

Character Education Values In Turning Red Movie

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Article Info	Abstract
<p>Received: March 20, 2023</p> <p>Revised: May 17, 2023</p> <p>Online available: June 3, 2023</p> <p>Keywords: Character Education Values, Turning Red Movie, Education, Values, Film</p>	<p>This study aims to reveal the values of character education in Turning Red Movie. The research method used by the author in analyzing this film is a qualitative method using a qualitative descriptive approach to Syarbini's theory. The results of this study indicate that there are character values in Turning Red, such as religious (11%), honest (14%), tolerant (2%), disciplined (2%), hard-working (13%), creative (5%), independent (1%), curiosity (7%), love of motherland (6%), friendly/communicative (15%), peaceful (7%), love for reading (2%), nature-loving (4%), responsible (5%), and social-loving (6%). The most dominant character education value is friendly or communicative (15%): for example, Meilin Lee has friends like Abby, Miriam, and Priya who are happy and sociable, have a strong level of solidarity or friendship, support and protect each other, and are sincere in being friends. Turning Red movie can help educators or parents in their efforts to instil character education in the family, school, and society.</p>

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INTRODUCTION

Human personal development is a complex process that includes internal growth and adaptation to the external environment. Factors such as language acquisition, cultural influences, societal interactions, religious beliefs, norms, customs, and various other activities involving individuals or their interactions with others influence the variations in characteristics, abilities, intelligence, and adaptability experienced by individuals throughout life. In the modern era, communication has expanded rapidly through diverse media channels. Mass media, in particular, has become a widely embraced tool for exchanging and receiving information, news, opinions, scientific knowledge, education, social insights, and entertainment. Unlike other forms of media, film have emerged as a popular and engaging medium that captivates audiences, offering a unique and immersive experience.

Films possess a remarkable ability to capture the essence of real social life. Through their imaginative and creative portrayal, films can effectively encompass all segments of society, providing a compelling reflection of a reality that combines entertainment, emotional resonance, and profound messages. As a result, films serve as a medium for delivering character education and imparting moral values. The power of a film as an audio-visual medium is immense and has the potential to profoundly impact its viewers by combining elements of storytelling, sound, music, and visual effects, creating a

captivating experience for the audience. Films captivate viewers by seamlessly integrating visuals, sound, and emotions, immersing them in a realm that evokes light and darkness. Movies transcend mere entertainment as they actively act as a medium of communication, enlightening and educating the audience (Wijaya, 2022, p. 17). Films are reflections or expressions of reality, social phenomena, psychology, or aesthetics through audiovisual means. They possess a storyline that follows a specific structure. However, films encompass various genres, which helps differentiate them from other types of movies. It is important to note that films have evolved beyond mere entertainment and now serve as a powerful medium for conveying messages and promoting character education values. (Maharani & Pramonojati, 2021, p. 3). In addition, film is an audio-visual medium that tells a story (Anisti, 2017, p. 37).

Education holds paramount significance in the lives of every human being, benefiting both individuals and those in their immediate surroundings. It transforms behavior and drives scientific progress in human life. Character and moral education share a close relationship as they aim to continually shape and prepare individuals to maximize their potential for a better life. Education can come from various sources, such as the family, school, and society. The family plays a crucial role in instilling values and morals, facilitating seamless adaptation, growth, and development of individuals within their immediate surroundings. The family's influence molds children's characters as they form their thoughts, reactions, and attitudes. Education is an activity carried out by humans in a conscious and planned manner to build a good identity and develop the competencies that exist in individual human beings to achieve certain goals or targets in living life, (Trahati, 2015, p. 11). Robert W. Richey in his book *Planning for Searching and Introduction to Education* (2017), the term of education refers to the broad function of preserving and improving the life of the group through bringing new members into its shared concerns. Education is thus a far broader process that which occurs in school it is an essential social activity by which communities continue to exist. In complex communities, this function is specialized formal education, but here is always the education outside the school with which the formal process is related.

Every human being possesses a sign or unique characteristic that defines their character. The views and thoughts expressed by their characters create diverse human individuals. This distinctive feature is regarded as a value or behavior as individuals behave and interact in their environment. It aids humans in thinking, understanding, and engaging in social interaction. Character is a hereditary trait of the human spirit that characterizes a someone's movements and interactions inside the own family and society (Wibowo, 2013, p. 12). Furthermore, a character is an inner trait of humans that will affect behavior, thoughts, habits, and character. A character becomes a differentiator between humans and other living things (Sapitri et al., 2021, p. 91).

Character education performs an essential function within the cutting-edge technology of human development, as its objective is to constantly mold and equip individuals to maximize their capability and properly-being. Character education pursues to teach children to make smart choices and practice them of their everyday lives or have a high-quality impact on their surroundings (Kesuma, 2013, p. 5). It is essential for humans to consciously understand the fundamental values of character that can be implemented in the social sphere, emphasizing the standard of goodness towards the environment, God, and society. Individuals' mindsets awaken growth in scientific knowledge, actions, and attitudes fostered by character education. Moreover, Character education can be equated with moral education, as both aim to instill virtues and ethics (Zuhriah et al., 2017, p. 19). The Indonesian government has identified 18 character education values to strengthen character education activities in Pusat Kurikulum dan Pembelajaran Kementerian Pendidikan Nasional (Syarbini, 2012, p. 26):

- a. Religious, exhibit an mind-set and conduct that obeys the lessons in their faith, tolerates different religious practices, and lives harmoniously with other religions.
- b. Honest, base their conduct on the attempt to grow to be trustworthy of their work, words, and actions.
- c. Tolerant, reveal an mind-set or take actions that admire variations in attitudes, ethnicity, religion, a tribe, evaluations or moves of others who are exclusive from themselves.
- d. Discipline, show compliant and well-behaved behavior in compliance with ordinances and policies.
- e. Hard-working, demonstrate an unwavering commitment to conquering challenges and acquiring knowledge, consistently pushing themselves to accomplish tasks to the utmost of their capabilities.
- f. Creative, engage in thinking and activities that result in new ways or outcomes using their existing resources.
- g. Independent, showcase a mindset and behavior to avoid immoderate verbosity and rely on others to finish duties.
- h. Democratic, adopt a mindset, showcase behavior and take actions deliberate the rights and responsibilities of themselves and others individual.
- i. Curiosity, demonstrate an attitude and take actions that constantly seek deeper and broader knowledge from their learning, observations, and experiences.
- j. Nationalism, embrace a mindset, behavior, and perspective that prioritizes the interests of the nation and state over personal and group interests.
- k. Love of Motherland, adopt a mindset, behavior, and actions that reflect loyalty, concern, and high regard for the nation's language, physical, social, cultural, economic, and political environment.
- l. Respect for Achievement, exhibit attitudes and actions that motivate themselves to create something beneficial for society while recognizing and respecting the accomplishments of others.
- m. Friendly or Communicative, display an attitude or engage in actions that demonstrate enjoyment in conversing, getting along, and cooperating with others.
- n. Peaceful, exhibit attitudes, words, and actions that create happiness and a sense of safety in the presence of others.
- o. Love for Reading, develop the habit of dedicating time to reading various materials that provide virtues and benefits for themselves.
- p. Nature-loving, demonstrate an attitude and engage in actions that aim to prevent environmental damage and make efforts to restore any existing damage.
- q. Social-loving, exhibit an attitude and take actions that involve assisting people and communities in need.
- r. Responsibility, embrace an attitude and behavior that involves fulfilling their duties and obligations towards themselves, society, the environment (natural, social, and cultural), the nation, and God.

Researcher focuses on exploring the values of character education in Turning Red by Domee Shi, while the sub-focus of this research is to examine the 18 values of character education based on Syarbini theory (2012). The author formulates a more specific statement regarding the problem under investigation in this research based on identifying the scope and objective of research, and the research question.

METHOD

Research Design

The researchers conducted this research using a qualitative descriptive approach. Qualitative research methods rely on philosophical perspectives such as post-positivism or interpretivism and are employed to investigate the conditions of natural objects. The

author is a crucial instrument, and the researchers combine multiple data collection techniques to triangulate the data. The analysis is inductive or qualitative, and the research findings emphasize meaning rather than generalization (Sugiyono, 2017, p. 9). The data obtained will be analyzed descriptively to further explain the value of character education in detail based on Syarbini theory.

Method of the Research

The researchers utilized content analysis research techniques to analyze the data, which involved systematically examining records or documents as data sources. Content analysis is a research method for classifying, evaluating, and studying recorded communications objectively and systematically (Berelson 1952; Krippendorff 2012; Neuendorf 2002; Riffe et al. 2014; Lac, 2016).

Research Instrument

Researchers use research instruments to collect data. Researchers use research instruments, which are stationary or facilities, to collect data and improve the quality of their work (Arikunto, 2018, p. 203). In this case, the research instrument, the preferred data collection tool where the research instrument used is data regarding the definition of character education from experts, dialog, and scenes from Turning Red. After that, describing the values following the description of character education. All information related to the character values in the film "Turning Red" will be recorded by relevant data for the intended purposes of this research. The following are the steps taken by researchers:

1. Analyzing, comprehending, and examining all the data obtained from the film Turning Red by Domee Shi.
2. Collecting and categorizing the data according to sub-categories using content analysis based on character education values following the Syarbini theory (2012). Consulting the findings with the supervising lecturer

RESULTS AND DISCUSSION

Table 1. Analysis of Character Education Values in Turning Red by Domee Shi

No	Character Education Values	Count	Findings in Turning Red (Data)	Percentage (%)
1.	Religious	9	14, 47, 60, 61, 63, 65, 73, 78, and 80	11%
2.	Honest	12	13, 29, 32, 34, 39, 40, 52, 53, 57, 67, 72, and 79	14%
3.	Tolerant	2	5 and 8	2%
4.	Discipline	2	1 and 83	2%
5.	Hard-working	11	7, 27, 38, 41, 48, 49, 66, 70, 75, 76, and 81	13%
6.	Creative	4	35, 44, 46, and 51	5%
7.	Independent	1	2	1%
8.	Curiosity	6	20, 21, 22, 24, 26, and 33	7%
9.	Love of Motherland	5	12, 17, 25, 59, and 85	6%
10.	Friendly/Communicative	13	10, 23, 31, 43, 50, 54, 55, 56, 58, 68, 69, 82, and 84	15%
11.	Peaceful	6	30, 37, 42, 61, 62, and 77	7%
12.	Love for Reading	2	6 and 19	2%

13.	Nature-loving	3	3, 16, and 36	4%
14.	Social-loving	5	11, 28, 45, 71, and 74	6%
15.	Responsibility	4	4, 9, 15, and 18	5%
Total			85	100%

Source: Data resources 2022

1. Friendly or Communicative (15%), Data 10, 23, 31, 43, 50, 54, 55, 56, 58, 68, 69, 82, and 84
Meilin Lee, who enjoys and excels in socializing, has friends like Abby, Miriam, and Priya. They maintain a strong sense of solidarity and friendship, supporting and protecting each other, and never discriminate against anyone.

(Data 31)

Meilin Lee: "Thanks guys, you are the best!"

Miriam: "We loved you, Mei"

Priya: "Yes girl"

Miriam: "No matter what, panda or not panda"

(00:34:28 - 00:34:36)

Analysis:

The value of character education "Friendly or Communicative" arises when Meilin Lee feels grateful to her friend for being a sincere friend. Thorough data analysis, Meilin Lee demonstrates the value of being **Friendly or Communicative**.

2. Honest (14%), Data 13, 29, 32, 34, 39, 40, 52, 53, 57, 67, 72, and 79
Meilin Lee always speaks honestly to their parents and friends, accepting situations as they are. Meilin Lee maintains an open and transparent relationship with their friends. They are honest with themselves and do not feel the need to hide who they are.

(Data 29) Miriam: "Mei?"

Priya: "Are you werewolf?"

Meilin Lee: "No! What?"

Abby: "She is red panda!"

Priya: "Sick!"

Abby: "You are so fluffy! You are so fluffy!"

Priya: "I've always wanted a tail"

Miriam: "Priya, Abby, quit it. Mei, what the heck happened?"

Meilin Lee: "Is just some, you know, inconvenient, genetic thingy I got from my mom. I mean... I don't know why, eventually, maybe" (00:32:21 - 00:32:48)

Analysis:

The strange changes happening to Meilin Lee, which brought out the character value of "Honest" in her, surprised and amazed her friends, including Miriam, Abby, and Priya. Meilin Lee's red panda form was particularly liked by Abby and Priya. However, Miriam seemed confused. As everything was already known by her friends, Meilin Lee couldn't do much and began speaking honestly about what had actually happened. Thorough data analysis, Meilin Lee exemplifies the value of **Honest**.

3. Hard-working (13%), Data 7, 27, 38, 41, 48, 49, 66, 70, 75, 76, and 81

Meilin Lee always strives to be a good and obedient child, completes her homework, and dedicates herself as a temple assistant. She is an accomplished student and perseveres even when faced with unstable emotions, transforming into a red panda.

(Data 27)

Meilin Lee: "Please...just...go away...No! Why? Why?" (00:31:28 - 00:31:47)

Analysis:

Meilin Lee's demonstration of the value of "Hard-working" is evident when she strives hard to control the red panda and tries to return. Meilin Lee continues her relentless efforts without the knowledge of her parents. Thorough data analysis, Meilin Lee demonstrates the value of **Hard-working**.

4. Religious (11%), Data 14, 47, 60, 61, 63, 65, 73, 78, and 80

Meilin Lee and her mother always pray at the temple, expressing gratitude to their ancestor, Sun Yee, for blessings and good fortune. They dedicate themselves to their wellbeing, family, and ancestors.

(Data 47)

Meilin Lee mom's praying.
(00:43:57 - 00:44:02)

Analysis:

The character education value of "Religious" is depicted when Mei-Mei's parents, Ming Lee, are engaged in worship at their family temple. Ming Lee demonstrates a devout attitude towards worship. Thorough data analysis, the scene indicates that Mei-Mei's parents have the value of **Religious**.

5. Curiosity (7%), Data 20, 21, 22, 24, 26, and 33

Meilin Lee's friends are both amazed and puzzled by the sudden transformation that turned them into a red panda. They express deep concern for Meilin Lee's wellbeing, unsure of how this metamorphosis will impact their life. The unexpected change has left their friends bewildered. Worried about Meilin Lee's physical and emotional state, their friends seek answers and support, eager to understand the reasons behind this unusual transformation and provide the necessary assistance.

(Data 24)

Miriam: "*What's with you? You're being weird*" Meilin Lee: "*I'm just really excited about math*" (00:22:16 - 00:22:21)

Analysis:

The value of character education "Curiosity" emerges when Miriam is concerned about Meilin Lee's strange behavior today. Miriam asks what's happening with her friend, but Meilin Lee only answers that she's excited about today's math lesson. Thorough data analysis, Miriam demonstrates the value of **Curiosity**.

6. Peaceful (7%), Data 30, 37, 42, 61, 62, and 77

Meilin Lee always receives support from Miriam, Abby, and Priya, who make her feel calm and safe when she experiences emotions. Mister Gao takes on the task of alleviating Meilin Lee's nervousness during rituals.

(Data 37)

Miriam: “Important thing is you tried”

Priya: “You spelled your little butt off”

Abby: “First place in our

hearts” (00:36:24 -

00:36:28)

Analysis:

The character education value of “Peaceful” emerges when Miriam, Priya, and Abby are calming Meilin Lee, reassuring her not to worry about anything, and always securing the number one spot in her heart as friends. Thorough data analysis, Miriam, Abby, and Priya demonstrate the value of **Peaceful**.

7. Love of Motherland (6%), Data 12, 17, 25, 59, and 85

Meilin Lee dedicates herself to showcasing her family's Asian heritage at the family temple, taking immense pride in their cultural identity. She actively introduces and shares their rich traditions with the community and visitors, striving to create a deeper understanding and appreciation for Asian descendants.

(Data 17)

Ming Lee: “Our family runs of the oldest temples in Toronto. And the most unique. Instead of honoring a god, we honor our ancestors” Meilin Lee: “And not just the dudes either”

Ming Lee: “Our most revered ancestor, Sun Yee, was the scholar, poet, and defender of animals. She dedicated her life to the creatures of the forest, especially the red panda. Which she love for its fiery coat and mischievous nature. Ever since, the red panda has blessed our family with good fortune and prosperity” Meilin Lee: “And it can bless yours, too!” (00:08:30 - 00:09:03)

Analysis:

The character education value of “Love of Motherland” emerges when Meilin Lee assists her mother as a guide and tour operator to introduce tourists who visit the temple. Meilin Lee demonstrates her care for her culture, preserving and appreciating it, as well as showing respect for the environment in which she lives as an Asian-American descendant. Thorough data analysis, Meilin Lee exhibits the value of **Love of Motherland**.

8. Social-loving (6%), Data 11, 28, 45, 71, and 74

Meilin Lee actively engages in socializing with both older people and peers, demonstrating a genuine enjoyment in their interactions. They possess a deep-seated desire to assist others, consistently seeking opportunities to provide help and support. Notably, Meilin best friend readily offers assistance and excels in problem-solving, always prepared to lend a hand whenever needed.

(Data 74)

Meilin Lee: “Mom! You have to get in the circle!. Wake up! I’m sorry! Mom? Come on. Please!”

(01:18:55 - 01:19:18)

Analysis:

The character education value of “Social-loving” emerges when Meilin Lee attempts to provide assistance to her unconscious mother in the ritual circle of the red panda beneath the red moon. Thorough data analysis, Meilin Lee demonstrates the value of **Social-loving**.

9. Responsibility (5%), Data 4, 9, 15, and 18

Meilin Lee always completes their homework, fulfills their duties as a temple assistant, and, as a child, doesn't forget to help their parents.

(Data 15)

Meilin Lee and her mother did their daily activities to be responsible for the Lee family temple, starting from cleaning the temple, praying, being a tour guide for tourists who come to the temple.

(00:08:07 - 00:08:22)

Analysis:

The character education value of "Responsibility" is evident when Meilin Lee carries out her duties as an Assistant in her family's temple. As an Assistant in the temple, Meilin Lee prepares the temple by helping clean the area and then proceeds with prayers, as well as serving as a tour guide for tourists and the local community. Thorough data analysis, Meilin Lee demonstrates the value of **Responsibility**.

10. Creativity (5%), Data 35, 44, 46, and 51

Meilin Lee generates excellent ideas, and her best friends Miriam, Abby, and Priya propose intriguing solutions and suggestions. Additionally, Meilin Lee devises plans for earning additional funds to purchase concert tickets.

(Data 44)

Miriam: "I'm in, girl. We will say it's a sleepover at my house"

Abby: "The perfect crime"

Meilin Lee: "Yes! And my mom will never know. Now we just got to raise money for tickets. Come on, girl, think!" (00:41:34 - 00:41:44)

Analysis:

Meilin Lee and her friends exemplify the character education value of "Creativity" as they brainstorm innovative ways to earn extra money for concert tickets. Miriam proposes a plan for them to spend the night at her house, avoiding detection by their parents. The rest of the group readily agrees to the idea. Encouraging her friends to think creatively, Meilin Lee invites them to explore unique approaches to earning additional funds. Through data analysis, Meilin Lee and her friends showcase the value of **Creativity**.

11. Nature-loving (4%), Data 3, 16, and 36

Meilin Lee and their mother actively protect the environment around their family temple from acts of vandalism, showcasing their love and dedication to preserving nature. They also raise awareness about the issue of whale extinction in the sea as part of their involvement in an environmental activist group. Moreover, Meilin Lee expresses deep concern about deforestation and the illegal sale of animals like orangutans, actively working towards their prevention.

(Data 16)

Boy 1: "Have fun"

The Boys: "Getting that off"

Ming Lee: "Shoo-shoo! You vandals!"

Boy 2: "Oh, snap! They're coming!"

Meilin Lee: "You good-for-nothing-hosers!"

Boy 3: "Go, go, go!"

Ming Lee: "I'm telling your mother!" (00:08:23 - 00:08:29)

Analysis:

The character education value of “Nature-loving” emerges when Meilin Lee and her mother are cleaning their temple. Outside, they notice a group of boys vandalizing the temple walls. Meilin Lee and her mother feel angry about their actions and drive away the group of boys. Thorough data analysis, Meilin Lee and her mother are demonstrating the value of **Nature-loving**.

12. Tolerant (2%), Data 5 and 8

Meilin Lee can get along and be friends with anyone, regardless of their status, ethnicity, or religion. Their friendship with Abby, Miriam, and Priya is evidence of their tolerant attitude and actions.

(Data 5)

Meilin Lee: “Besties assemble! Miriam!”

Miriam: “Hi!”

Meilin Lee: “Priya!”

Priya: “Yo”

Meilin Lee: “Abby!”

Abby: “What’s up, Mei?”

Meilin Lee: “Ready to change the world?”

Miriam: “So ready”

Priya: “I was born to do this”

Abby: “Let’s burn this place to the ground!”

(00:02:19 - 00:02:41)

Analysis:

The character education value of “Tolerant” emerges when Meilin Lee introduces her friends, namely Miriam, Priya, and Abby. Meilin Lee's attitude in her life demonstrates friendship without considering differences. Miriam comes from America, Priya is from India, and Abby is from Korea. Thorough data analysis, Meilin Lee exhibits the value of **Tolerant**.

13. Discipline (2%), Data 1 and 83

Meilin Lee's obedience and rule-following nature make them the favorite of their parents. Their disciplined behavior results in a remarkable transformation, turning them into diligent and dutiful children.

(Data 83)

Meilin want to hang out with her bestfriends and go back home before dinner. (01:28:13 - 01:28:17)

Analysis:

The character education value “Discipline” emerges when Meilin Lee asks her mother for permission to play with her friends and promises to return home before dinnertime. Thorough data analysis, Meilin Lee demonstrates the value of **Discipline**.

14. Love to Reading (2%), Data 6 and 19

Meilin Lee, an accomplished student, consistently dedicates time to completing her homework and relentlessly pursues learning opportunities. She attains satisfactory grades by channeling her passion for reading.

(Data 19)

Meilin Lee studying while listening to music. (00:10:56 - 00:11:04)

Analysis:

The character education value of "Love to Read" became apparent when Meilin Lee exemplified it while engaging in her homework while listening to music. Through data analysis, it was evident that Meilin Lee effectively showcased the value of **Love to Read**.

15. Independence (1%), Data 2

Meilin Lee, a self-reliant 13-year-old teenager, takes action and makes decisions for themselves without easily depending on others.

(Data 2) Meilin Lee: "I'm Meilin Lee. And ever since I turn thirteen, I have been doing my own thing. Make my own moves 24/7, 365. I wear what I want, say what I want, and I will not hesitate to spontaneous cartwheel if I fell so moved" (00:01:30 - 00:01:45)

Analysis:

The character education value of "Independence" emerges when Meilin Lee states that she is a 13-year-old teenage girl who feels free without the assistance of others, both in thinking and acting. Based on data analysis, Meilin Lee demonstrates the value of **Independence**.

Meilin Lee exemplifies the character education value of "Independence" through her assertion as a 13-year-old teenager that she is capable of thinking and acting freely without relying on others. Thorough data analysis, Meilin Lee effectively demonstrates the value of **Independence**

CONCLUSION

To sum up, Turning Red discovered 85 data points and identified fifteen character education values, such as Honest, Tolerant, Disciplined, Hard-working, Independent, Democratic, Curious, Love of Motherland, Friendly or Communicative, Peaceful, Love for Reading, Nature-loving, Social-loving, Responsible, and Religious. Turning Red Movie narrates the story of Meilin Lee, a thirteen-year-old teenager with a distinct personality and high self-confidence. Meilin Lee encounters a complex situation that surprises her when she can transform into a giant red panda, a lucky charm inherited from her ancestor, Sun Yee. Alongside her red panda transformation, Meilin faces the dilemma of either forging friendships and assimilating with her peers or being a dutiful daughter to make her mother proud. Meilin mother's overprotective nature restricts and creates conflict between Meilin and her mother. Conversely, Meilin finds happiness in the companionship of her friends Miriam, Abby, and Priya. These friends share a common interest in Meilin Lee and provide mutual support. This study aims to present Turning Red as more than just an enjoyable movie, but also a source of inspiration for character education values applicable in daily life. Researchers hope that this exploration can assist educators and parents in instilling character education within the family, school, and community environments.

1. For English teachers, the results of this research are expected to serve as enrichment materials in delivering elements of a film and providing guidance on character education values to students.
2. For future researchers, the findings of this study are anticipated to serve as a reference and scientific insight for conducting further research on character education values in films.
3. For readers of this research, it is hoped that it will enhance knowledge and understanding regarding the analysis of character education values in Turning Red.

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