attitude and action that always strives to prevent damage to the environment and the natural surroundings, and to develop efforts to repair natural damage that has occurred.
17. Social care is an attitude and action that always wants to provide assistance to other people and communities in need.
18. Responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do for himself and others and around him.²⁴

“Peraturan Menteri Pendidikan dan Kebudayaan” Number 20 Year 2018 Chapter 3 Verse 2 stated that character educational values that have been described above are realization of five main values which are interrelated. Five main values would be explained in the following descriptions:

1. Religious

Religious value reflects faith in God Almighty which is manifested in the behavior of implementing religious teachings and beliefs, respecting religious differences, upholding a tolerant

²⁴ DH, “Nilai Pendidikan,” 35-37.

attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. The value of this religious character includes three dimensions of relations at once, namely the relationship of individuals with God, individuals with others, and individuals with the universe (environment). The value of this religious character is shown in loving behavior and maintaining the integrity of creation.

2. Nationalist

Nationalist value is a way of thinking, behaving, and acting that show loyalty, concern and high respect for the language, physical, social, cultural, economic and political environment of the nation, placing the interests of the nation and the state above the interests of themselves and their groups.

3. Independent

Independent value is an attitude and behavior that is independent of others and uses all energy, thoughts, time to realize hopes, dreams and aspirations.

4. Mutual Assistance

Mutual assistance value reflects the act of respecting the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance or assistance to people in need.

5. Integrity

Integrity value is the value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions and work, has commitment and loyalty to human and moral values (moral integrity).²⁵

The five pillars of character cannot stand or operate independently, but all of them are compatible and sustainable with each other in shaping individual personality.

Then, Lickona states that there are eleven broad principles identified to define character education:²⁶

1. Promote core ethical values as the basis of good character.
2. Define character comprehensively to include thinking, feeling, and behavior.
3. Use a comprehensive, intentional, proactive, and effective approach.
4. Create a caring school community.
5. Provide students with opportunities to engage in moral action.
6. Provide a meaningful and challenging curriculum that helps all students to succeed.
7. Foster students' intrinsic motivation to learn and to be good people.

²⁵ Tim Penyusun PKK Kemendikbud, Konsep Dan Pedoman, 8-9.

²⁶ Azkia Muharom Albantani and Ahmad Madkur, "Integrating Character Education Values in Language Teaching: Why and How?", Paper presented at the 4th ELITE International Conference, Syarif Hidayatullah State Islamic University, October 18-19, 2016.

8. Engage school staff as professionals in a learning and moral community.
9. Foster shared moral leadership and long-term support for character education.
10. Engage families and community members as partners in character education.
11. Evaluate the character of the school, its staff, and its students to inform the character education effort.

Meanwhile, according to Linda Eyre character educational values can be divided into two main groups as follows:

a) Value of Being

The value of being is a value that related with human being and behavior, also the way how we treat others, which include values of being are:²⁷

1) Honesty

Honesty is defined as a human attitude when facing a certain thing or phenomenon and telling the information without changing the information. It can also be defined as an attitude or behavior based on our deep heart. Honesty is one of the values that teach us how to bravely confess, speak, or provide information commensurate with facts and reality.

²⁷ Mubarok, Membumikan, 7.

Honesty has to be applied in our daily activity. Honesty is characterized by telling the truth when asking questions, not trying to pretend because there is nothing to hide, and saying our own thoughts we believe that are right, even when our friend disagrees. We are strong enough to tell others that they are wrong.

2) Bravery

Bravery is an attitude that emerges from people, and can dare them to try some difficult things. Bravery can also be defined as one of the actions of struggling and maintaining something that is considered to be good but carries danger and difficulty. Bravery can also be found when we go against the flow, for example, dare to refuse something, dare to admit mistakes, and dare to ask for apology. To measure someone's courage, it can be known from the action or the statement.

3) Peace

Peace is a natural harmony in human life that does not like hostility or conflict. Peace can be interpreted as calm and patient attitude. This attitude tends to try to accept other's opinions rather than directly arguing and opposing them. Always try to understand the difference and give understanding when someone is going through conflict or stubborn because of the problem.

4) Self-discipline

Self-discipline is an attitude that is obtained from habits. It can also be interpreted as the level of consistency and human consequences of a commitment or agreement related to the goals to be achieved.

Self-discipline makes up us to not follow desires of the heart that lead to overrunning of self-worth or something excessive, but to pursue whatever that is good for us and to pursue positive desire in appropriate level.

5) Self-confidence

Believing in themselves and strongly believing that their life fulfills a special important purpose in the world are the characteristic of self-confidence. They definitely know their strengths and ability and have accepted their weakness. People having self-confidence know how cherish themselves and can handle praise and criticism gracefully.

6) Sincerity

Sincerity is the combination of seriousness and honesty. If you do things sincerely, people will trust you. Sincerity is our deep desire to be indigenous based on our true nature,

which is completely good. The characteristic of sincerity are saying and doing what is true without hiding anything.²⁸

b) Value of Giving

The value of giving is a value that need to be practiced or provided which would then be accepted as giving, which include values of being are:²⁹

1) Loyalty

Loyalty is the state or quality of being faithfulness to commitments or obligations. A faithful person is responsible, supportive, and reliable, ready to serve or help someone, and is trusted in keeping promises consistently.

2) Respect

Respect is a way of dealing or considering about something or someone. It can also be defined as an act that shows you aware of someone's rights, wishes, and many others.

Respect can be properly and politely applies to property rights, respect for parents, respect for elders, respect for nature, and respect for someone's convictions, respect yourself and avoid interfering with yourself. The characteristics of respect are treat others with respect, be tolerance and accepting differences, behave well by not saying harsh words, be considerate of

²⁸ Muawana, "Speech Act Used by Main Characters in Beauty and The Beast Movie Script" (Skripsi, IAIN Jember, 2020), 31-32.

²⁹ Mubarok, Membumikan, 7.

others' feelings, not threaten, beat or hurt anyone, and handle anger, insults and differences peacefully.

3) Loving and Affection

Love and affection are positive feelings you may have or express for other people or things. Affection is defined as the feeling of liking and paying attention to someone or something. Love is more than loyalty and respect. Love can be shown to our dearest family, dearest friends, neighbors, or even people who hate us.

4) Kind and Friendly

Kind is a good attitude towards someone else or something. It is aware friendly and caring is more commendable than being rude and harsh. This value can be demonstrated by tenderness, especially in younger or weaker ones and being able to make new friends and maintaining friendships.

5) Fair and Humanist

Fairness refers to treating someone in a correct or reasonable way, or treating a group of people equally, and not allowing personal opinions to influence judgment. On the other hand, fairness is defined as agreeing to what is considered correct or acceptable. The characteristic of humanity is tenderness. Fairness refers to treating someone in a correct or

reasonable way, or treating a group of people equally, and not allowing personal opinions to influence judgment. On the other hand, fairness is defined as agreeing to what is considered correct or acceptable. The characteristics of humanity are tenderness, compassion, and sympathy for people or things, and understanding the consequences and the law of cause and effect. Appreciate generosity and tolerance, and understand that revenge is a futile act.³⁰

2. Movie

a. Definition of Movie

Movie is form of entertainment that gives visualization through a sequence of image giving some pictures of continuous movement and it is also called term that create story into motion pictures completed by audio and as a form dramatic performance that is recorded as a moving image, even it is added special effects to make a magnificent image.³¹

In implementing character education, a movie can be run as a learning medium. According to Okan, it is necessary to review using software to motivate students to explore deeper learning because students are highly motivated through diverse and interesting learning experiences.³²

³⁰ Muawana, "Speech Act Used," 32-34.

³¹ Rani Violeta, "Speech Acts Analysis of the Main Character in Maleficent Movie Script by Jane Mctee" (Skripsi, University of Islamic State Raden Intan Lampung, 2019), 17.

³² Albab, "Teori Mutakhir," 57.

So, from the previous explanations, we can conclude that movies can make students not to get bored easily and more enthusiastic about learning. Through the movie, the audience can feel all the emotions the creator wants to convey, such as the emotions of being happy, angry, jealous, sad, touched, and others. Currently, movies are not only considered as entertainment. By watching movies, ideas, inspiration, and even new knowledge and experiences can be obtained by the audience.

b. Element of Movie

Movies have some parts that can be broken down to analyze further. Movie itself has some of elements, below are the elements of movie:³³

1) Character and Characterization

Traditionally, characters were the people in the movie. However, as both fiction and documentary movies became more varied and complex, this simplistic view of who or what is a character was discarded and a new definition was coined based on a broader scope. Simply put, characters are the significant 'beings' in your movie. A character can be human, animal and, in some movies, even an object or a location. Anything that has the ability to take action or suffer consequences can be a character.

³³ Trisha Das, *How to Write a Documentary Script*, (USA: Focal Press, 2004), 31-36

However, a character is always viewed from a human perspective. This is just simply because the moviemakers are human and the audience is human and therefore, we unconsciously try and attribute human qualities to all characters in a movie, even though they may not be human. For a scriptwriter, it helps to think of characters from this angle as it makes them more understandable. There are two broad types of characters in a movie:

a) Central character/s

The character the story is about is a central character. This is the protagonist whose story is being told in the movie. It could be one person or few people. These people are directly related to the subject at hand and are the primary vehicles that carry the story forward through their actions and reactions.

b) Secondary character/s

The characters that surround the central character are the secondary characters. These characters are usually indirectly related to the subject at hand and are playing a part in helping the central character proceed in the story. The story is not about them; they are part of the larger story. These characters interact indirectly with the story through the central character.

Meanwhile, characterization is a writer's term for the sum of all the visible traits of a character in the movie. It includes age, gender and IQ, speech and gesture, education and occupation, personality, values and attitudes. The totality of various combinations of these traits makes each person unique.

2) Plot

The words 'to plot' literally means to figure out a path to enter or exit a situation. In a story sense 'the plot' is when a story navigates through branching possibilities to choose a path that will lead to a resolution. The plot of a story is where every sequence in the movie makes the next one inevitable because of their events and design in time. Every story needs to have a plot, no matter how small, to move the story forward towards a goal. There needn't be dramatic twists and turns or high-pressure suspense or shocking surprise. A plot can merely be a selection of events and their patterns displayed through time in the movie. The scriptwriter must make event choices – what to include and what to exclude – and place them in a particular order.

3) Point of View

This is point of view – the angle taken to look at the events and characters, their interactions with each other and the environment in the movie. The scriptwriter's choice of point of view or POV

makes an enormous difference on how the audience views the movie. This is because who or whatever's POV is shown is the person/thing that is telling the story to the audience. Point of view can be divided into 3 types:

a) First-person POV

This is one of the most common types of POV used in documentary. It is the direct POV of one or more characters in the movie. They talk in terms of 'I' and the narrative is done through their eyes and records their experiences. In this type of POV, the character can either be featured on screen in an interview, perform actions or be part of events on screen and/or his voice can be featured as part of the sound track while the visuals can relate to what he is saying.

b) Second-person POV

This kind of POV, where the narrative of the movie directly addresses the audience as 'you' and forces the audience into the story is less common in documentaries and more a feature of television video magazines and news stories.

c) Third-person POV

This kind of POV is much more common in more classical documentaries. It is a narrative told from the POV of someone unknown to the audience, a god-like omnipresent person who sees events from all sides and can read the inner

worlds of characters. This person is never identified by the movie, but usually the soundtrack features this person's voice talking about the characters directly to the audience in terms of 'he' or 'she'. This person knows everything about everyone and therefore the narrative is from a general perspective, as if the camera itself is this person.

4) Conflict

Conflict is one of the most important aspects of a movie, documentary or fiction. To put it simply, conflict is to movie what sound is to music. Without it, all the elements of a movie are useless because there is no reason for them to move forward. When the main character/s step into the inciting incident, they enter a world governed by conflict and when conflict ends, the movie ends.

c. Type of Movie

Movie itself has kinds of genre, below are the genres of movie:

1) Action

Action movies usually include high energy, big-budget physical stunts and chases, possibly with rescues, battle, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.) non-stop motion, spectacular rhythm and pacing, and adventurous, often two-dimensional 'good-guy' heroes (or

recently, heroines) battling ‘bad-guys’ – all designed for pure audience escapism.

2) Adventure

Adventure movies are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action movie genre. They can include traditional swashbucklers, serialized movies and historical spectacles (similar to the epics movie genre), searches or expeditions for lost continents, ‘jungle’ and ‘desert’ epics, treasure hunts, disaster movies, or searches for the unknown.

3) Comedies

Comedies are light-hearted plots consistently and deliberately design to amuse and provoke laughter (with oneliners, jokes, etc.), by exaggerating the situation, the language, action relationships and characters. This section describes various forms of comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic, comedies, black comedy (dark satirical comedy), and more.

4) Crime

Crime (gangster) movies are developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life. Criminal and

gangster movies are often categorized as movie noir or detective-mystery movies – because of underlying similarities between these cinematic forms. This category includes a description of various serial killer movies.

5) Drama

Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and story involving intense character development and interaction. Usually, they are not focused on special-effects, comedy, or action. Dramatic movies are probably the largest movie genre, with many subsets.

6) Epics

Epics include costume dramas, historical dramas, war movies, medieval romps, or ‘period pictures’ that often cover a large expanse of time set against a vast panoramic backdrop. Epics often share elements of the elaborate adventure movies genre. Epics take a historical or imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lush costumes, accompanied by grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score. Epics are often a more spectacular, lavish version of a biopic movie. Some sword and sandal ‘movies (Biblical epics or movies occurring during antiquity) qualify as a sub-genre.

7) Horror

Horror movies are to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. Horror movies feature a wide range of style, from the earliest silent “Nosferatu” classic, to today’s CGI monster and deranged humans. They are often combined with science fiction when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens. They fantasy and supernatural movie genres are not usually synonymous with the horror genres. There are many subgenres of horrors, slashes, teen terror, serial killers, satanic, Dracula, Frankenstein, etc.

8) Musical

Musical/dance movies are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the movie narrative), or they are movies that are centered on combinations of music, dance, song or choreography. Major subgenres include the musical comedy or the concert movie.

9) Science Fiction

Sci-fi movies are often quasi-scientific, visionary and imaginative-complete with heroes, aliens, distant planets, impossible quests improbable settings, fantastic places, great dark

and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monster (things or creature from space), either created by mad scientists or by nuclear havoc. They are sometimes an offshoot of fantasy movie, or they share some similarities with action/adventure movies. Science fiction often expresses the potential of technology to destroy human kind and easily overlaps with horror movies particularly when technology or alien life forms become malevolent, as in the “Atomic Age” of sci-fi movies in the 1950s.

10) War

War (and anti-war) movies acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the primary plot or background for the action of the movie. War movies are often paired with other genres, such as action, adventure, drama, romance, comedy (black) suspense, and even epics and westerns, and they often take a denunciatory approach toward warfare. They may include POW tales, stories of military operations, and training.

11) Western

Western are the major defining genre of the American movie industry colony to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with

very recognizable plots, elements, and characters (six-guns, horses dusty towns and trails, cowboys, Indians, etc.). Over time westerns have been re-defined, re-invented and expanded, dismissed, re-discovered, and spoofed.³⁴

d. Movie as Instructional Media

Nowadays, the development of the digital world requires all aspects of life to be more innovative and creative, including in the aspect of education. The teacher is the first milestone that is expected to provide a new style in the world of education, not only learning strategies or methods, but also in the development of learning media. Movie is an audiovisual media that teachers can use to teach.

Burns suggested in a study on movie teaching that student may realize that studying movie at school is part of their study of movie. Second, the research assumes that students may understand the theme of the movie and understand the social value shown in it. These assumptions also include that movies may be an effective tool for learning social values, so young learners are interested in them.³⁵ This research fosters technology awareness and helps all schools, especially teachers and students. Social values can be applied and in a fun way through movie.

³⁴ Siti Munawaroh, "An Analysis Values Found in the Pirate Fairy Movie" (Skripsi, IAIN Tulungagung, 2016), 9-13.

³⁵ Muhammad Yousuf Sharjeel and Kiran Dadabhoy, "Use of Movie for Teaching Values in English Classes at Elementary Level," *Elementary School Education* 23, No. 1(May 2013): 43.

Researchers in educational psychology believe that movie provides a fast and direct teaching scene in which a preconstructed dramatic specific scene points out important social values. The learner's emotions and behavioral adaptation strategies will also be affected, because presenting emotions in an easily recognizable way can easily express emotions. Students can immediately understand and know them and have the opportunity to “transform” the life history of the movie into their own lives.³⁶ In other words, learning the values contained in the movie can be digested, interpreted, and imitated by students in their real life.

An entertaining and motivating media can be provided by learning through movie. Authenticity, variety, reality and flexibility can be obtained in classroom using movie. There are a lot of advantages of using movie in the classroom. Some of them are, first of all, movies can keep students focus to learn. Mirvan announced that the use of movies in the classroom was a new and very comfortable experience for students. Students appreciated the activity specified in the classroom. Students were more motivated to see and hear the true-life situation as follows the action of the textbook. They gave the impression that the movies also provided a relaxed atmosphere.

Second, movies can improve students' listening skill. In this case is better for English teachers to play English movies with

³⁶ Sharjeel, et al, “Use of Movie,” 43.

English subtitles. Rokni and Azzam stated that movies with English subtitles had a significantly positive effect on the students' listening skill compared to the movies with no subtitles. Students can listen to English being used in a very natural way. Some actors and actress may speak too fast so that it is difficult for students to understand what they are talking about, but it will be a perfect way for students to listen to native speakers. Students can also listen to informal English and slang words and phrases that they often do not find in books or dictionaries.

Third, movie can improve student's speaking skill, especially their fluency. Students can watch English movies with their friends and speak about them afterwards. They can also find movie scripts online and imitate what the actors said in the movie. Then they can replay the movie to check whether their pronunciation was correct or not. According to Kaeon, teaching English by using English movie as media in the classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie. Students can listen how o link their words together.

Fourth, movies can improve student's pronunciation. We all know that English pronunciation is extremely difficult and when students read words, it is very difficult for students to say the words. Listening to native English speakers talk to each other can help students to hear how words are pronounced. Students can

know where to put intonation on certain words and sentences. Students can also distinguish and compare British and American style when the actors are talking in the movies. Through her research, Pratiwi reported that English movies really affected students to comprehend pronunciation. Before students watched English movies, the students had some difficulties in English stress patterns. After they watched English movies, they were so good in English stress patterns. Besides, they had better understanding in producing unfamiliar sounds like /æ/ after watching English movies. Thus, student's pronunciation difficulties in mastering vowels, diphthongs, stress and intonation could be decreased by watching English movies.

Fifth, movie can increase student's vocabulary. English with English subtitles can help students to see how the words are written. By watching English movies, students listen to many new words and phrases, especially idioms and colloquial expressions. Students can keep a note book with them and writing down any new words or phrases they listen. They can look up the meaning later or ask their English teachers. Putra states that when students are watching English Movies with English subtitles, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms.³⁷

³⁷ Armilia Sari and Bastian Sugandi, "Teaching English through English Movie: Advantages and

According to Bates and Poole, movie-based instructional technology has become an important part of teaching and learning within the classroom as well as working with fully online environments. Resources for educating and assisting faculty about the best practices for using technology has also become crucial. These resources need to go beyond how to work with specific software and educators need to understand the ways in which these new tools can make a significant difference in student learning. Learning through movies is seen as essentially a social process, requiring communication among learner, teacher and others. This social process cannot effectively be replaced by technology, although technology may facilitate it.³⁸ From the explanation above, it can be concluded that the movie as instructional media is very useful in learning. The atmosphere in the classroom will look more pleasant and the teacher can more easily interpret the learning in the textbook through movie.

e. Synopsis of Inside out 2 Movie

Inside Out 2 is one of Disney and Pixar's animated movies and a sequel to Inside Out 2015 directed by Pete Docter. The title of this movie is Inside Out 2. This movie is directed by Kelsey Mann and produced by Pixar Animation Studios. Inside Out 2 was distributed by Walt Disney Studios Motion Pictures in the year 2024.

Disavantages,” *English Literacy Education* 2, No. 2(January 2015): 11-12.

³⁸ Sharjee, et al, “Use of Movie,” 44.

Inside Out 2 continues the story of Riley, who is now a teenager facing new emotions as she grows up. Joy, Sadness, Anger, Fear, and Disgust have been managing Riley's feelings, but everything changes when new emotions like Anxiety, Envy, and Embarrassment arrive. These new emotions create challenges for the original team as they struggle to help Riley through her teenage years, full of social pressures, personal growth, and important life decisions. The story shows how Riley tries to balance her old feelings with the new ones, discovering more about herself in the process.

The characters built in this movie are colorful, lively, and relatable. The original emotions continue to show their distinct personalities, while the new emotions bring fresh energy and tension into Riley's mind. Anxiety, for example, is portrayed as a cautious yet caring figure, while Envy and Embarrassment add humor and realism to Riley's journey. Overall, the movie presents a meaningful and heartfelt story about growing up and learning to embrace all kinds of emotions.

CHAPTER III

RESEARCH METHODS

A. Research Approach and Type of Research

In this research, the researcher used a qualitative approach. “Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data”.³⁹ So, the result of analysis was provided in the form of description.

According to Ary, *et al*, “Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public recorded, textbooks, letters, movies, tapes, diaries, themes, reports, or other documents”.⁴⁰ Meanwhile, this research analyzed a movie.

The researcher analyzed the dialogue of Inside out 2 Movie investigating character educational value based on Linda Eyre.

B. Data and Source of Data

In this study, researcher used library material as a library data source and other books relevant to the thesis discussion as a support. According to Moleong, primary data in qualitative research have form as words and acts. Moreover, of that was an addition data such as document and others.⁴¹ In this case, the data from this research was Inside out 2 Movie. The selection of Inside Out 2 as the object of this research was based on several important

³⁹ Donal Ary, et. al. *Introduction to Research in Education, 8th Edition* (Belmont, USA: Wadsworth, 2010), 29.

⁴⁰ Ary, et al., *Introduction to Research*, 29.

⁴¹ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009) 31.

considerations aligned with the goals of character education analysis. As a sequel to the widely acclaimed *Inside Out* 2015, the *Inside Out 2* Movie focuses on emotional development and introduces new emotions such as anxiety, envy, embarrassment, and ennui, making it rich in psychological and moral content. This thematic focus is closely related to Linda Eyre's theory of character educational values, which emphasizes both personal and social dimensions of human development.

The researcher was initially drawn to the movie upon encountering early reviews and promotional content discussing its focus on adolescence and emotional regulation. As a student of English education with a strong interest in character development in youth media, the researcher recognized that this movie offered a unique narrative that reflects internal struggles, interpersonal communication, and value-based decision-making all of which are essential to the development of good character.

After watching the movie during its release period, the researcher found that the movie portrayed not only entertaining content but also substantial moral messages through its characters' expressions and dialogue. These character interactions were highly suitable for analysis using both Linda Eyre's character value framework and speech act theory, making the movie a compelling and relevant object of study.

To begin the research, the movie was downloaded through the LK21 website in order to be accessed repeatedly for observation. The full script of the movie was then sourced from [https:// insideout. fandom. com/ wiki/](https://insideout.fandom.com/wiki/)

Inside_Out_2/Transcript. Both materials enabled the researcher to observe and analyze not only the spoken utterances but also the characters' non-verbal cues such as facial expressions, body language, and visual context, which were important in interpreting the values conveyed both direct and indirect.

C. Technique of Data Collection

Collecting data was important for the researcher to get information dealing with the object of the research. The researcher used document analysis to collect the data. According to Ary, "Document analysis can be written or text-based artifact (textbooks, novels, journals, etc.) or non-written record (photographs, audiotapes, videotapes, images, etc.)".⁴² This research applied a document analysis because the data was in form document or written text and movie or non-written record.

There were some steps used by the researcher in collecting the data. The first step was collecting the data by downloading the movie and also the movie script. After that, the researcher watched repeatedly and carefully, then found any important details from all the characters' utterances while reading and observing the dialogue from the script at the same time. The next step was separating the characters' utterances that are relevant to the research into analysis table. The researcher investigated ten main character educational values in Inside Out 2 Movie and Inside Out 2 scripts based on Linda Eyre's theory.

⁴² Ary, et.al., Introduction to Research, 442.

D. Technique of Data Analysis

Data analysis method deals with the procedures of analyzing the object of research. In this study, the researcher used content analysis based on theory of Ary, *et al*, to analyze the data. There were some steps that are used to analyze the data, those are:

1) Familiarizing and Organizing

a) Familiarizing

In order to gain a full understanding of the data, the researcher conducted a process of immersion. This began with watching *Inside Out 2* several times to become thoroughly familiar with the storyline, characters, and emotional dynamics presented throughout the movie. Watching the movie repeatedly helped the researcher notice subtle aspects of character behavior and interactions that might otherwise be overlooked in a single viewing.

After this, the researcher carefully examined the film's dialogue, focusing specifically on the utterances spoken by the main characters. These utterances were selected based on their relevance to character educational values, using Linda and Richard Eyre's framework as a reference. The selected lines were transcribed and reviewed multiple times to ensure a clear understanding of the context and meaning behind each one. This step was essential for preparing the data before moving on to the analysis phase.

b) Organizing

In this stage of the research, the researcher examined the movie script of *Inside Out 2* in detail, focusing on identifying the total number of dialogues present throughout the film. This was done to determine the scope of the data to be analyzed. Rather than selecting a sample, the researcher decided to include all character utterances in the analysis. This comprehensive approach allowed for a more complete and accurate identification of character educational values. By organizing and categorizing the full set of dialogues in advance, the researcher was better prepared for the subsequent coding and interpretation stages.

2) Coding and Reducing

a) Coding

In this stage, the researcher carefully read and reread all the dialogue data that had been previously organized to ensure familiarity and accuracy. Following this, the researcher began the process of coding each unit of analysis. Coding was used to systematically label each utterance based on the scene and the order in which it appeared. This step was crucial for organizing the data and facilitating a more structured analysis.

Each code consisted of two components: the scene number and the utterance number. For example, the code **SC1/U1** refers to **Scene 1, Utterance 1**, indicating that the line of dialogue came from the first

utterance in the first scene. This coding format helped the researcher trace each piece of data back to its original context in the movie, which is essential for maintaining the integrity of the analysis and supporting transparency in the research process.

SC1/U1 = Scene (1)/Utterance (1)

b) Reducing

To support the analysis process, the researcher highlighted or underlined the utterances that were identified as reflecting character educational values. Different colors were used to distinguish between various categories or types of values based on Linda and Richard Eyre's framework. This visual coding made it easier to identify patterns and categorize the data accurately.

After highlighting, the researcher segmented the data into smaller, manageable units. These units—individual utterances—were then arranged systematically according to their scene and dialogue sequence. This structured arrangement allowed for a clearer examination of the context in which each value appeared.

3) Interpreting and Representing

a) Interpreting

In this stage, the researcher carried out the interpretation of the selected data that had been previously identified as containing character educational values. The interpretation focused on understanding the meaning and significance of each utterance within

its narrative context in the movie. Using Linda Eyre's character education framework as the analytical lens, the researcher examined how each value was conveyed through the characters' words, behaviors, and interactions.

b) Representing

In this final stage, the researcher presented the findings derived from the data analysis. The results were conveyed through detailed descriptive explanations that aimed to clearly demonstrate how character educational values were represented in the selected utterances from the Inside Out 2 movie script. Each finding was supported by specific examples from the dialogue, along with contextual interpretation to explain the relevance of the utterance to a particular value based on Linda Eyre's framework.

The descriptive approach allowed the researcher to articulate not only the frequency of each value but also how it was embedded within the narrative and character interactions. By organizing the results thematically and aligning them with the theoretical framework, the researcher ensured that the presentation of findings was both systematic and meaningful. This stage served as the foundation for drawing conclusions about the representation of character educational values in the movie.

E. Validity of Data

The researcher used triangulation to test the validity of data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.⁴³ There are some types of triangulations, some of them are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, and many others.

In this study, the researcher used investigator triangulation. According to Ary, *et al*, investigator triangulation involves having multiple researchers collect data independently and compare the collected data.⁴⁴ The type of this triangulation was often used by the researcher who conducted library research. Silverman states that investigator triangulation engages independently by more than one observer.⁴⁵

The investigators involved in this research consisted of the primary researcher and two English lecturers, Ihyak Mustofa, S.S, M.Li. and Nina Hayuningtyas, S.Pd., M.Pd. who served as validators during the data validation process. The validation procedure was conducted through several structured steps to ensure the credibility and reliability of the analysis.

Initially, the researcher conducted the analysis independently, identifying and interpreting the character educational values found in the selected utterances from the Inside Out 2 Movie script. After completing the individual analysis, the researcher held a focused discussion with Mr. Ihyak Mustofa to review and validate the initial findings. On a separate occasion, the

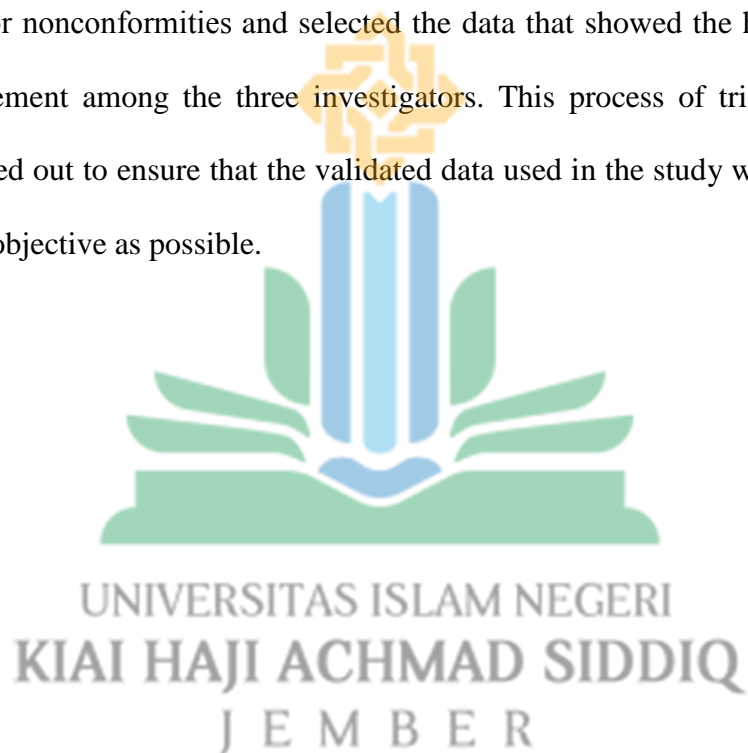
⁴³ Louis Cohen, et al, *Research Methods in Education*, (New York: Routledge, 2007), 141.

⁴⁴ Ary, et al. *Introduction to Research in Education*, 499.

⁴⁵ Cohen, et al. *Research Methods*. 142.

researcher met with Ma'am Nina Hayuningtyas for a second round of validation and discussion.

Following these consultations, the researcher carefully read and reviewed all feedback and analysis results provided by both validators. The researcher then cross-checked and compared the analysis outcomes to identify areas of agreement and divergence. In the final step, the researcher resolving minor nonconformities and selected the data that showed the highest level of agreement among the three investigators. This process of triangulation was carried out to ensure that the validated data used in the study were as accurate and objective as possible.



CHAPTER IV

THE RESULT OF THE ANALYSIS

A. Data Collection

In this research, the researcher referred to one of Disney movies based on Pixar's Inside Out 2 written by Meg LeFauve and directed by Kelsey Mann. Inside Out 2 was distributed by Walt Disney Studios Motion Pictures in 2024. This movie had numerous dialogues and scenes that portrayed character educational values. The data was collected from the dialogues of the characters in Inside Out 2 Movie and script.

B. Data Analysis

In this section, the researcher presented the data analysis of the types of character educational values found in the movie entitled Inside Out 2. The data were analyzed based on the classification theory of character educational values by Linda Eyre. It included the analysis of the types of character education values.

1. Value of Being

The first type of character education value was the value of being. This value developed from internal qualities that individuals are born with and manifests in how they behave towards others. Value of being was the most represented value in this movie. This value was represented 32 times. This value was represented through several indicators: honesty, bravery, peace ability, self-discipline, self-confidence, and sincerity.

a. Honesty

The researcher found this indicator 6 times. This value could be known as actions provide information without adding or subtracting it because there's nothing to hide. It was also known as a value that was able to confess something according to facts and reality. It could be seen in the data below:

Picture 4.1
Scene Value of Being: Honesty



(Data: SC7/U203)

Joy: What was what?

Disgust: **We got a look. I don't like this.**

Joy: What? You're paranoid.

Disgust: I never miss a look.

[She brings up a panel and begins typing. Onscreen, a system begins examining the girls' faces; it zooms in on Bree's pushed eyebrows.]

The data retrieved a moment of emotional awareness and differing perspectives between Joy and Disgust as they observed a subtle expression from Bree during a social interaction. The

dialogue was delivered by Joy and Disgust. Disgust, noticing a suspicious look, quickly expressed her concern by stating that she never misses a look, demonstrating her honesty in voicing her intuition and perception without hesitation. Her reaction reflects the value of being specifically honesty as she chooses to speak up about what she observes rather than ignore or conceal it. Overall, the scene portrays honesty as a core character value, showing how expressing truthful concerns even when unpopular plays an essential role in emotional and social awareness.

b. Bravery

In this movie, the researcher found this indicator 6 times. Bravery could be described as attitude that emerged from human being who dared to defend the truth even though it required an uphill struggle or brings danger. The utilizing of this value could be seen in the following data:

(Data: SC11/U509)

Bloofy: Hey kids. Let's learn some Latin. Do you know "quid pro quo"? We get you out of that jar, then you can get us out of this safe.

Lance Slashblade: No Bloofy. Their destiny is not ours to change. We we're all banished here. Deemed unfit. Worthless.

Disgust: **Don't you dare say that. You do not deserve to be thrown away.**

This data was a dialogue between Bloofy, Lance Slashblade, and Disgust. Her line **"Don't you dare say that. You**

do not deserve to be thrown away” showed empathy and a belief in their worth, challenging the idea that they were worthless. Disgust’s utterance shows bravery, as she courageously defends the dignity and worth of others, openly opposing the idea that they are “unfit” or “worthless,” even in a discouraging situation.

c. Peace

This value was used 1 in this movie. Peace ability could be defined as calm and patient attitude. This value also tried to accept people's opinions without arguing it at first and tried to avoid squabbling or fighting. The data of this indicator could be seen in the following:

Picture 4.2
Scene Value of Being: Peace



(Data: SC8/U351)

Anxiety: Okay. So, my team has run all the data and we're looking at the following likely scenarios. First, we don't take this camp seriously and we goof off with Bree and Grace. Riley looks really uncool in front of Val. She fails to impress the coach, does not become a Fire Hawk and finally arrives at high school. She has no one, she eats alone and only the teachers know her name!

Disgust: Ew!

Fear: **Okay, you and I are gonna be friends.**

Sadness: Oh, this is a sad story.

In this data, Anxiety was analyzing the possible outcomes of Riley's behavior at camp. She warned that if Riley didn't take the camp seriously and instead goofed off with Bree and Grace, she might fail to impress the coach and Val. As a result, Riley would not become a Fire Hawk and would eventually arrive at high school feeling isolated, eating alone, and being unnoticed except by teachers. This detailed and exaggerated scenario was delivered with intense worry and urgency, reflecting Anxiety's core character trait. Fear responded by saying, **"Okay, you and I are gonna be friends,"** acknowledging their shared disposition toward excessive worry. Peace ability was shown in utterance because Fear recognized Anxiety's need for support and chose to bond, forming a partnership to navigate their shared concerns.

d. Self-discipline

It was used 1 in this movie. Self-discipline could be described as an action that was regulated to be in accordance with a particular system. It could be seen in the data below:

(Data: SC7/U191)

Bree: Riley! We're gonna have so much fun!

Grace: Oh my gosh!

Mr. Andersen: Alright, who's ready for hockey camp?

Joy: **Okay, until we can figure this out, nobody touch the console unless you really need to.**

This data shows a conversation among Riley's friends and family. The dialogue features Bree, Grace, Mr. Andersen, and Joy during a moment of preparation and excitement for Riley's upcoming hockey camp. Bree was very enthusiastic, expressing her joy and anticipation. Grace followed with an excited too, showing her emotional enthusiasm for the event. However, among the excitement, Joy, one of Riley's emotions, warned, **"Okay, until we can figure this out, nobody touch the console unless you really need to,"** demonstrating her sense of responsibility and caution in a moment of emotional instability inside Riley's mind. Joy's utterance reflected the value of self-discipline, as she encouraged restraint and careful action to maintain Riley's emotional balance during an important moment.

e. Self-confidence

This value was the most frequent value represented. It was used thirteen 13 times in this movie. Self-confidence could be known as attitude that believing in themselves and consciously knowing their strengths and weakness. Further, in this movie, the data could be seen below:

(Data: SC15/U654)

Riley: Riley's Belief: If I'm good at hockey, I'll have friends.

Val: ???, Riley

Dani: Yeah! Way to go, Michigan.

Coach Roberts: Alright ladies, great day today. Take it easy tonight.

Anxiety: **Yes! This is the moment we've been waiting for.**

The situation occurred from the data above was as follows,

Riley had a belief that if she was good at hockey, she would be able to make friends. During hockey practice, Val and Dani gave Riley a positive response, cheering her on, which made Riley feel acknowledged and accepted. Coach Roberts praised the team and dismissed them for the day, leading to a moment that Anxiety interpreted as the beginning of Riley's social success. Anxiety expresses high confidence and excitement about social acceptance, revealing a strong desire to belong. It could be concluded that Riley's utterance represented self-confidence.

f. Sincerity

It was used 5 times in this movie. Sincerity was a mix of seriousness and honesty. When you were saying or doing something right without any pretend, you had shown sincerity. Sincerity also could be defined as a quality or state of being sincere. The data of this value could be seen below:

(Data: SC6/U170)

Riley: You're always on me! Can't you just lay off for like one second?!

Disgust: Uh, overreact much?

Anger: I barely touched it. Those morons broke the console!

Mrs Andersen: Riley, what's wrong?

Sadness: **Oh. Mom looks sad.**

Riley: I'm the worst!

The situation occurred from the data above was as follows.

Riley was emotionally overwhelmed when interacting with her parents, especially her mother, Mrs. Andersen. Feeling pressured and misunderstood, Riley lashed out by saying, "You're always on me! Can't you just lay off for like one second?!" Her outburst was followed by Disgust's sarcastic comment, "Uh, overreact much?" and Anger's blame-shifting response, "I barely touched it. Those morons broke the console!" showing inner emotional conflict. When Mrs. Andersen gently asked, "Riley, what's wrong?" it triggered more intense emotions within Riley. Sadness noticed

Mrs. Andersen's expression and said, **"Oh. Mom looks sad,"** which further deepened Riley's emotional burden. Riley then cried and said, "I'm the worst!" revealing her guilt and self-blame. This scene shows how Riley's internal emotions collided and created confusion, sadness, and regret. Riley's final utterance contained a sincere emotional value, expressing vulnerability and the beginning of emotional release.

2. Value of Giving

The second type of character education value was the value of giving. This value should be practiced in our daily life's, it was expected that we would get the blessing of our actions. This value was represented 23 times. In this analysis, the researcher used some indicators to represent this value. The indicators were loyalty, respect, love and affection, kind and friendly, and fair and humanist.

a. Loyalty

It was represented 2 in this movie. This indicator could be known as someone action that contained responsibility to their commitment. The utilizing of this value could be seen in the following data:

(Data: SC4/U127)

Joy: Sadness, you won't hurt it, I promise. Have I ever steered you wrong before?

Sadness: Yeah. Many times.

Joy: **Come on. Where I go, you go.**

This data was delivered by Joy and Sadness. In this scene, Joy tried to convince Sadness to touch the memory orb without fear. Joy attempted to reassure Sadness by saying, “Sadness, you won’t hurt it, I promise. Have I ever steered you wrong before?” This line showed that Joy wanted Sadness to trust her judgment. However, Sadness quickly responded, “Yeah. Many times,” expressing her doubt and lack of confidence in Joy’s leadership. Despite that, Joy insisted and said, **“Come on. Where I go, you go,”** urging Sadness to follow her. This utterance reflected the value of loyalty. Joy was trying to take responsibility for their journey and encouraged unity by not leaving Sadness behind.

b. Respect

This value could be interpreted as caring for someone's rights. In this movie, the researcher found respect 4 times. One of the data of this indicator could be seen in the following data:

(Data: SC10/U418)

Riley: Uh, Val?

Val: Oh. Hey Riley, what’s up?

Riley: I’m so sorry. I didn’t mean to get the whole team skating lines. I feel terrible. **I respect you so much, I would never do anything**

Joy: Uh, that’s laying it on a bit thick, don’t you think?

Anxiety: Shh. Joy.

The situation of the data above occurred when Riley approached Val to express her regret and apologize. Previously, Riley's actions had unintentionally caused the entire hockey team to be penalized with extra skating drills. Feeling responsible, Riley took the initiative to directly apologize to Val, stating how terrible she felt and how much she respected her. Riley's words, **"I feel terrible. I respect you so much, I would never do anything—"** show that the apology was not just a formality but was driven by a sincere sense of guilt and admiration. Although Joy, one of Riley's emotions, suggested that she was exaggerating, Anxiety quickly silenced her, indicating that Riley's expression was emotionally important. This moment reveals a character education value in the form of respect, as Riley acknowledged the consequences of her actions and showed sincere regard for Val's feelings and position.

c. Love and affection

This value could be summed up as a sense of likeness or attraction to man or object. Love and Affection was used 5 times in this movie. The data of this value could be seen in the following:

(Data: SC28/U1126)

Joy: Alright, Embarrassment! Everybody, look at Embarrassment!

(She finally gives Embarrassment a high-five, and he quickly hides himself. Instead of being confused when Embarrassment first did this when they first met, Joy instead reacts by smiling knowing that this was gonna happen.)

Val: If you don't make it this year, there's always next year.

Riley: I know. (In the mind...)

Anxiety: **I love our girl.**

The data above reveals the emotional growth and supportive relationships experienced by Riley and her emotions. When Joy excitedly highlights Embarrassment and gives him a high-five, her knowing smile as he hides again reflects her acceptance and understanding of his personality, showing her growth in appreciating all emotions, including those seen as negative. Val's gentle reassurance, "If you don't make it this year, there's always next year," and Riley's calm response, "I know," illustrate a friendship grounded in empathy and resilience, as well as Riley's growing ability to accept setbacks with grace. Love and affection was shown when Anxiety said heartfelt statement, "**I love our girl,**" reveals that beneath its intense nature lies deep care and protection for Riley. Together, these utterances convey a rich emotional landscape marked by acceptance, compassion, and personal development as Riley navigates the challenges of adolescence.

d. Kind and friendly

This value was represented 11 times in this movie. Kind and friendly contained senses of caring, tenderness, and generosity towards others. One of the data of this value could be seen in the data below:

Picture 4.3
Scene Value of Giving: Kind and Friendly



(Data: SC2/U29)

Teacher: Riley Andersen.

(people cheering)

Dad: Riley, Riley! Over here!

Joy: **She's also really kind. And she's nice to stray cats, I mean, come on! Oh! And she's officially a teenager now!**

Jill Andersen and Bill Andersen: Yay!

Joy: She got very tall. Very fast.

The situation of the data above took place during Riley Andersen's hockey competition, where her family and friends cheered her on. Her father, Bill, enthusiastically called out to her, showing support for her participation. Joy, one of Riley's emotions,

praised Riley for her kindness, noting that she was nice to stray cats, which shows Riley's compassionate nature. Joy also mentioned how quickly Riley had grown, emphasizing her transition into a teenager. The values found in this data was kind and friendly. These values were represented clearly through the admiration for Riley's kindness and the acknowledgment of her physical and emotional development.

e. Fair and humanist.

This value referred to an attitude that did not support the other side only, thought twice to take a decision, and had sympathy and tolerance towards others. This value was represented 1 in this movie. The data of this value could be seen below:

Picture 4.4
Scene Value of Giving: Fair and Humanist



(Data: SC19/U839)

Disgust: (drawing a projection) Riley paints her nails to match her jersey, everybody copies her and she is so cool!

Fear: Riley wears knee pads.

Anger: **We buy flowers for the losing team!**

(The other emotions look at his drawing in confusion.)

In this scene, the characters' utterances reflect their different personalities and perspectives. Disgust admires Riley's social influence and popularity, saying, "Riley paints her nails to match her t-shirt, everyone copies her and she's so cool!" which highlights the focus on outward appearance and conformity. Such utterances reflect the character value of admiring social influence and personal style. Fear, on the other hand, emphasizes caution by simply saying, "Riley is wearing knee pads," which shows concern for safety and protection. Meanwhile, Anger commented, "**We bought flowers for the losing team!**" That utterance showed educational character values in the form of fair and humanist, questioning the justice of rewarding failure.

After doing data analysis, the researcher provided the summary of finding. The summary of finding for all focuses could be detailed in the following table:

Table 4.1
The Finding of Data Analysis

Research Focus	2 Main Values	Indicator	Frequency
What are the Character Education Values Represented in Inside Out 2 Movie?	Value of Being	Honesty	6
		Bravery	6
		Peace	1
		Self- Discipline	1
		Self- Confidence	13
		Sincerity	5
	Value of Giving	Loyalty	2
		Respect	4
		Love and Affection	5
		Kind and Friendly	11
		Fair and Humanist	1
Total			55

Based on the data above, all of types of character educational values were represented in this movie. It showed that value of being was represented thirty-two (32) times, while value of giving was represented twenty-three (23) times. Hence, the total of character educational values was fifty-five (55) times. The findings revealed that character educational values were expressed in various ways through the characters' spoken interactions.

Additionally, the researcher discovered another value beyond those outlined by Linda Eyre, namely tolerance, as defined by the Ministry of National Education "an attitude and actions that respect differences in religion, ethnicity, opinions, attitudes, and behaviors of others who are different from oneself." This value was exemplified in (Data: SC15/U328),

when Joy stated, “Now, now, I know new emotions can sometimes feel unhelpful at first and you just wanna say to them... ‘Why are you so annoying?’ **But I’ve learned that every emotion is good for Riley. Even this turkey!**” Joy’s statement reflects a growing acceptance and appreciation of emotional diversity, including newer and initially misunderstood emotions.

C. Discussion

This section presented the discussion of the finding. The researcher analyzed character educational values by the utterance of Inside Out 2 characters used theory of Linda Eyre. Then the researcher analyzed the data as follows:

1. Character Educational Values are Represented in Inside Out 2 Movie

In this section, the researcher discussed ten main characters educational values were represented in the movie. Those were:

a. Value of Being

The finding showed there were thirty-two (32) times values of being represented in the utterance of Inside Out 2 Movie. Those were honesty represented six (6) times, bravery represented six (6) times, peace ability represented once (1), self-discipline represented once (1), self-confidence represented thirteen (13), and sincerity represented five (5) times.

These findings are in line with Linda Eyre’s concept of value of being, which focuses on the internal qualities that shape a person’s

character.⁴⁶ In the context of this study, value of being was reflected through the characters' emotional expressions, choices, and responses to various situations in the movie. This value serves as the foundation for ethical behavior and emotional development. The representation of values such as honesty, bravery, peace, self-discipline, self-confidence, and sincerity were consistently observed through the characters' spoken interactions, particularly in moments of emotional conflict or personal challenge. These instances show how internal values are not only possessed by the characters but also applied in decision-making and relationship building throughout the narrative.

b. Value of Giving

In this research, the finding showed there were twenty-three (23) times values of giving represented in the Inside Out 2 Movie. Those were loyalty represented twice (2), respect represented four (4) times, love and affection represented five (5) times, kind and friendly represented eleven (11) times, and fair and humanist represented once (1) times.

In line with Linda Eyre's theory, value of giving refers to external actions that demonstrate a person's concern, empathy, and responsibility toward others.⁴⁷ In Inside Out 2, this value is represented through various behaviors such as loyalty, respect, loving and affection, kind and friendly, and fair and humanist. These actions are

⁴⁶ Mubarok, Membumikan, 7.

⁴⁷ Mubarok, Membumikan, 7.

evident in the way characters interact, support one another, and respond to social situations. The portrayal of value of giving throughout the movie highlights the importance of nurturing relationships and maintaining positive social conduct, which are essential aspects of character education according to Eyre's framework.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of data analysis and discussion, there was one conclusion that could be drawn. Related to the first objective of this research, there were ten main character educational values in Inside Out 2 Movie. The value of being was found thirty-two (32) times in this movie. The indicators were honesty represented six (6) times, bravery represented six (6) times, peace ability represented once (1), self-discipline represented once (1), self-confidence represented thirteen (13), and sincerity represented five (5) times. Meanwhile, the value of giving was found thirty-one (31) times in this movie. The indicators were loyalty represented twice (2), respect represented four (4) times, love and affection represented five (5) times, kind and friendly represented eleven (11) times, and fair and humanist represented once (1).

B. Suggestions

Based on the conclusion above the researcher provides some suggestion for the teachers, other researchers who are interested to do related research and for the script-writer.

1. For the readers

The researcher hopes the result of this thesis could be a valuable reference for understanding how character educational values are represented through animated movie, particularly in Inside Out 2. It is expected that this study can raise awareness of the importance of character education in

everyday life and inspire readers to reflect on the moral and emotional messages conveyed through media.

2. For other researchers

The researcher suggests them to analyze further about character educational values and use better techniques to analyze it.



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APPENDIX I: RESEARCH MATRIX

TITLE	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH PROBLEM
An Analysis of Character Education Values in Inside Out 2 Movie	Value of Being	1. Honesty 2. Bravery 3. Peace 4. Self-discipline 5. Self-confidence 6. sincerity	1. Inside Out 2 Movie 2. Inside Out 2 Script	1. Research Approach - Qualitative Approach 2. Type of Research - Content Analysis 3. Technique of Data Collection - Document Analysis 4. Data Analysis - Content Analysis based on Donald Ary, et.al: a. Familiarizing and Organizing b. Coding and Reducing c. Interpreting and Representing 5. Validity of Data - Investigator Triangulation	What are the character educational values represented in Inside out 2 Movie?
	Value of Giving	1. Loyalty 2. Respect 3. Loving and Affection 4. Kind and Friendly 5. Fair and Humanist			

APPENDIX II: AUTHENTICITY STATEMENT**AUTHENTICITY STATEMENT OF WRITING**

The undersigned below:

Name : Siti Azizatur Rohmah
NIM : 211101060018
Study Program/Major : English Education Department
Faculty : Tarbiyah and Teacher Training
Institution : UIN KHAS Jember
Place and Date of Birth : Bondowoso, 13rd April 2003
Address : Pejaten, Bondowoso

Hereby declares that the content of the thesis entitled "An Analysis of Character Educational Values in Inside Out 2 Movie 2024" is the result of my research/work, except in part referred by the sources.

Jember, 28th May 2025

Stated by

UNIVERSITAS ISLAM NE
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



Siti Azizatur Rohmah
NIM. 211101060018

APPENDIX III: RESEARCH JOURNAL

RESEARCH JOURNAL

COLLECTED THE DATA FROM NOTE-TALKING STRATEGY

No.	Things to Do	Time	Notes
1.	Specifying and presenting the primary data	January 20 th 2025	<ul style="list-style-type: none"> ➤ Deciding types of character educational values in the Inside Out 2 Movie and Script that would be analyzed <ul style="list-style-type: none"> • 2 types of character educational value based on Linda's theory
2.	Diving the data	March 23 th 2025	<ul style="list-style-type: none"> ➤ Choosing the dialogues or utterances that would be analyzed in the main course <ul style="list-style-type: none"> • The Inside Out 2 Movie characters' utterances
3.	Counting the data	March 25 th 2025	<ul style="list-style-type: none"> ➤ Counting the chosen data. How much of the data in the textbook would be analyzed <ul style="list-style-type: none"> • There were 1162 utterances in 29 scenes
4.	Coding the data	April 13 th 2025	<ul style="list-style-type: none"> ➤ Giving the code to every data that had chosen
5.	Analyzing the data	April 25 th 2025	<ul style="list-style-type: none"> ➤ Analyzing the data in every chapter
6.	Representing the data	May 5 th 2025	<ul style="list-style-type: none"> ➤ Representing the findings of the analysis in the analysis sheet ➤ Describing the sheet analysis
7.	Validation of data	May 23 th 2025	<ul style="list-style-type: none"> ➤ Checking and validating the data <ul style="list-style-type: none"> • Two English lectures
8.	Conclusion	May 26 th 2025	<ul style="list-style-type: none"> ➤ Concluding the data, based on the results of the analysis data

APPENDIX IV: SHEET OF ANALYSIS

SHEET OF ANALYSIS

(Inside Out 2 Script)

No.	Code	Two Main Values	Indicators	Utterances	Description
1	SC1/U1	Value of Being	Self-confidence	Joy: <i>Let's! Play! Some! HOCKEY!!!</i> "	Joy confidently energizes Riley and the team, reflecting strong motivation and confidence.
2	SC1/U5	Value of Being	Self-confidence	Riley: <i>Bring it in! Foghorns, on three! One, two, three!"</i>	Riley shows leadership and team coordination, indicating confidence.
3	SC1/U8	Value of Being	Bravery	Anger: <i>LET ME AT 'EM!!!</i>	Anger's aggressive spirit shows boldness and determination to face the challenge.
4	SC2/U29	Value of Giving	Kind & Friendly	Joy: <i>She's also really kind. And she's nice to stray cats, I mean, come on!</i>	Joy praises Riley's kindness and compassion, reflecting Riley's friendly personality.

5	SC3/U69	Value of Being	Self-confidence	Joy: <i>Riley's got this.</i>	Joy expresses strong belief in Riley's ability, showing her confidence in Riley's skills.
6	SC3/U82	Value of Giving	Kind & Friendly	Riley: <i>Thanks Coach Roberts.</i>	Riley responds politely, showing kindness and respect to her coach.
7	SC4/U105	Value of Giving	Loving & Affection	Mrs. Andersen kisses Riley's head; Sadness: <i>Oh, Riley's so hard on herself.</i>	Sadness shows emotional concern and affection for Riley.
8	SC4/U106	Value of Giving	Kind & Friendly	Joy: <i>We can make everything easier... My Super High Tech Riley Protection System!</i>	Joy tries to help Riley by creating a comforting system, showing caring and support.
9	SC4/U111	Value of Giving	Kind & Friendly	Sadness: <i>You take such good care of Riley.</i>	Sadness expresses appreciation for Joy, highlighting emotional kindness.
10	SC4/U127	Value of Giving	Loyalty	Joy: <i>Come on. Where I go, you go.</i>	Joy insists Sadness come with her, reinforcing emotional connection and loyalty.
11	SC4/U126	Value of Being	Sincerity	Sadness: <i>Yeah. Many times.</i> (Reply to Joy saying "Have I ever steered you	Sadness responds with blunt honesty, revealing a sincere

				wrong?")	yet humorous truth.
12	SC5/U128	Value of Being	Sincerity	Sadness: <i>Oh my goodness.</i>	Sadness responds with heartfelt sincerity when witnessing the belief forming.
13	SC5/U130	Value of Being	Self-confidence	Riley's Belief: <i>Mom and Dad are proud of me.</i>	Riley expresses confidence in the support and love of her parents.
14	SC5/U131	Value of Being	Sincerity	Joy: <i>An oldie, but a goodie.</i>	Joy comments with sincere affection about Riley's long-held belief.
15	SC5/U133	Value of Giving	Sincerity	Sadness: <i>Aw, that's nice.</i>	Sadness reacts warmth to Riley's self-belief.
16	SC5/U134	Value of Being	Self-confidence	Riley's Belief: <i>I'm strong. I'm brave. I'm a really good friend.</i>	Riley confidently identifies positive qualities within herself.
17	SC6/U170	Value of Being	Sincerity	Sadness: <i>Oh. Mom looks sad.</i> Riley: <i>I'm the worst!</i> (Riley starts crying)	Sadness makes an honest observation, showing empathy.
18	SC7/U191	Value of Being	Self-discipline	Joy: <i>Okay, until we can figure this out, nobody touch the console unless you</i>	Joy takes leadership and reminds others to stay calm

				<i>really need to.</i>	and disciplined despite the confusion.
19	SC7/U203	Value of Being	Honesty	Disgust: <i>We got a look. I don't like this.</i>	Disgust is openly honest about her suspicion, showing awareness.
20	SC7/U232	Value of Giving	Loyalty	Bree: <i>Friends are forever, right?</i> Riley: <i>Yeah. Of course.</i>	Riley responds with heartfelt loyalty to her friends.
21	SC7/U256	Value of Giving	Loving & Affection	Riley: <i>Okay. Love you guys.</i>	Riley sincerely expresses love to her parents.
22	SC8/U337	Value of Giving	Respect	Riley: <i>Thanks for showing me around."</i>	Riley respectfully expressed gratitude to Val.
23	SC8/342	Value of Giving	Kind & Friendly	Joy: <i>Welcome to Headquarters, Embarrassment."</i>	Joy kindly welcomed a new emotion.
24	SC8/U351	Value of Being	Peace	Fear: <i>Okay, you and I are gonna be friends."</i>	Fear sought peace and acceptance by befriending Anxiety.
25	SC9/U361	Value of Giving	Kind & Friendly	Envy: <i>These girls are so cool!"</i>	Envy expressed admiration, showing excitement about meeting new people.
26	SC9/U397	Value of Giving	Respect	Riley: <i>I know, right?"</i>	Riley showed agreement and

					respect in a casual conversation.
27	SC10/U410	Value of Being	Honesty	Envy: <i>I always wanted people to talk about us but not like this."</i>	Envy expresses honest disappointment, revealing sincere emotion.
28	SC10/U418	Value of Giving	Respect	Riley: <i>I respect you so much, I would never do anything—"</i>	Riley expresses admiration and deep respect toward Val.
29	SC11/U509	Value of Being	Bravery	Disgust: <i>"Don't you dare say that. You do not deserve to be thrown away."</i>	Disgust bravely stands up against the idea of worthlessness, showing emotional courage and empathy.
30	SC12/U556	Value of Giving	Loving & Affection	Joy: <i>'And then we hug and become best friends!'"</i>	
31	SC12/U570	Value of Being	Honesty	Disgust: <i>She doesn't know."</i>	Disgust bluntly calls out Joy's uncertainty, expressing a candid and realistic assessment of the situation.
32	SC13/U587	Value of Giving	Self-confidence	Anxiety: <i>Oh my gosh. She gets us!'"</i>	Anxiety feels seen and validated by Val, showing openness to friendship and

					emotional connection.
33	SC13/U589	Value of Being	Self-confidence	Envy: <i>This is going great!"</i>	Envy expresses confidence and excitement, believing the plan is succeeding.
34	SC14/U621	Value of Being	Self-confidence	Joy: <i>You were never an option."</i>	Joy shows confidence in making leadership decisions, even if blunt.
35	SC14/U632	Value of Being	Bravery	Joy: I know you, Sadness. You are strong. I can't give you specific examples right now, but you got this. Just don't look down and keep moving. Sadness: <i>Okay, I can do it."</i>	Despite her fear, Sadness bravely decides to take on the difficult task.
36	SC14/U639	Value of Giving	Respect	Anxiety: <i>That's the spirit!"</i>	Anxiety acknowledges Envy's willingness to adapt for the team, showing approval and mutual respect.
37	SC15/U654	Value of Being	Self-confidence	Anxiety: <i>Yes! This is the moment we've been waiting for."</i>	Anxiety expresses high confidence and excitement about social acceptance, revealing a strong desire to

					belong.
38	SC15/U678	Value of Giving	Sincerity	<p>Ennui: Uh, what do you think the pockets are for?</p> <p>Envy: Oh. That's good.</p> <p>(Riley puts her hands in her pockets while walking with a smirk on her face. The other girls start laughing.)</p> <p>Anxiety: <i>Okay. I am very proud of you."</i></p>	Anxiety acknowledges a small social success, boosting Riley's inner confidence.
39	SC16/U694	Value of Being	Honesty	Riley: <i>Oh! 'Get Up and Glow'!! They're so awesome."</i>	Riley initially answers truthfully about her music taste before peer pressure makes her question it.
40	SC17/U778	Value of Being	Bravery	Joy: <i>Don't worry. I can find her. I just need to get a better view."</i>	Joy stays optimistic and takes initiative despite the group losing hope.
41	SC17/U791	Value of Being	Honesty	Joy: <i>It really hurts."</i>	Joy expresses her true feelings about being replaced, showing emotional honesty.
42	SC18/U805	Value of Being	Self-confidence	Anxiety: <i>This is great. The Fire Hawks have accepted us."</i>	Anxiety expresses belief in social success, reflecting a

					form of positive self-worth.
43	SC19/U839	Value of Giving	Fair & Humanist	Anger: <i>We buy flowers for the losing team!"</i>	Anger suggests an act of sportsmanship, showing fairness and empathy.
44	SC20/U915	Value of Being	Honesty	Sadness: <i>This isn't who Riley is."</i>	Sadness speaks a truth that reflects Riley's character, showing honesty and moral integrity.
45	SC21/U930	Value of Being	Bravery	Joy: <i>Smash as many as you can!"</i>	Joy bravely leads action to protect Riley from bad influences, despite the chaos.
46	SC22/U954	Value of Being	Self-confidence	Envy: <i>Finally! We're one of them!"</i>	Envy expresses self-assurance in Riley's new look, signifying a moment of fitting in, embracing her new identity.
47	SC22/U958	Value of Giving	Kind & Friendly	Envy: <i>Red is really our color!"</i>	Envy expresses a warm, friendly statement about Riley's new look, embracing it as a step toward acceptance.

48	SC23/U990	Value of Being	Self-confidence	Anxiety: <i>Okay, I can handle this. I just need to recalibrate the console and make sure it's ready."</i>	Anxiety is confident in her technical abilities and her readiness to solve the problem, showing leadership and self-assurance.
49	SC24/U1006	Value of Being	Bravery	Anxiety: <i>Yes! Go, go, go!"</i>	Anxiety encourages the team with enthusiasm, showing determination to keep moving forward and overcoming obstacles.
50	SC25/U1026	Value of Being	Self-confidence	Anxiety: <i>Come on, Riley, get the puck! Take it, take it!"</i>	Anxiety shows self-confidence by urging Riley to act and take control, believing in her ability to succeed in the game.
51	SC25/U1053	Value of Being	Self-confidence	Anxiety: <i>I can fix it. I can fix it!"</i>	Anxiety exhibits a sense of self-confidence despite the overwhelming stress, determined to solve the problem.
52	SC26/U1067	Value of Giving	Loving & Affection	Joy: <i>I'll be right back."</i>	Joy shows affection by

					encouraging and calming Anxiety, ensuring that Riley's emotions are managed with care.
53	SC27/U1074	Value of Giving	Kind & Friendly	Riley: <i>Yeah. I mean, no. I was such a jerk to you guys...</i> "	Riley expresses regret and seeks forgiveness, showing kindness and acknowledging her past mistakes with her friends.
54	SC28/U1126	Value of Giving	Loving & Affection	Anxiety: <i>"I love our girl."</i>	Anxiety expresses genuine affection for Riley, showing care and emotional connection.
55	SC29/U1160	Value of Being	Honesty	Joy: <i>"Really? That's it? Whew! I thought you were going to say the time we peed in the pool."</i>	Joy openly admits a deeper past secret, exemplifying unfiltered honesty, even if humorous.

APPENDIX V: SCRIPT OF INSIDE OUT 2 MOVIE**SCAN ME**

Scan the barcode above to access the full script of Inside Out 2. Simply use your smartphone or a barcode scanner and ensure the barcode is clearly visible for a successful scan.

APPENDIX VI: VALIDATION SHEET

Assessment Sheet by Validator

No.	Aspect	Indicators (Based on Linda Eyre's Theory)
1	Honesty	An attitude or behavior based on our deep heart
2	Bravery	An attitude that emerges from people, and can dare them to try some difficult things
3	Peace	Calm and patient attitude
4	Self-discipline	An attitude that is obtained from habits
5	Self-confidence	Believing in themselves and strongly believing that their life fulfills a special important purpose in the world
6	Sincerity	Combination of seriousness and honesty
7	Loyalty	Is the state or quality of being faithfulness to commitments or obligations
8	Respect	An act that shows you aware of someone's rights, wishes, and many others
9	Loving & Affection	Positive feelings you may have or express for other people or things
10	Kind & Friendly	A good attitude towards someone else or something
11	Fair & Humanist	An attitude that did not support the other side only, thought twice to take a decision, and had sympathy and tolerance towards others

Description

No.	Level of Achievment (%)	Qualification	Description
1.	81 – 100%	Very Good	Very appropriate, no revision needed
2.	61 – 80%	Good	Appropriate, revision needed
3.	41 – 60%	Fair	Less appropriate, revision needed
4.	21 – 40%	Poor	Not appropriate, revision needed
5.	<20%	Very Poor	Very inappropriate, revision needed




Based on the results of the instrument validation above, it is stated that the instrument with the research title “An Analysis of Character Educational Values in Inside Out 2 Movie 2024” made by Siti Azizatur Rohmah with SRN 211101060018 stated:

Feasibility Category	Feasibility (√)
Very Good	✓
Good	
Fair	
Poor	
Very Poor	

Jember, 23 May 2025

Validator


Ihvak Mustofa, S.S., M.Li.
 NIP. 1994030320220310

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Assessment Sheet by Validator

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Based on the results of the instrument validation above, it is stated that the instrument with the research title "An Analysis of Character Educational Values in Inside Out 2 Movie 2024" made by Siti Azizatur Rohmah with SRN 211101060018 stated:

Feasibility Category	Feasibility (✓)
Very Good	
Good	✓
Fair	
Poor	
Very Poor	

Jember, 23 May 2025

Validator


Nina Hayuningtyas S.Pd., M.Pd.

NIP. 198108142014112003

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Note : It's appropriate, but it needs to be revised based on suggestion from the validator.

APPENDIX VII: TURNITIN CHECK LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ JEMBER

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Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Siti Azizatur Rohmah

NIM : 211101060018

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : An Analysis of Character Educational Values in Inside Out 2 Movie
2024

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir BAB 1-5 sebesar (11%)

1. BAB I : 25%

2. BAB II : 8%

3. BAB III : 2%

4. BAB IV : 20%

5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 Mei 2025

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember

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JEMBER

(Ulfa Dina Novienda, S.So.S.I., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

APPENDIX VIII: BIOGRAPHY



Inside Out 2 Movie poster.jpg

DIRECTED BY

: Kelsey Mann

PRODUCED BY

: Mark Nielsen

WRITTEN BY

: Meg LeFauve and Dave Holstein

STARRING

: Amy Poehler
 Maya Hawke
 Kensington Tallman
 Liza Lapira
 Tony Hale
 Lewis Black
 Phyllis Smith
 Ayo Edebiri
 Lilimar
 Grace Lu
 Sumayyah Nuriddin-Green
 Adèle Exarchopoulos
 Diane Lane
 Kyle MacLachlan
 Paul Walter Hauser

MUSIC BY : Andrea Datzman
CINEMATOGRAPHY : Adam Habib dan Jonathan Pytko
EDITOR(S) : Maurissa Horwitz
STUDIO(S) : Pixar Animation Studios
DISTRIBUTOR : Walt Disney Studios Motion Pictures
RELEASED : June 14, 2024 (AS)
RUNNING TIME : 96 minutes
LANGUAGE : English
BUDGET : \$200 million
GROSS REVENUE : \$1,698,863,816
FOLLOWED BY : Serial spin-off Dream Productions



APPENDIX IX: CURRICULUM VITAE

CURRICULUM VITAE



1. Personal Information:

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2. Education Background:

Elementary School : MI At-Taqwa Bondowoso
 Junior High School : MTS At-Taqwa Bondowoso
 Senior High School : MAN Bondowoso