

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are some terms that are explained based on some theories. They are review of related theories and previous studies. Each of them consists of subterms that support the explanation.

A. Character

In literature, a "character" is a fictional persona created by a writer for a particular work that embodies a variety of features, feelings, and styles that are reminiscent of real people. Several definitions of character are used in this study in order to provide references from scientific sources. Kennedy and Gioia (2005) provide a succinct definition of a character as an imaginative figure who controls a story. This suggests that characters don't actually exist in the real world; rather, they only live in the creative imaginations of readers.

This concept is consistent with another definition by Diyanni (2000), who describes characters as madeup people who are occasionally associated with judgement or identification. In addition, Diyanni says that fictional characters have experiences that are similar to people's desires, which makes them come to life in readers' imaginations and have a lasting effect. Engaged readers feel more like they are a part of the story than just passive onlookers because they identify with the characters and follow their path via vicariously.

Regardless of how skillfully the author creates the sense of reality, Taylor (1981) presents an alternate viewpoint on characters in a play or novel by claiming that they are not actual people and have no existence outside of the literary production.

According to Taylor, characters are made up of words that are used to represent people going through certain experiences. These words are always tied to other components in fiction, such action and place. Moreover, a 1973 book by Bain, Beaty, and Hunter offers a simple definition of a character, which is any individual or thing that appears in a literary work. These definitions collectively support the understanding that fictional characters lack realworld existence, despite the author's skill in portraying a believable reality

within the story. Instead, they are fabricated entities within a literary work, resembling human beings in various ways, but without any connection to actual reality.

B. Character Building

According to Brouwer (1980: 4), character is an aspect of social behaviour in which people respond in ways that are either positive or negative depending on their personality or character. Four approaches are identified by Goldstone (1962: 6) as to how a character is created: first, by the way the character speaks the dialogue; second, by the way the character acts; and third, by the way the actor interprets the part. The character it is based on consists of three parts. First, moral knowledge, which encompasses perspective, moral reasoning, selfawareness, moral awareness, and knowledge of moral . Conscience, selfrespect, empathy, like compassion, selfcontrol, and humility are examples of the two moral emotions. The three moral behaviours are aptitude, will, and customs. The first component, which is about developing morality within oneself, can be used to explain how the three components relate to one another. The second component forms empathy, and the third component is about applying morality to action Lickona (1992: 37).

Formal education and the learning process can help shape character education . The environment can also have an impact on attitudes and character development. For instance, in relationships with friends, family, or other individuals. A positive atmosphere will undoubtedly shape a positive outlook and character. It will develop a poor attitude and character, as opposed to a bad environment. Parents have a great obligation to teach their children moral lessons as family members. Good attitudes and must be instilled by parents through modelling behaviour. While selecting friends, one must take into account the adolescent planting process. Due to the fact that friends' personalities can impact personal development

Based on Kemendikbud, the character education process is developed with the aid of eighteen character . The table below provides information on the eighteen character :

Table 1. Ministry of Education and Culture, Training Materials for Strengthening Learning Methodologies Based on Cultural Values to Shape National Competitiveness and Character: Development of National Culture and Character Education)

NO	Characters	Descriptions
1	Religiosity	Attitudes in carry out worship obligations as religious people according to their respective religions, respect the implementation of worship of other religions, and live in harmony with other religions.
2	Honesty	The attitudes of making oneself trustworthy in doing work and always telling based on the truth.
3	Tolerance	The actions that respecting differences in religion, ethnicity, other people's opinions, attitudes and behavior of others.
4	Discipline	The actions that show obedient dan orderly to applicable regulations, obedient in behavior, orderly in appearance, and managing the time.
5	Hard work	Actions that show orderly and diligent attitude and behavior in carrying out an activity.
6	Creativity	Thinking and doing something to produce a new way or result from something you already have.
7	Independence	Attitudes that does not depend on others in completing a job.
8	Democraticism	Support the value of citizenship rights and obligations in behaving, thinking, and acting.
9	Curiosity	Attitudes and actions that always want to know more than what has been seen, heard, and learned.

10	Nationalism	Support and participate in the interests of the nation and state in the way of acting, thinking and having broad views as citizens.
11	Patriotism	Way of thinking, attitudes, and acts that show; loyalty, cares, and high appreciation to the language, environment, social, culture, economy, and politic of the nation.
12	Appreciation	Attitudes and actions that value every result of hard work, share success with others, and respect the success of others.
13	Friendliness	Attitudes and actions to develop themselves in adapting to others and communicative in circle friends.
14	Love of Peace	Attitudes and actions that encourages to calm in respect of the opinions or actions of others.
15	Interest in reading	Habitual of giving or filling time to read something useful from various sources of knowledge.
16	Environmental care	Actions that always tries to preserve, protect, and repair the environment.
17	Responsibility	Act and attitude that always participate to helping other people.
18	Fairness	Attitude and actions of a person to carry out something job and obligations that had to be done.

The Ministry of National Education (Kemendikbud) states that character development have a significant impact on how pupils develop their morality and personalities. The surrounding environment and interactions between kids and parents can provide the characterbuilding . Teachers in the field of education need to design a method of instruction and learning that promotes the growth of these ideals. Pupils are supposed to develop into virtuous people in accordance

with Pancasila worldview. Character development is not only influenced by personal choices but also by one's environment, such as family, school, and community.

Noddings (2002) notes that character building is rooted in moral ideals, while Koellhoffer (2009) suggests that it is a lifelong process, starting in adolescence and requiring supportive guidance. The family environment plays a fundamental role in character formation, as parents act as the first educators and moral guides for their children. Parents shape character by modeling behaviors, instilling values, and creating a foundation that supports the social and emotional growth necessary for a child's development.

This parental influence extends beyond teaching specific moral traits to encompass the overall approach parents take in guiding and nurturing their children. Thus, the role of parents becomes essential, as it directly impacts how children learn to embody values like honesty, discipline, and responsibility within a social context. By understanding character building as a process heavily influenced by family dynamics, we can further explore the specific roles that parents play in this development.

C. Theory of roles of parents

The role of parents in shaping a child's character is foundational. From birth, parents serve as a child's primary educators, setting examples and establishing values that children internalize throughout their development. According to Pahlawati (2020), parents are the first and most significant educational institution for their children, responsible for guiding moral growth and teaching essential life values.

Parenting encompasses various approaches to nurturing, teaching, and guiding children. Casmini (2007) emphasizes that parenting involves processes of protection, guidance, and discipline, aiming to instill values that align with societal norms. As Sugihartono et al. (2007) observe, these approaches vary across families, shaped by unique factors and circumstances that influence how parents educate, discipline, and support their children. Parenting styles, therefore, are critical, as they directly impact children's character development,

shaping values, behaviors, and attitudes that reflect broader cultural and societal expectations.

This research draws on two key theoretical frameworks to analyze the parental role in character development within *Turning Red*. The first framework is Prabowo's five roles of parents, which categorizes parenting functions into five key roles: educator, facilitator, companion, motivator, and role model. These roles are essential for understanding how parents contribute to a child's character development, offering a structured view of the diverse ways parents influence children's personal growth. Prabowo's framework is particularly valuable because it provides a holistic approach to parenting roles, highlighting how parents not only guide and educate but also inspire and serve as examples for their children. This framework is well-suited to analyze Ming Lee's influence on Mei, as it allows for an in-depth exploration of her complex and multifaceted role as a mother.

The second framework utilized is Baumrind's parenting style theory, which classifies parenting into four primary styles: authoritarian, authoritative, permissive, and neglectful. Diana Baumrind's theory of parenting styles, developed in 1967, is widely regarded as a foundational framework in understanding the role of parents in shaping children's development. Baumrind categorized parenting into three primary styles: authoritarian, authoritative, and permissive, which Maccoby and Martin (1983) later expanded to include a fourth style, uninvolved or neglectful. Baumrind's theory is grounded in empirical research and emphasizes the significant impact of parental responsiveness and demandingness on children's emotional, social, and moral development.

Baumrind's work is particularly relevant for literary analysis, as her framework provides a comprehensive lens for understanding the dynamics of parent-child relationships in fictional narratives. For instance, Afifah Hanif (2017) utilized Baumrind's theory to analyze the characters in the film *Wonder* and demonstrated how different parenting styles influenced the protagonists' behavior and character development. Similarly, Risqi and Ekalestari (2020) applied Baumrind's framework to the film *Joker*, revealing the effects of

authoritarian and neglectful parenting on Arthur Fleck's psychological transformation. These studies validate Baumrind's framework as a credible and effective tool for analyzing parenting roles in literary and cinematic works.

In contrast to alternative theories, such as Bowlby's attachment theory (1969), Baumrind's framework focuses more holistically on the behavioral dimensions of parenting, such as discipline, control, and autonomy. While Bowlby emphasizes the importance of emotional bonds and secure attachment, Baumrind offers a broader perspective that includes how parents' authority and responsiveness shape their children's decision-making, independence, and social behavior. This makes Baumrind's theory particularly suitable for analyzing Ming Lee's authoritarian parenting in *Turning Red*, as it captures both the restrictive and protective aspects of her role in shaping Mei Lee's character.

Baumrind's theory is applied in this study to provide a nuanced understanding of the methods and intensity with which Ming Lee enforces her parental expectations. Baumrind's classification is critical to this analysis as it offers insights into how different parenting styles, particularly the authoritarian style, impact a child's psychological and emotional growth. By examining Ming's approach through Baumrind's lens, the study reveals the effects of strict parenting on Mei's character development, especially how this style may both support and challenge Mei's self-expression and autonomy.

Parenting choices are plentiful. Baumrind divides them into four categories:

1. Authoritative parenting is a style in which parents are extremely responsive and demanding. Baumrind goes on to list the traits of this parenting style, which include:
 - a. being approachable but firm
 - b. establishing expectations for the child's abilities and desires
 - c. allowing the child to grow more independent and self-reliant, while still holding them accountable for their own actions
 - d. reacting logically, keeping the issue in focus, promoting family communication, and outlining the rules.

2. Indulgent parenting, in which parents provide lots of attention and are not as strict. The traits are as follows:
 - a. he loves his kids more and stays out of trouble
 - b. he doesn't put demands on them
 - c. he offers her kids unrestricted freedom
 - d. he doesn't really care what their kids think.
3. The authoritarian parenting style is characterised by strict unresponsive parents. Its traits include:
 - a. giving compliance top priority and giving requests greater attention
 - b. being harsh, strict, and definitive.
 - c. Has to take everything at face value
 - d. Parents hold the customary rules directly
 - e. doesn't restrict or force kids to accomplish things on their own
4. Careless parenting that makes little effort or effort to respond. The following traits indicate neglectful parenting:
 - a. Lack of time and energy to spend with their children
 - b. providing for their needs in moderation
 - c. ignorance of the child's whereabouts and activities
 - d. lack of interest in learning about the child's friendships and school experiences
 - e. refusal to disagree with their children and infrequently taking their opinions into consideration when making decisions
 - f. parentcentered management of the home, which takes into account the needs and desires of the parents.

In addition to needing to care for and assist their children, parents bear a greater duty for shaping their characters in the different ways that character development occurs. Prabowo (2020) list the following roles: first, educator; second, facilitator; third, companion; fourth, motivator; and five, role of model.

1. Educator

Instructor Parents have a crucial role in the family institution and make significant contributions to it. How parents educate and guide their children is vital to their growth. This is the teacher role that parents must

fill. Since kids are still in the early childhood stage and need ongoing education, parents are more responsible for teaching their kids at home, especially if they are pursuing primary and junior secondary education. The function of parents as instructors in helping children learn at home and internalise moral principles When learning at home, parents take on the role of teachers in the classroom. At home, parents reinforce the skills and materials that teachers have taught them. Since not every parent has the same educational background, this process calls for specialised expertise. parents with little education

2. Facilitator

Instructeur Academic achievement and performance have evolved to be synonymous over time. If a student can accomplish academic milestones, such being a class champion or an Olympic champion at the national and international levels, they are deemed high achievers. Student success in character education is evaluated not just on their academic performance but also on their attitudes and characteristics, which include their capacity to recognise and value diversity in a diverse society. Consequently, parents bear the dual responsibility of not only setting an example for their children to follow but also assisting them in maturing into respectable adults.

As a result, parents' roles as teachers are crucial in helping kids develop the skills necessary to achieve these IQ requirements. In a plural society, parents play an important role in character education by helping children develop moral principles that will enable them to live with differences. The study concludes that parents are attempting to avert moral degeneration, which is frequently shown in the media and concerns children, by pursuing this goal. Supporting their children's academic and extracurricular accomplishments at school is another duty of parents. As a result, a generation of countries will emerge that are morally upright and possess positive social qualities in addition to being academically gifted.

3. Companion

In addition, in the age of digital learning, parents play a more significant role. Additionally, parents are in complete control of their child's academic progress. With so many apps accessible, parents should supervise and keep an eye on their children's smartphone usage. A computer, laptop, or smartphone's software has two sides. While there are a lot of benefits, there can also be drawbacks if not utilised correctly, particularly if youngsters are using it. In order to prevent misuse (such as playing video games or accessing offensive content), parents should keep a tight eye on their children when they use electronic devices for media at home.

4. Motivator

Parents serve as motivators for their children by continuously guiding and supporting them. Children might receive the inspiration to excel academically and be creative from their families. It makes no difference what their ethnic background is as long as parents consistently support and mentor their kids in their academic endeavours.

5. Role model

Children tend to mimic their parents' actions rather than following orders given verbally. So, as a parent, you have to set an example for your child beyond just giving them lessons.

D. Movie as Literary Works

Movie as a literary work utilizes imagination and creativity to depict complex journeys and diverse human experiences. It mirrors the purpose of traditional literary works in its portrayal of life's events, capturing past memories and envisioning future possibilities. Movies, much like literature, are reflections of real-life experiences, as authors and filmmakers express their unique perspectives on the world and convey these insights to audiences (Hudson, 1958; Pradopo, 1994). According to Wellek and Warren (1932), a literary work serves as an expression of the creator's views on life, and similarly, movies offer a narrative that goes beyond mere entertainment to foster

awareness, stir emotions, and inspire reflection. By depicting characters who embody various struggles and virtues, movies engage viewers emotionally, challenging them to confront realities and encouraging a deeper understanding of human relationships, social values, and personal growth.

Although literature and movies are inherently different mediums, as Ramrao (2016) asserts, they share a common purpose: to impart knowledge and foster understanding of the human condition. Boggs and Petrie (2008) expand on this idea, suggesting that movies and literature, despite their differences, effectively convey a broad spectrum of ideas and emotions. As modes of artistic expression, both seek to reveal diverse facets of human experience, fulfilling the same fundamental goal. Movies, with their combination of sound, visuals, and narrative structure, elevate this impact by bringing stories to life in a way that can capture the viewer's attention and evoke strong emotions through audiovisual storytelling. These elements allow movies to serve as powerful tools for conveying messages, teaching moral values, and providing insight into both personal and collective human experiences.

Cartoon movies, in particular, are notable for their effectiveness in delivering moral and character-building messages, especially to young audiences. Their engaging visuals, relatable characters, and captivating plots hold the attention of children, making it possible to impart essential life lessons in an entertaining and accessible way. Animated movies, including those created by renowned studios like Disney and Pixar, are known for their emphasis on moral narratives and character development, which resonate with audiences on a profound level and contribute significantly to shaping behavior and social values. Research shows that children often internalize the values presented in animated films, which in turn influences their actions, social interactions, and ethical understanding. Animated movies are also influenced by the social, historical, and cultural contexts in which they are created, allowing them to reflect complex themes in a manner that is easy for young viewers to grasp (Afdilah, 2015).

An example of this is Pixar's 2022 animated movie *Turning Red*, directed by Domee Shi. Set in 2002, it tells the story of 13-year-old Mei Lee, a young

girl growing up in a strict household with her overprotective mother, Ming, and her father, Jin. Mei, who helps her family maintain a temple dedicated to her maternal ancestor, is navigating the challenges of adolescence while keeping her own interests—like her admiration for the boy band 4Town—hidden from her mother. Mei's journey becomes even more complicated when she wakes up one morning to find that she has transformed into a red panda, a trait she learns is inherited from her maternal lineage as a gift meant to protect them. However, in modern times, this transformation is seen as an inconvenience, something to be concealed. Throughout the movie, Mei's relationship with her mother becomes strained as Ming tries to suppress Mei's red panda form, fearing societal judgment. This conflict intensifies when Mei's desire to embrace her true self leads her to confront her mother, culminating in a turning point where they must each come to terms with their own expectations and fears.

In *Turning Red*, the narrative explores essential themes of self-acceptance, family expectations, and cultural identity, allowing viewers to engage with the character's journey of self-discovery and personal growth. As Mei reconciles with her mother and finds a balance between her own identity and her familial responsibilities, the story provides a rich framework for analyzing character-building messages, making *Turning Red* a notable example of a movie that functions not only as a literary work but also as an impactful medium for character education and moral development. The movie exemplifies how films, particularly animated ones, can go beyond entertainment to influence viewers' values, foster empathy, and promote introspection, thereby establishing themselves as an essential component of literary expression.

E. Previous studies from articles

There are some relevant studies that can be used to support this research as follows:

1. The first study, which examines character educational in the "Aquaman" movie, was written by Esianita and Widyawati in 2020. The findings indicate that the characters speak about fifteen different categories of character education value. Honesty, tolerance, discipline, hard effort, creativity, curiosity, patriotism, national spirit, friendliness, peacemaker,

environmental care, responsibility, loyalty, respect, love, and adoration are some of these qualities. Then, responsible and peacemaking principles predominate in this movie as educational .

2. The second study is published in 2019, Hairi examined how ethical were used to analyse the character development in the script for the movie "Twilight." The study's findings indicate that the movie script for Twilight has certain moral principles that might be used to help students develop their character. These principles include being honest, independent, curious, patriotic, inclusive and communicative, peaceloving, empathetic, and responsible. These eight wellchosen characters could be used to help children develop their character.
3. The third study is written by Cahya (2019) conducted an analysis for "An Analysis of Educational Value in Moana Movie". The outcome reveals that the Moana movie contains sixteen different character kinds. They are bravery, selfassurance, honesty, purity, loyalty, love, respect, and friendliness. Additionally, the most prevalent kind in the movie was selfassurance, while the least prevalent type was friendliness.
4. The fourth study is The Impacts of Parenting Style on the Behavior: Auggie, Julian, and Miranda, of Wonder Movie (2017): Psychological Approach written by Hanif (2017). Department of English Education, Faculty of Teacher Training and Education Science, Muhammadiyah University, Surakarta. This study examines the characters in Wonder (2017) to analyze how different parenting styles impact behavior, using Baumrind's parenting styles as a framework.
5. The fifth study by Risqi and Ekalestari (2020) analyzed the impact of parenting styles on Arthur Fleck's behavior in Todd Phillips' Joker. Using Baumrind's (1966) theory, the study found that authoritarian and neglectful parenting by Arthur's mother led to his mental health issues and eventual transformation into a psychopath. This research highlights the significant influence of parenting on a child's psychological development and behavior.