

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research on educational values in the animated film *Orion and the Dark* (2024). The conclusion summarizes the main findings related to the representation of the eight dimensions of Profil Lulusan through verbal and visual elements and the most dominantly represented dimension in the film. Furthermore, the suggestions are addressed to teachers, students, and future researchers for further development of film-based educational research.

A. Conclusion

The findings of this research imply that educational values in *Orion and the Dark* (2024) are not presented as explicit moral lessons but are naturally embedded within the characters' experiences, interactions, and emotional journeys. This indicates that animated films can communicate educational messages in ways that are engaging and relatable, allowing viewers to learn various values through stories and character development rather than through direct instruction.

The prominence of Critical Reasoning suggests that the film places greater emphasis on understanding and responding to challenges through reason rather than relying solely on emotional reactions. This implies that fear is portrayed not merely as an obstacle to overcome, but as an experience that can encourage reflection and personal growth. Consequently, the film presents emotional

difficulties as opportunities for developing more thoughtful ways of understanding oneself and the surrounding world.

The presence of the remaining dimensions further indicates that learners' development should not be viewed as separate competencies, but as interconnected aspects that complement one another. Social interaction, emotional experiences, personal responsibility, and spiritual awareness are portrayed as parts of everyday life, suggesting that holistic development can occur through meaningful experiences and relationships. Therefore, this study implies that animated films have the potential to function as educational media that support the goals of Profil Lulusan proposed by Kemendikdasmen (2025). Rather than serving solely as entertainment, audiovisual narratives may provide meaningful contexts for promoting cognitive, social, emotional, moral, and spiritual development. This also suggests that the integration of films into learning activities can contribute to value-based education and support the development of learners in a more holistic manner.

B. Suggestion

Further investigations may expand the scope of the present study by examining the representation of educational values in other animated films or media texts. Since this study focused only on *Orion and the Dark* (2024), comparative studies involving different films may provide broader insights into how educational messages and learners' competencies are portrayed through contemporary media.

In addition, future researchers may employ different theoretical frameworks or focus on particular dimensions of Profil Lulusan to obtain more specific and comprehensive findings. While the present study utilized the Profil Lulusan framework developed by Kemendikdasmen (2025), further studies may explore educational values from other perspectives to enrich discussions on character education and learners' holistic development.

Moreover, because the present study focused primarily on verbal and visual elements involving the main characters, Orion and Dark, subsequent research may investigate other characters or different forms of media to provide a deeper understanding of how educational values are represented and communicated in various contexts. Such studies may contribute to the growing discussion on the role of contemporary media in supporting character education and learners' holistic development.