

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used to analyze educational values in the animated film *Orion and the Dark* (2024). It outlines the qualitative descriptive design, the application of Krippendorff's content analysis, the data source, data collection and analysis procedures, and the strategies employed to ensure research trustworthiness.

A. Research Design

This research employed a qualitative descriptive design, which was suitable for exploring how meaning was constructed through verbal and visual elements in animated films. According to Krippendorff (2018), qualitative inquiry allows researchers to interpret meanings as they naturally appear within a communicative context rather than reducing them to numerical measurements. This approach enabled the researcher to examine how educational values emerged from the film's narrative, dialogues, and visual representations. In this context, qualitative descriptive research provided the flexibility needed to understand how characters, actions, and scenes communicated educational messages to the audience.

To guide the analysis, this research applied content analysis as proposed by Krippendorff (2018). Krippendorff (2018) describes content analysis as a systematic method used to interpret meaningful data from various forms of communication, including audiovisual texts such as films. Through this

framework, the researcher examined how verbal elements such as dialogues, narrations, and character interactions, together with visual elements such as gestures, expressions, symbolic imagery, color use, and scene composition, worked together to convey educational values. In addition, the analysis was directed by the indicators of the Profil Lulusan developed by Kemendikdasmen, so that each identified value could be categorized based on competencies such as critical reasoning, creativity, independence, collaboration, and moral integrity.

This research design enabled the researcher to develop a comprehensive understanding of how the film *Orion and the Dark* (2024) represented educational values through its multimodal features. The analytical focus included both explicit messages expressed through spoken language and implicit meanings conveyed through visual cues, symbolic actions, and character behavior. Such an approach was particularly relevant for animated films, which integrate storytelling, visual composition, and character development to communicate moral and educational messages to young audiences. By applying qualitative descriptive content analysis and relating the findings to the indicators of the Profil Lulusan developed by Kemendikdasmen, the research was able to interpret the film holistically and provide meaningful insights into how educational values were constructed within its narrative and visual structure.

B. Data Source

The primary data of this research consisted of verbal and visual materials taken from the animated film *Orion and the Dark* (2024). These materials

represented educational values through the combination of language and visual elements that appeared throughout the film. The verbal data included dialogues, narrations, and character utterances that showed various educational messages related to moral, emotional, and social development. These expressions reflected the characters' emotional growth, moral decisions, and interactions with others, making them important for analyzing how educational values were conveyed through language. The visual data included character actions, facial expressions, gestures, symbolic images, color contrasts, spatial arrangement, framing, and scene composition that helped build meaning beyond spoken dialogue. *Orion and the Dark* used visual storytelling to show the main character's journey in facing fear and developing emotional strength, so the visual aspect was important for understanding how educational values were represented. In this research, these values were analyzed using the framework of *Pembelajaran Mendalam* and were related to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen.

The data covered the whole duration of the film. However, the selection used purposive sampling, in which only scenes involving the main characters, Orion and Dark, that contained educational values were selected. This technique helped the researcher focus on relevant and important parts of the film. Each selected scene was analyzed both verbally and visually. The data were then interpreted based on the principles of *Pembelajaran Mendalam*, namely *berkesadaran*, *bermakna*, and *menggembirakan*, and were also connected to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen. To support the analysis, the researcher also used additional information such as film descriptions,

promotional materials, and statements from the creators to understand the context of the film more clearly. This approach was in line with Krippendorff's (2018) content analysis, which allows researchers to analyze meaning from different forms of communication.

The data source of this research was the official animated film *Orion and the Dark* (2024), produced by DreamWorks Animation and distributed through Netflix. The film was adapted from a children's book by Emma Yarlett, written for the screen by Charlie Kaufman, and directed by Sean Charmatz. The duration of the film was approximately 90 minutes. It combined fantasy, emotional storytelling, and character development to explore themes such as fear, self-confidence, and personal growth. The film was accessed legally through Netflix; therefore, the data were considered valid and reliable. This film was chosen because it contained educational messages that could be analyzed using the principles of *Pembelajaran Mendalam* and their relation to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen. The film is also well known for its meaningful story and unique animation style, making it relevant as a modern media text for studying educational values.

C. Research Instrument

In qualitative research, the researcher functions as the primary instrument because all stages of the research process, including selecting the data, identifying relevant elements, interpreting meanings, and analyzing findings, depend on the researcher's analytical ability. As the main instrument, the researcher observed the

film *Orion and the Dark* (2024), determined which scenes involving the main characters contained potential educational values, and interpreted both verbal and visual expressions. The researcher then analyzed the data based on the principles of *Pembelajaran Mendalam*, namely *berkesadaran*, *bermakna*, and *menggembirakan*, and related them to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen. The role of the researcher also included understanding the storyline, analyzing character development, and identifying symbolic elements that supported the representation of educational values in the film.

To support the researcher and ensure that the analysis was carried out systematically, this study used a secondary instrument in the form of a data sheet. The data sheet was used to record detailed information from each selected scene, including time stamps, types of data, verbal expressions, visual descriptions, principles of *Pembelajaran Mendalam*, dimensions of *Profil Lulusan*, and interpretative notes. This instrument helped maintain consistency and clarity during the analysis process and allowed the findings to be organized clearly. The complete format of the data sheet used in this research is provided in Appendix 1.

The use of both the researcher as the primary instrument and the data sheet as the secondary instrument ensured that the process of analyzing and interpreting educational values followed a systematic and clear procedure in line with Krippendorff's (2018) content analysis approach.

D. Data Collection

The data collection process in this research followed a series of systematic steps to ensure that all verbal and visual elements related to educational values in the film *Orion and the Dark* (2024) were collected accurately and comprehensively. The steps are described as follows.

First, the researcher watched the film repeatedly to gain a full understanding of the storyline, character development, and main themes. Repeated viewing helped the researcher identify scenes that potentially contained educational meanings and understand both explicit and implicit messages presented in the film.

Second, the researcher began collecting verbal data by transcribing dialogues, narrations, and spoken expressions that indicated the presence of educational meanings. Every utterance expressed by the main characters that reflected emotional responses, interactions, or meaningful experiences was recorded for further analysis.

Third, the researcher collected visual data by carefully observing scenes involving the main characters that showed educational meanings through actions, gestures, facial expressions, symbolic imagery, color use, setting, or other visual elements. These visual details were described clearly to support the interpretation of meaning beyond spoken dialogue.

Fourth, the researcher segmented the film into smaller units using time stamps to ensure accuracy and traceability of each data item. This step allowed each verbal and visual expression to be organized in a structured way.

Fifth, all identified data were recorded in the data sheet prepared for this research (see Appendix 1). The data sheet included information such as time stamps, verbal expressions, visual descriptions, principles of *Pembelajaran Mendalam*, and their relation to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen. This tool helped maintain consistency during the analysis process.

These steps ensured that the data collection process was systematic, organized, and in line with qualitative content analysis, enabling the researcher to collect and analyze educational meanings in the film in a clear and comprehensive way.

E. Data Analysis

The data analysis in this research followed the procedures of Krippendorff's (2018) content analysis, which provides a systematic approach for interpreting meaning from verbal and visual communication. The analysis was carried out through several stages to ensure that educational meanings in the film *Orion and the Dark* (2024) were identified and interpreted clearly.

First, all verbal and visual data collected from the film were organized based on time stamps and entered into the data sheet (see Appendix 1). This step

helped the researcher identify scenes that contained potential educational meanings and prepared the data for further analysis.

Second, the researcher conducted coding by identifying meaningful units within the verbal and visual data. These units included dialogues, narrations, character actions, gestures, expressions, and symbolic elements performed by the main characters. At this stage, the researcher focused on parts of the data that showed meaningful experiences, character development, and interactions.

Third, the coded data were analyzed based on the principles of *Pembelajaran Mendalam*, namely *berkesadaran*, *bermakna*, and *menggembirakan*. The researcher examined how each scene reflected these principles through both verbal and visual elements.

Fourth, the researcher interpreted how the identified meanings were related to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen. This process involved analyzing how character behavior, storyline, and visual representation contributed to the development of qualities expected in the *Profil Lulusan*. The interpretation followed Krippendorff's (2018) principle that content analysis should produce meaningful and well-grounded interpretations based on the data.

Fifth, the analyzed data were reviewed repeatedly to ensure accuracy and consistency. The researcher rechecked the coded scenes and their interpretations

to confirm that they matched the context of the film. This step helped strengthen the reliability of the analysis.

Through these steps, the research showed how educational meanings were presented in the film *Orion and the Dark* (2024) and how verbal and visual elements worked together to communicate them.

F. Triangulation

To ensure the validity of the findings, this research applied the trustworthiness criteria proposed by Lincoln and Guba (1985), which include credibility, transferability, dependability, and confirmability. Credibility was strengthened through prolonged engagement by repeatedly watching the film *Orion and the Dark* (2024) to understand its narrative flow, verbal expressions, and visual elements in depth. Triangulation was also conducted by comparing verbal transcripts, visual observations, and contextual information from official sources to ensure that the interpretation of educational meanings was consistent and supported by different types of data. Transferability was maintained by providing detailed descriptions of the film, its characters, visual style, and the procedures used in data collection and analysis, so that other researchers could consider applying the findings in similar contexts.

Dependability was achieved by systematically documenting every step of the research process, including data selection, coding procedures, and analysis based on the principles of *Pembelajaran Mendalam* and their relation to the dimensions of the *Profil Lulusan* developed by Kemendikdasmen. The use of a

structured data sheet (see Appendix 1) functioned as an audit trail that recorded how each data item was processed, ensuring that the analysis could be reviewed and followed clearly. Confirmability was ensured by grounding all interpretations in the actual data rather than personal bias. Each conclusion was supported by specific verbal or visual evidence from the film, and the analysis followed Krippendorff's (2018) content analysis procedures to maintain objectivity. Through these steps, the trustworthiness of the research was established, ensuring that the findings were accurate, transparent, and methodologically sound.