

CHAPTER I

INTRODUCTION

This chapter presents the basic idea related to the study being carried out. They are background of the study, the problem of the study, objective of the study, significance of the study, limitation of the study, and definition of key terms.

A. Research Background

Movies, as one of the literary works that provide human personal expression, promote character building. As a form of artistic expression, movies capture human emotions, values, and social issues, allowing viewers to engage deeply with characters and narratives. In Indonesia, character education is integrated into the curriculum, aligning with the values set by the Ministry of Education and Culture, which identifies essential character traits, including honesty, discipline, responsibility, and respect. Through cinematic storytelling, movies often explore themes relevant to character development, such as moral dilemmas, family relationships, and personal growth, making them powerful tools for character education.

Movies play a significant role in shaping the behavior and perceptions of audiences. According to Rizal (2023), the moral principles portrayed in movies can take the form of cultural, ethical, or educational ideals. Studies show that individuals, especially young audiences, tend to imitate behaviors observed in movies due to their strong memorization abilities and emotional connection with fictional characters. Thus, using movies as an educational tool can enhance students' understanding of character education and moral values. education. Movies have the potential to be an effective teaching tool.

Despite their potential benefits, movies also have drawbacks. Research conducted by Febriani (2023) indicates that excessive exposure to certain film content can influence children's behavior, reinforcing stereotypes and unrealistic expectations. If not guided properly, movies may shape negative attitudes and behaviors, leading to misconceptions about social norms.

Animated movies are a highly influential medium, especially when it comes to moral teachings and character-building ideas for younger audiences. According to Ramadhani et al. (2022), their likable characters and captivating images have the power to engage children and teach valuable life lessons in an approachable and enjoyable manner. Studies have found that children can absorb and internalize moral lessons from animated movies, which can affect their conduct and social relationships.

Released in 2022 and directed by Domee Shi, "Turning Red" follows the story of Mei Lee, a 13-year-old Chinese-Canadian girl who discovers she transforms into a giant red panda whenever she experiences strong emotions. The movie explores universal themes of adolescence, identity, family dynamics, and personal growth. Mei Lee's journey is marked by her struggles with self-acceptance, managing her emotions, and navigating the pressures of cultural expectations and familial responsibilities.

The significance of "Turning Red" lies not only in its entertainment value but also in its potential as a didactic tool for character education. Through Mei Lee's experiences and interactions, the movie encapsulates various character-building aspects such as self-awareness, empathy, responsibility, resilience, and cultural identity. Analyzing these within the context of Mei Lee's story provides a deeper understanding of how animated movies can be utilized to promote character education.

In this context, the movie "Turning Red" can be examined as a medium that helps pupils develop their character in accordance with the principles incorporated in the Indonesian educational system. The movie follows a main character on a personal journey, examining virtues such as courage, loyalty, and self-acceptance. Through this research, it will be elucidated how the character building depicted in "Turning Red" can be mapped onto the framework of character promoted by the Indonesian educational curriculum in a more detailed and profound manner.

This research aims to explore the character-building exemplified by the main character, Mei Lee, in "Turning Red." By focusing on her actions, decisions, and the challenges she faces, this study seeks to identify and discuss

the key portrayed and their implications for character education. The theoretical framework for this analysis is grounded in Kemendikbud's principles of character education, which emphasize the importance of fostering moral and ethical development in young individuals.

In addition to exploring the characterbuilding portrayed through the protagonist, Mei Lee, in *Turning Red*, the movie also highlights the significant role of parents in influencing the character development of children. Mei's relationship with her mother, Ming Lee, is central to the narrative and serves as a key factor in Mei's personal growth. The movie showcases the complex dynamics between parent and child, particularly the tension between parental expectations and the child's desire for independence.

Ming Lee's overprotectiveness and high expectations reflect the struggles many parents face in balancing guidance with giving their children room to grow. Throughout the movie, it becomes evident that Ming's influence shapes Mei's sense of responsibility, discipline, and loyalty. However, it also places immense pressure on Mei, contributing to her internal conflict. As Mei navigates adolescence, she must reconcile her own identity with the her mother has instilled in her.

The importance of parenting style lies in its profound effect on children's ability to thrive in their environments. Each parent's unique style is shaped by various factors, including their personality, the quality of their relationships, and their childhood experiences (Parke and Clarke, 2011). Consequently, different parenting approaches yield diverse outcomes for children.

Parenting style plays a crucial role in shaping the emotional climate for parentchild interactions and significantly influences family quality of life (Williams et al., 2009). It affects children's growth, development, mental wellbeing, and behavior, ultimately impacting their future success. Generally, parenting styles can be categorized into two overarching types: behaviorism and humanism. However, experts often specify four distinct styles: authoritarian, authoritative, permissive, and neglectful (uninvolved).

Diana Blumberg Baumrind, a renowned clinical and developmental psychologist, made significant contributions to the understanding of parenting

styles. Born on August 23, 1927, in New York and passing away on September 13, 2018, in California, Baumrind's research began in 1967 with her study "Child Care Practice Antecedents: Three Patterns of Preschool Behavior," in which she identified three primary parenting styles: authoritative, authoritarian, and permissive-indulgent. In 1983, psychologists Maccoby and Martin expanded Baumrind's framework by introducing a fourth style, termed uninvolved or neglectful, further enriching the understanding of how varied parenting approaches impact child development.

The movie presents an important message about the role of parents in supporting their children's character development. It suggests that while parental guidance is crucial in shaping a child's, parents must also allow their children the freedom to express their individuality and make mistakes. The resolution of the story, where Mei and her mother reach a mutual understanding, reinforces the idea that open communication, empathy, and mutual respect between parents and children are essential components of healthy character development.

Several relevant studies have examined character education within films, providing valuable insights that support this research. First, a study by Esianita and Widyawati (2020) analyzed character education in the movie Aquaman. Their findings identified fifteen categories of character values depicted through the characters, including honesty, tolerance, discipline, hard work, creativity, curiosity, patriotism, friendliness, environmental care, responsibility, and respect. Among these, responsibility and peacemaking emerged as dominant themes, highlighting the film's potential as an educational tool for character building.

Similarly, Hairi (2019) investigated moral principles in the Twilight movie script to explore its potential role in character development. Hairi discovered that the film emphasized values such as honesty, independence, curiosity, patriotism, inclusivity, empathy, and responsibility. These qualities demonstrate the potential of movies to provide relatable role models and encourage positive character traits in young audiences.

In addition, Cahya (2019) analyzed the educational values in the animated movie *Moana*. Cahya's study identified sixteen character traits, including bravery, self-confidence, honesty, loyalty, love, and respect. Among these traits, self-confidence was the most prominent, showcasing how animated movies can effectively communicate essential character-building messages to their audiences.

Furthermore, Hanif (2017) examined parenting styles in the movie *Wonder* (2017) using Baumrind's framework. Hanif's findings highlighted how different parenting approaches influenced the behaviors and character development of the film's protagonists. This study underscores the impact of family dynamics on character formation, which is a key theme in *Turning Red*.

Building on Hanif's (2017) findings on parenting influences,, Risqi and Ekalestari (2020) analyzed the impact of parenting styles on Arthur Fleck's behavior in Todd Phillips' *Joker*. Utilizing Baumrind's (1966) theory, their study revealed that Arthur's transformation into a psychopath was largely influenced by authoritarian and neglectful parenting by his mother. This research highlights the profound role of parenting in shaping a child's psychological well-being and overall behavior.

Collectively, these studies emphasize the significant role movies can play in character education, both by depicting values that resonate with audiences and by exploring the influence of parenting on character formation. These insights align closely with this research's objectives to analyze the character-building elements and parenting roles in *Turning Red*.

Through this lens, *Turning Red* not only emphasizes the characterbuilding journey of the individual but also illustrates how parental involvement plays a pivotal role in that process. This can be seen as reflecting the value of responsibility and familial bonds, which align with the character emphasized in Indonesia's educational system. The movie serves as a reminder that character education is a collaborative process that involves both the individual and their familial environment.

This research is significant for several reasons. It highlights how movies, particularly animated movies like *Turning Red*, can serve as effective

tools for character education by portraying such as selfawareness, empathy, and responsibility. The study offers practical insights for educators and parents on using movies to teach moral lessons, aligning with Indonesia's educational goals. It also emphasizes the importance of cultural representation, showing how a character's growth is influenced by their cultural background. Additionally, the research underscores the crucial role of parental influence in shaping children's character development.

B. Research Problems

To clarify the problem that is going to be analyzed, the statement of the problem is formulated as follows:

1. What are the characters found in main character of “Turning Red” movie?
2. How is the role of parents for building characters represented in “Turning Red” movie?
3. What are the influences of the role of parental on building main character?

C. Research Objectives

Based on the statement of the problem above, the objective of the study as follows:

1. To find out the character buildings in main character of “Turning Red” movie.
2. To analyze how the role of parents is represented in the “Turning Red” movie.
3. To explore the extent of parental influence in shaping the main character development as depicted in “Turning Red” movie.

D. Research Significance

This study's findings are expected to have both theoretical and practical significance.

1. Theoretically

In this research, we explore theoretically significance for examining character building in movie, enhancement through analysis of characterbuilding , and exploring media's role in character building:

- a) To enhance the theoretical framework of character education by identifying and analyzing specific character building depicted in "Turning Red." It provides a detailed examination of how these are integrated into the narrative and character development, contributing to a deeper understanding of the methods and effectiveness of character education through media.
- b) To explore how character building are portrayed in an animated movie, this study adds to the theoretical discourse on the role of media in character building. It examines the impact of storytelling, visual imagery, and character arcs in conveying moral lessons, offering insights into the potential of movies as tools for character education.
- c) To examine the impact role of parental influence in character development as depicted in "Turning Red," the study adds depth to theoretical discussions about family dynamics and their impact on moral education. This focus encourages further research on the interplay between familial relationships and character traits.

2. Practically

In this research, we explore the practical significance for teachers, for students, for parents, for the researchers and the public.

a) For teachers

This research is expected to be beneficial for teachers in enhancing the quality of learning media. By utilizing movies, it is hoped that students' interest in learning will increase. Teachers can use the findings of this research as a reference in selecting and analyzing movies that are suitable for educational purposes, making the material more engaging and easier for students to understand.

b) For students

This research aims to help students understand the characteristics of each character in the movie. Additionally, it provides students with knowledge and moral lessons through movies as a learning medium. Consequently, students will not

only enjoy movies for entertainment but also gain insights into character that can be applied in their daily lives.

c) For parents

This research underscores the critical role parents play in their children's character development. By understanding the dynamics presented in "Turning Red," parents can adopt more effective strategies for guiding their children through the challenges of adolescence while fostering independence and open communication.

d) For researchers and the public

This research can serve as an inspiration and a source of information about the of character formation in movies. With this research, it is anticipated that more movies will be analyzed, allowing various positive to be identified and applied in life. Other researchers can continue this work by analyzing different movies, while the general public can benefit from the character discovered and incorporate them into their daily interactions.

E. Research Limitation

In order to avoid confusion and expansion of understanding or deviations in this study, this research will be focus to some points, so there are some limitation:

- 1) This research is limited to main character named "Mei Lee" and her mother "Ming Lee".
- 2) This research is only limited to examining Mei Lee's actions and experiences related to characterbuilding " and her mother "Ming Lee" potentially overlooking the contributions of secondary characters and their influence on character development in the movie "Turning Red" by Domee Shi.
- 3) The study focuses on discussing the types of characterbuilding depicted in the movie and how Mei Lee exemplifies and develops these throughout the story. The theory of character education proposed by Kemendikbud is used as the theoretical framework for this analysis.

- 4) This study primarily examines the role of Mei's mother, Ming Lee, in shaping Mei's character. It may overlook the contributions and influences of other parental figures or family members, limiting the understanding of broader familial dynamics.

F. Definition of key terms

The writer clarifies the key term as the limitation of this study, it contains character, character building, and movie, cartoon movie.

1. Character

In literature, a character is a fictional persona created by an author to reflect real human traits, emotions, and experiences. According to Kennedy and Gioia (2005), characters are imaginative figures that drive the story, existing only in the minds of readers. Diyanni (2000) further defines characters as made-up people whose experiences reflect real human desires, allowing readers to engage emotionally.

2. Character Building in Indonesia

According to Kemendikbud (2010), national character development is a process that occurs through the development of an individual's character within their social and cultural environment. The growth of a person's character is influenced by their surroundings, as humans are products of their culture and social context.

3. Role of Parents

Parenting patterns must align with a child's personality to foster positive development. According to Baumrind (1967), parenting styles significantly influence children's character development. In addition, Prabowo (2020) categorize parental roles into five aspects: educator, facilitator, companion, motivator, and role model, which contribute to shaping a child's character

4. Movie

Movie is a media in the form of moving images that tell a story about a person's life story, familial problems, politics, a life journey that has meaning and hope in every movie (Hornby 2006: 950).

5. Cartoon Movie

A cartoon movie is an animated film made using drawn or computer-generated imagery, and targeted for children, are known for their vibrant visuals, humor, and fantasy elements. They often include moral lessons and character-building themes, making them both entertaining and educational.