

CHAPTER I

INTRODUCTION

This chapter explains the research background, the research problem or research questions, the research purpose, the significance of the research, and the definition of essential words. These stages are detailed more below.

A. Background of the Research

In delivering messages, where animated films often express emotions through symbols and visual metaphors, such as colors, shapes, or lighting to represent abstract ideas, while non-animated films portray emotions through the facial expressions and interactions of real actors (Villarejo, 2020). Both types of films can deliver moral and educational lessons that support learners' development in line with the *Profil Lulusan* framework developed by Kemendikdasmen (2025), as they reflect key dimensions such as faith and devotion to God Almighty through moral awareness and values, citizenship through social responsibility and respect for others, critical reasoning in understanding situations, creativity in interpreting meanings, collaboration in teamwork, independence in decision-making, health and well-being through emotional awareness and self-regulation, and communication in expressing and understanding ideas, thereby positioning films not only as entertainment but also as meaningful media that contribute to the development of students' cognitive, social, emotional, and moral competencies.

Among these two types, animated films are especially effective in communicating educational and moral values to young audiences. Their colorful visuals, imaginative characters, and interesting stories make them easy to follow and understand for children and teenagers. Through scanimation, moral value can be presented in a symbolic and emotional way because visual elements such as colors, movement, and expressions can represent moral ideas more effectively than words alone (Nathason, 2018). Moreover, animation provides room for creative exaggeration, which allows audiences to clearly understand abstract concepts such as courage, honesty, and kindness (Eisenberg & Sulik, 2012). Creative exaggeration in this case involves showing specific feelings or activities in a more intense fashion, like with bigger expressions or brighter colors, so that young viewers may better appreciate the moral message. Young viewers can more quickly understand moral teachings thanks to this exaggerated portrayal, which eliminates the need for complicated explanations. For this reason, animated films are often used in education as tools for character building and emotional learning, helping students understand and apply moral and language values through enjoyable and meaningful stories (Hamdanah et al., 2023).

Films also play an important role in the learning process because they combine visual, auditory, and emotional experiences that can enhance understanding. According to Sánchez-Auñón et al. (2023), films can serve as effective educational tools because they support moral reflection, cultural understanding, and critical thinking through learners' observation of characters, actions, and narrative situations. This supports the idea that films can help

students develop emotional understanding and moral reasoning (Deka, 2021). Through their stories and visuals, films are able to present simple but meaningful moral situations in a way that is engaging and easy to understand for learners. In the classroom, teachers can use films not only to teach language but also to promote discussions about values and character education. As stated by Sánchez-Auñón et al. (2023), using films in English language teaching helps students build intercultural understanding, critical thinking, and moral awareness.

Studying educational values in animated films is important because films provide rich materials for thinking about moral lessons and value learning. Animated stories usually show moral conflicts, emotional growth, and lessons about good behavior that can help children, especially those in the upper elementary level (around age 10 and older), understand moral concepts and the foundations of good character. Eisenberg and Sulik (2012) explain that children entering middle childhood begin to manage their emotions better, empathy, and moral awareness, which enables them to interpret moral messages presented through stories and visual media more effectively. Nathanson (2018) also states that film narratives allow audiences to explore ethical issues through imagination and empathy, which helps deepen moral understanding. Film narratives can be defined as the structured arrangement of events, the development of conflicts, and the evolution of characters, enabling spectators to comprehend the storyline and the moral lessons conveyed. This organized framework enhances moral comprehension. Therefore, analyzing educational values in animated films can

contribute to the theory of moral education and provide practical insights for teachers who want to integrate films into language and character learning.

This shows that animated films function as a medium for holistic learning because they allow young viewers, particularly children aged 7 to 12 who are in the early stage of developing moral reasoning, to experience values indirectly through characters' actions and emotions. In this way, animated films support the goals of education promoted by Kemendikdasmen (2025), which emphasize the development of competencies reflected in the *Profil Lulusan*, including faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health and well-being, and communication, as an integrated framework for learners' cognitive, emotional, social, and physical development. Through animated films, students can develop faith and devotion to God Almighty through reflective themes and moral awareness, citizenship through empathy and social responsibility, critical reasoning by analyzing characters and storylines, creativity through imaginative interpretation, collaboration through understanding cooperation between characters, independence through observing characters' personal growth and decision-making, health and well-being particularly in terms of emotional awareness and self-regulation, and communication through expressing ideas and engaging in discussions. Therefore, analyzing educational values in animated films not only contributes to theoretical discussions but also aligns with the *Profil Lulusan* framework by providing practical insights for teachers to support students' holistic development.

To analyze the verbal and visual elements that are interconnected in the film, this research employs Klaus Krippendorff's (2018) content analysis approach, which emphasizes a systematic, replicable, and objective procedure for examining meaningful data. According to Krippendorff (2018), content analysis involves organizing data into clear categories, interpreting patterns, and drawing inferences from texts, visuals, or other forms of communication. This approach is particularly suitable for film analysis because animated films convey messages not only through dialogue but also through visual elements such as color, movement, character expressions, and symbolic imagery. By applying this framework, the researcher can carefully select relevant scenes, categorize verbal and visual elements, and interpret how they work together to represent educational values within the framework of *Profil Lulusan*, including faith and devotion to god almighty, citizenship, critical reasoning, creativity, collaboration, independence, health and well-being, and communication. In this context, the method supports a deeper process of interpretation to uncover how these eight dimensions are embedded within narrative structures and visual storytelling, making it appropriate for analyzing how *Orion and the Dark* (2024) conveys holistic educational messages aligned with the *Profil Lulusan* framework.

The animated film *Orion and the Dark* (2024), produced by DreamWorks Animation, is chosen as the object of this research because it contains educational values that can be analyzed through both verbal and visual aspects. The story focuses on a young boy named Orion who learns to confront his fear of the dark with the help of a mysterious figure called Dark. Throughout its narrative, the

main characters represent educational values that align with the eight dimensions of the *Profil Lulusan* framework, namely faith and devotion to god almighty as reflected in moral awareness and reflection on life, citizenship through empathy and social responsibility, critical reasoning through the way characters analyze and understand situations, creativity through imaginative thinking and interpretation, collaboration through cooperation and interaction between characters, indepenence through personal growth and decision-making, health and well-being through emotional awareness and the ability to manage fear, and communication through the expression and exchange of ideas. These dimensions are integrated within the characters' actions, interactions, and emotional development throughout the film. The film also emphasizes that courage is not the absence of fear but the ability to face it with understanding, which strengthens the dimension of kesehatan, particularly emotional resilience. Therefore, *Orion and the Dark* serves as a relevant medium for examining how animated films represent educational values that contribute to students' holistic development in line with the *Profil Lulusan* framework.

Several previous researches have examined educational and moral values in animated films, showing their potential as media for character learning. Masriani et al. (2021) conducted research on *Adit dan Sopo Jarwo*, *Nussa dan Rara*, and *Upin Ipin* and identified moral values such as honesty, discipline, tolerance, cooperation, and courage. Their research emphasized that animated films can effectively introduce ethical values to children aged 7 to 12 years, who are in the early stage of developing moral reasoning. Similarly, Sihombing (2022)

analyzed *Pororo the Little Penguin* and found moral messages including honesty, patience, democracy, and bravery, which are relevant for young viewers aged 5 to 10 years. In addition, Hasanah (2022) examined *Moana* and identified 15 character values such as responsibility, curiosity, creativity, patriotism, honesty, tolerance, and environmental care, showing that animated films can present character values through both dialogue and character actions.

These previous researches demonstrate that animated films function as powerful tools for moral and emotional education. They highlight how animated stories can deliver positive values through simple narratives, expressive characters, and relatable situations. However, most previous research focused on local or early childhood animated films and primarily examined verbal expressions or character behavior. Only a limited amount of research explored how visual elements such as symbolic imagery, character gestures, or emotional expressions also contribute to the construction of educational meaning within an animated film.

Therefore, this research aims to fill the gap by analyzing the educational values represented in *Orion and the Dark* (2024) through both verbal and visual elements. The analysis is based on the framework developed by Kemendikdasmen(2025), which emphasizes the competencies outlined in the *Profil Lulusan*, including faith and devotion to god almighty, citizenship, critical reasoning creativity, collaboration, independence, health and well-being, and communication, as an integrated foundation for students' holistic development.

Using this framework, the research aims to identify the types of educational values represented in the film and explain how these values are conveyed through its narrative, characters, and visual representation in relation to the eight dimensions of *Profil Lulusan*.

B. Research Questions

1. How are the 8 dimensions of the *Profil Lulusan* represented thorough verbal and visual elements in *Orion and the Dark* (2024) film?
2. Which dimension of the *Profil Lulusan* is most prominently represented in the *Orion and the dark* (2024) film?

C. The Objectives of the Research

1. To analyze how the 8 dimensions of the *Profil Lulusan* are represented through verbal and visual elements in *Orion and the Dark* (2024) film.
2. To identify the most dominantly represented dimension of the *Profil Lulusan* *Orion and the Dark* (2024).

D. Scope and Limitation

This research focuses on analyzing the educational values represented in *Orion and the Dark* (2024), produced by DreamWorks Animation, by referring to the framework of *Profil Lulusan* developed by *Kemendikdasmen*(2025). This framework consists of eight integrated dimensions, faith and devotion, citizenship, critical reasoning, creativity, collaboration, independence, health and well-being, and communication which serve as the foundation for students' holistic development. Instead of focusing on general character values, this research examines how these eight dimensions are represented through the film's narrative

and visual elements. However, the analysis is directed toward dimensions that are most relevant to the film's central themes and the protagonist's emotional journey, such as independence, health and well-being, critical reasoning, creativity, citizenship and collaboration, to maintain a focused and in-depth analysis. This research is limited to the analysis of the main characters, Orion and Dark as they play central roles in representing and conveying the identified dimensions of *Profil Lulusan* throughout the film.

Values are expressed through the film's verbal and visual elements, such as dialogues, character behaviors, and symbolic visuals that convey educational meanings. Other aspects, including production techniques, audience reception, or commercial success, are not included in the discussion. This study employs qualitative content analysis to interpret the meanings embedded in the film, focusing on how the eight dimensions of the *Profil Lulusan*, namely faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, health and well-being, and communication are represented rather than measuring audience responses. The analysis emphasizes how these dimensions are conveyed through narrative structures, character interactions, and visual symbolism in *Orion and the Dark* (2024). This limitation ensures that the study remains focused on the educational framework of *Profil Lulusan* and aligns with the objective of examining students' holistic development through film as a learning medium.

E. Significance of the Research

This research is expected to give both theoretical and practical contributions to English language education and moral learning through films.

1. Theoretical Significance

Theoretically, this study contributes to the understanding of how animated films can be used as effective media for supporting students' holistic development within the framework of *Profil Lulusan* developed by Kemendikdasmen (2025), which includes faith and devotion to god almighty, citizenship, critical reasoning, creativity, collaboration, independence, health and well-being, and communication as integrated dimensions of learners' competencies. This study also draws on multimodal learning theory, which emphasizes that meaning is constructed through various modes such as images, sounds, and language (Kress & Van Leeuwen, 2021). By integrating the *Profil Lulusan* framework with multimodal analysis, this research highlights how animated films such as *Orion and the Dark* (2024) can represent educational values through both verbal and visual elements, thereby contributing to theoretical discussions on how visual narratives support meaningful and holistic learning experiences.

2. Practical Significance

Practically, the results of this research are expected to:

- a. Help teachers and educators use animated films as teaching materials that build students' moral awareness and emotional understanding.
- b. Encourage students to learn moral values through enjoyable and meaningful stories.
- c. Become a reference for future researchers who want to study film-based learning or character education in language teaching.

Through these contributions, this research highlights the important role of animated films as learning media that promote both language skills and moral development among students.

F. Definition of the Research

1. Educational Values

Educational values are moral and character principles that guide positive attitudes, responsible actions, and ethical decision-making in daily life and learning.

2. Animated Film

An animated film is a motion picture created using drawings or computer-generated imagery (CGI) that tells stories and expresses ideas through visual and auditory elements.

3. Orion and the Dark (2024)

Orion and the Dark is an animated film produced by DreamWorks Animation that tells the story of a young boy who learns to face his fear of the dark, presenting messages about courage, empathy, honesty, and curiosity.

4. Profil Lulusan Framework

The Profil Lulusan framework, developed by Kemendikdasmen (2025), refers to a set of eight integrated dimensions that guide students' holistic development, including faith and devotion to god almighty, citizenship, critical reasoning, creativity, creativity, collaboration, independence, health and well-being, and communication. These dimensions serve as the foundation for developing learners' cognitive, social, emotional, and behavioral competencies in educational contexts.