

Representation of Character Education in The Movie Jumbo: A Semiotic Analysis

Sitni Karimatan Nisa ¹,  Ririn Nurul Azizah ²

¹Universitah Ma'arif Nahdlatul Ulama Kebumen, Indonesia (sitnikarimatannisa@gmail.com)

²Universitah Ma'arif Nahdlatul Ulama Kebumen, Indonesia (ririnnurulazizah7@gmail.com)

ABSTRACT

Character education is education that develops cultural values and national character so that individuals possess and apply these values in their lives as members of society and citizens who are religious, productive, and creative. Film is a popular medium that not only serves as entertainment but also as a means of character education. This study aims to analyze the representation of character education values in an Indonesian animated film titled Jumbo through Roland Barthes' semiotic approach. The analysis focuses on visual and verbal signs that represent character values such as nationalism, integrity, discipline, responsibility, cooperation, creativity, and social awareness. The research method used is descriptive qualitative with data collection techniques from watching and recording scenes, dialogues, and visual symbols in the film. The results of the analysis show that each scene contains denotative, connotative, and mythical meanings that are interrelated, thus forming a contextual and implicit representation of character education values. The film Jumbo features the character Don, who faces bullying, the loss of his parents, and social challenges, but is guided by his family and friends to develop courage, empathy, and integrity. The interactions between characters, visual symbols, and the film's storyline are able to instill moral and social values in child and adolescent audiences. Thus, this film is not only a medium of entertainment but also serves as an effective educational tool for the internalization of character values, in line with the Character Education Strengthening Program (PPK) in Indonesia

Keyword: Character education, Film animation jumbo, semiotic analysis


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Corresponding Author: Sitni Karimatan Nisa

 (Email) : sitnikarimatannisa@gmail.com



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INTRODUCTION

Education is not merely a transfer of knowledge, but a process of self-transformation towards human perfection that encompasses moral and noble character aspects in individuals" ([Fuad, M., et al, 2025](#)). Through character education, peace in society can be realized and maintained properly ([Udeozor, R. K, 2022](#)). In the context of modern education, instilling character values such as empathy, honesty, responsibility, and courage has become a major focus in an effort to shape a generation that is not only intellectually intelligent, but also emotionally and socially mature ([Damon, 2013](#)). One effective medium for conveying character education messages is film, especially children's animated films that are packaged in an interesting and easy-to-understand manner ([Vasilache, 2024](#)).

Films are the result of human civilization, created through a creative process that brings dreams to life through technology, with results that can be enjoyed by everyone ([Wang, S., 2021](#)). This creative process, aided by technology, ultimately becomes a highly representative form of entertainment that is enjoyable for its audience ([Sayre, S., 2010](#)). The joy or sadness that can be evoked while watching and after watching a film is the main reason for a film's appeal ([Hanich, J., 2014](#)). Films are works of art that serve as social institutions and mass communication media, created based on the principles of cinematography, with or without atmosphere, and can be performed ([Oshodi, O. O., 2024](#)).

Artworks in the form of films can indeed be shown to large audiences and enjoyed anytime as long as people can play the film ([Koepnick, 2017](#)). Film is a cultural product and a means of artistic expression that serves as a mass communication tool by combining various artistic elements such as photography, sound, theater, and music ([Jensen, S. K., 2022](#)). Effendy's statement that film is a powerful mass communication medium for entertainment and also has impacts such as psychological and social effects ([Briandana, R., 2024](#)).

Films can be used as a medium to teach character values especially to children aged three to twelve years old, because films In addition to its entertainment value, film also has informative and educational functions. Film can be a medium for enlightenment and education ([Harrill, R., 2022](#)). Film is divided into three categories,

namely feature films, documentaries, and animated films or cartoons, with cartoons being a favorite among children. As a popular form of media, film has strong potential in shaping and conveying character education values to the public, especially the younger generation ([Hasan, Z., et al, 2023](#)). One film that is rich in moral messages and character education is *Jumbo*, an animated film that depicts the struggles of young people in facing pressure and rejection from their environment. The film *Jumbo*, produced by Visinema studio, is an Indonesian animated film that tells the story of a little boy named Don ([Pratista, 2025](#)). According to CNN Indonesia (2025), Don is called *Jumbo* in the film because he has a large body. This film tells a story of family adventures, friendship, and courage. The production of this film involved more than 420 Indonesian animators ([Aviatri & Nurmailis, 2025](#)). This film not only presents an interesting adventure story, but also implies various character education values, such as courage, love for family, determination, and self-confidence ([Dinda, D. A. S., 2025](#)).

Semiotic analysis is an approach in communication and cultural studies used to examine the signs and meanings contained in a text, both verbal (such as dialogue) and non-verbal (such as images, symbols, colors, facial expressions, camera movements, and so on). Semiotics focuses on how meaning is created and communicated through these signs ([Chandler, 2022](#)). In the context of film, semiotic analysis is used to understand how visual and narratives in a film form certain meanings, values, or ideologies that the filmmaker wants to convey to the audience ([Zheltukhina, 2023](#)).

Using a semiotic approach, this film can be analyzed from the aspects of signs, symbols, and meanings that represent values such as courage, honesty, hard work, and caring ([Zahra, 2025](#)). Semiotic studies are important for revealing the implied meanings conveyed through visuals, dialogue, and symbols in the film, as well as how the characters' messages are formed and constructed, and translated to the audience. This analysis also helps identify the relationship between signs and the socio-cultural context behind the film's production, thereby enriching our understanding of the depth of the educational message embedded in the film's storyline and characters. Thus, the semiotic approach not only provides insight into the surface message but also the deeper meanings that shape the identity and purpose of the film as a medium

for learning and character building ([Zheltukhina, 2023](#)).

Semiotics is the science that studies signs and symbols to create a communication system that produces meaning ([Olurotimi, 2022](#)). Meaning can be obtained from various sources such as symbols, images, dialogue, and others found in the film *Jumbo*. These meanings can be studied using semiotics, with the basic concepts of semiotics themselves including signs consisting of signifiers (the physical form of the sign), which are meaningful sounds or meaningful strokes, and signifieds (the meanings represented), which are the second reference for the acquisition of a sign or characteristic in semiotics ([Hatt, M., 2025](#)).

This film tells the story of the meaningful adventures of its main character in finding his true self and his family, which is full of moral values such as courage, compassion, self-confidence, and determination ([Hadmoko, 2025](#)). These values are not always conveyed directly, but through symbolic signs, colors, facial expressions, and meaningful storylines, so that they can be understood by children as the main target of character education. Using a semiotic approach, this study aims to analyze the way character values are conveyed in the film *Jumbo* in depth ([Vera, 2024](#)).

The semiotic approach allows for an understanding of the denotative, connotative, and mythical meanings contained in various elements of the film, enabling us to understand how character values are formed and effectively conveyed to children during the important period of their character formation. This development connects current theory and policy and focuses on children as the main target of character education, while also emphasizing that the film *Jumbo* is a medium that can be considered for semiotic analysis. PPK is a strategy or program for implementing character education that aims to support the achievement of the Pancasila Student Profile, focusing on the development of character values that are part of the Pancasila Student Profile, as the end result of the character education process. The Character Education Strengthening Program (PPK) focuses on children as a crucial period for character formation, so that they grow into a generation that is intellectually intelligent as well as having noble character and responsibility. The film *Jumbo* is an example of a relevant medium to analyze in the context of strengthening character education for children.

This research is expected to fill the gap in studies on how films shape and convey character values through visual and narrative signs, making the title "Representation in the Film Jumbo: A Semiotic Analysis" relevant and important to study.

METHOD RESEARCH

This research focuses on the representation of character education in the animated film Jumbo, which was released on March 31, 2025, and directed by [Ryan Adriandhy](#) (2025). The background of this research is based on the importance of popular media. The research was conducted on Sunday, May 4, 2025, to ensure comprehensive data analysis.

This study uses a qualitative descriptive method with a semiotic analysis approach. Qualitative research is descriptive in nature and tends to use analysis. In this case, the process and meaning are more visible ([Firajul Afkar & Asra, 2024](#)). This study uses a semiotic approach. The semiotic method is a method that studies the essence of the existence of a sign. Data are facts or descriptions collected to be processed into information that is useful in research. Data are facts or descriptions collected through observation, interviews, or other methods, which are then processed to obtain information that is useful in research ([Sugiyono: 2017](#)). The data in this study were obtained through visual clips, dialogues, and narratives in the film Jumbo. Through a semiotic approach, researchers can identify signs or symbols that represent character education values, so that the meaning contained in the film can be analyzed in greater depth more deeply.

The research data sources are divided into two, namely primary data sources and secondary data sources. The data collection technique used in this study is observation and note-taking, which is a method of observation carried out by listening carefully and noting important things found during the observation process. Data validity is equivalent to the concepts of validity and reliability according to qualitative research and is adjusted to one's own knowledge, criteria, and paradigm. Data analysis is very important in research because it provides conclusions, both substantive and formal observations. The object of analysis in this study is the film



Jumbo. The data is qualitative in nature, so the explanation is descriptive.

RESULT AND DISCUSSION


The film Jumbo presents representations of character education values through a series of interrelated visual and verbal signs. The meaning of these signs is analyzed using Roland Barthes' semiotic framework, which includes denotative, connotative, and mythical meanings. From all the scenes studied, 20 key scenes were identified that represent character values in line with the Pancasila Student Profile in the Character Education Strengthening Movement (PPK).



At the denotative level, the film Jumbo presents the story of Don's adventures as a child who experiences bullying, the loss of his parents, and various social challenges in his surroundings. The scenes-
Scenes such as the fairy tale "Pulau Gelembung" (Bubble Island), Don's interactions with his friends, conflicts with Atta, and resistance to injustice committed by the village head reflect the reality of children's social lives. Activities such as playing, rehearsing, cooperating, arguing, making peace, and helping each other are depicted in a simple but meaningful way.



On a connotative level, each scene contains symbolic meaning that embody character values, including courage, integrity, discipline, responsibility, empathy, solidarity, cooperation, creativity, and independence. The character Don is positioned as a representation of a child who is building self-confidence and character through family support and friendship. The characters Mae, Nurman, Meri, and Oma also play a role as symbols of leadership, togetherness, social awareness, and spirituality in children's lives.



No	Scene	Meaning		
		Denotation	Connotation	Myth
1.	 <p>"Once upon a time, a young knight lived with his parents on a very large island."</p>	<p>The story of the brave knight on Bubble Island told by his father and mother</p>	<p>The parents' hopes and beliefs that their child would grow up to be strong and brave</p>	<p>The little knight as a symbol of courage and determination passed down from generation to generation</p>
2.	 <p>"The knightly parents believe that the little knight can get through the days on the bubble island because he is a great child."</p>	<p>'s hopes for his for for the success of their children and family as a place of love and protection</p>	<p>parents' hopes as positive energy that shapes character, family as a symbol of safety and love affection spiritual</p>	<p>Parents' hopes as positive energy shaping children, the family as a powerful protector Development child's soul</p>



<p>3.</p>	 <p>Don: "Where else can we find them?"</p> <p>Mae; "Yeah, let's join the competition."</p>	<p>The children joined a group called <i>Jumbo Gang</i>, united and cohesive during joint activities at the festival</p>	<p>A symbol of unity, solidarity, and togetherness as a strength Together</p>	<p>The <i>Jumbo</i> symbolizes the power of unity and togetherness of the nation's youth</p>
<p>4.</p>	 <p>"Our village is safe as long as the village head is here; no ghost dares to disturb the residents,"</p>	<p>The village chief is responsible for maintaining order and lead the village community fairly.</p>	<p>Leadership as a symbol of protection, justice, and guidance for the residents</p>	<p>The village head is seen as a protector of citizens who has authority and must be firm</p>
<p>5.</p>	 <p>"Everyone! Everything I write on this board must be done. If you want this performance to be</p>	<p>Mae carried out her duties leading the performance preparation rehearsal with discipline, and the children followed the</p>	<p>Discipline and leadership Mae symbolizes honesty, responsibility, accountability, and consistency in carrying out tasks as the</p>	<p>Discipline and integrity in leadership are considered to be strengths moral and ethical strengths that are unseen but</p>

	<p>good, you must be disciplined and follow all of Maesaroh's instructions, understand?"</p>	<p>rules that are in place.</p>	<p>basis of character and ethics.</p>	<p>very influential in shaping the character of students.</p>
<p>6.</p>	 <p>"Which one did you say was cool? You can't take this one. Here, take this one!"</p>	<p>A scramble for fairy tale books among children.</p>	<p>This conflict illustrates the importance of honesty, fairness, and perseverance in dealing with. A and responsible are the keys to good conflict resolution.</p>	<p>symbolizing the value of integrity as a moral foundation that maintains social harmony and shapes a, teaching that honesty and justice must upheld in communal life and shaping personal character.</p>



<p>7.</p>	 <p>"It's fine, 10 participants have registered, so registration is now closed."</p>	<p>Registration for the performance closed on time. That specified time, and children must comply with this rule.</p>	<p>Self management yourself, respect time, and order are important values instilled to maintain social order.</p>	<p>Discipline in following rules is seen as a moral foundation that keeps order and harmony in our shared life, and a symbol of social ethics that that must be respected.</p>
<p>8.</p>	 <p>"Just until the performance is over, then it's really over..."</p>	<p>Don made promise to help Meri, and work together with her friends to save their parents their friend's parents.</p>	<p>Promise and commitment reflect social awareness and responsibility as well as as the foundation the and trust among community members.</p>	<p>Promise and responsibility social responsibility are considered mythical values that strengthens social relationships, builds trust, and maintains harmony in community life.</p>



<p>9.</p>	 <p>"We are four of us, and we have a lot of stuff, how can we get there quickly?"</p>	<p>The children prepared the tools and plans with careful careful and full of seriousness.</p>	<p>Their careful and and seriousness symbolize the value of accountability and and social obligations that upholds an important part of social life.</p>	<p>This social obligation serves as a community binding myth that maintains harmonious relationships and strengthens solidarity among group members.</p>
<p>10.</p>	 <p>"I forgot about my friends who have always been there for me and and are so kind and and to me, Nurman, Mae, we have to help Meri,"</p>	<p>Don invited the children to work together to help save Meri and confront the village chief.</p>	<p>His call symbolizes the values of of solidarity, collaboration, and appreciation for differences as strengths in overcoming obstacles together.</p>	<p>Work together is considered a mythical value that strengthens social bonds, fostering a sense of of mutual trust, and serving as an important foundation in maintaining harmony and community strength.</p>

<p>11.</p>	 <p>"Don, listen first, okay? We don't know the story yet..."</p>	<p>Children are truly care about the situation Ata, by asking about her condition and providing moral support</p>	<p>Attitude empathy, concern for others, and a sense of social Solidarity become an important foundation that strengthens unity and harmony within the community.</p>	<p>Concern and solidarity are considered as core values that maintain the integrity of the community, build emotional bonds, and serve as a guide for social life that respected by society.</p>
<p>12.</p>	 <p>"A story is not a story if no one hears it..."</p>	<p>Grandmagives advice to the children about how to cope with sadness and conveying the parents' prayers.</p>	<p>Advice and prayers express love affection, empathy, and spirituality asa source of strength inner strength in facing the challengesin children's lives.</p>	<p>The prayers and hopes of parents considered a magical spiritual power that protects and strengthens children, becoming a mythical values hat supports perseverance and hope within the family.</p>

<p>13.</p>	 <p>"How about it?..."</p>	<p>Don dare to face various challenges that arise in his life without fear.</p>	<p>Courage symbolizes optimism and a sense of security that grows from self-confidence and support from the surrounding environment.</p>	<p>Courage is considered a myth the strength of children who are able to overcome problems and obstacles in life, as a symbol of strong character and independence in facing difficult situations.</p>
<p>14.</p>	 <p>"Meri, sing so solid..."</p>	<p>Don and his friends combined storytelling and songs in their performances.</p>	<p>Combining fairy tales with songs gives meaning symbolic and emotional meaning that reinforces the moral message and character conveyed.</p>	<p>The performance serves as a narrative that elevates creativity and collaboration as a magic in shaping children's character.</p>

<p>15.</p>	 <p>"Yes, yes, just look at the clock! Hurry up and sign up on the field."</p>	<p>The children show friendship and give each other moral support.</p>	<p>Friendship reflects solidarity, love, and a sense of security which are important pillars in their social lives.</p>	<p>Friendship is considered a protective myth a protective and support moral that maintains emotional and builds mental resilience and togetherness in children's communities.</p>
<p>16.</p>	 <p>"Nurman, Mae, I'm sorry, I haven't been a good friend..."</p>	<p>Don apologized to his friends.</p>	<p>The apology symbolizes a spirit of deliberation, reconciliation, and willingness to repair broken relationships that have been broken.</p>	<p>Forgiveness is considered a magical power that capable of building and maintain social harmony, strengthen emotional bonds, and as the foundation in the community.</p>

<p>17.</p>	 <p>"...the knight managed to catch the falling star... this will win us the game."</p>	<p>Don showed hard work and perseverance in catching the ball and practicing.</p>	<p>Perseverance symbolizes the spirit of and determination to achieve success despite facing obstacles.</p>	<p>Perseverance is considered the magic path to success, as a symbol of strong character that does not easily give up and always striving to improve themselves.</p>
<p>18.</p>	 <p>Don: "Why do you want to dig up Meri's grave? Do you want to sell the land?" Mae: "That's evil, that's not fair, sir..."</p>	<p>The children resisted the injustice committed by the village head.</p>	<p>Struggle symbolizes the spirit of fighting for justice and solidarity as the In in society.</p>	<p>Justice is considered a sacred value and a moral force that that must be fought for in order to maintain social balance and character education as the foundation of a just and civilized society.</p>

<p>19.</p>	 <p>"...sorry, I'm jealous that you have caring friends, a good stage, I want to have something like that too. All I have is my brother (showing a picture with her brother) sorry, Don."</p>	<p>Ata acknowledged his mistake and apologized. For to Don, and eventually they worked together.</p>	<p>Their actions reflected integrity through honesty, responsibility, and empathy in repairing relationships.</p>	<p>There is a belief that honesty, admitting mistakes, and forgiveness are the foundation that maintains harmony, the core value of integrity in character education.</p>
<p>20.</p>	 <p>"Don promises to pray more diligently for his parents, forgive Don. If Don had listened to his friends on the radio, maybe it wouldn't have been ruined."</p>	<p>Don speaks with the "voice" of his father and mother.</p>	<p>The scene depicts spiritual closeness, hope, and the power of prayer.</p>	<p>The belief that prayer and inner connection keep children strong.</p>

Based on the analysis, character education values are represented through characters, storylines, dialogues, and recurring visual symbols that reinforce each

other.

Representation of Religious Values

Religious values are represented through faith, piety, prayer, and spiritual tolerance within the family. Data 12 shows religiosity through Oma's wise advice, which reflects spiritual strength and piety. The denotation is in the form of gentle advice, the connotation shows a calming and guiding faith, while the myth views religiosity as the basis of a harmonious family. Data 20 reinforces religious representation through Don's prayers full of regret and longing, with the radio symbolizing the spiritual presence of parents. At the mythical level, religiosity is represented as the power of prayer that transcends the boundaries of life and brings inner peace.

Representation of Nationalism Values

The value of nationalism is represented through the spirit of unity, justice, and concern for the social environment. In Data 3, the togetherness of the Jumbo Gang in participating in the village competition denotatively illustrates the children's teamwork. The connotation interprets this togetherness as a symbol of unity and social solidarity. At the mythical level, the Jumbo Gang is represented as a miniature of a strong nation because of the unity and togetherness of its members.

Meanwhile, in Data 18, the children's resistance to the village head's unfair actions represents nationalism in the form of moral courage. The denotation is shown through the action of opposing the eviction of the graves. The connotation interprets this action as a struggle to uphold social justice. The myth that is constructed is that justice is a noble value that must be fought for in order to maintain social harmony. Thus, nationalism in the film *Jumbo* is represented not merely as a symbol of nationality, but as a collective consciousness to maintain justice and unity.

Representation of Integrity Values

Integrity is represented through honesty, moral consistency, courage, and responsibility for one's actions. In Data 1, the story of the little knight read by Don's

parents is denotatively a storytelling activity. Connotatively, the knight story symbolizes moral steadfastness and courage. At the mythical level, the little knight represents ideal values that are passed down from generation to generation as the foundation of a child's integrity.

Data 5, 6, 8, 13, 16, and 19 consistently represent integrity through Mae's leadership, Don's determination to defend his rights, commitment to keeping promises, courage in facing risks, and courage in asking for and giving forgiveness. At the mythical level, integrity is understood as a moral force that maintains social harmony and builds trust between individuals. The film *Jumbo* represents integrity as a moral learning process that grows through conflict and self-reflection.

Representation of the Value of Discipline

The value of discipline is represented through obedience to rules, time management, and perseverance in practice. Data 5 shows discipline through Mae's leadership in managing schedules and tasks. Its denotation is structured training, its connotation shows responsibility and consistency, while its myth views discipline as a social ethic that shapes strong character. Data 7 and 17 reinforce the representation of discipline through compliance with registration rules and Don's perseverance in training. At the mythical level, discipline is represented as the path to success and a symbol of unyielding character.

Representation of the Value of Responsibility

Responsibility is represented through the roles of family, leadership, and social commitment. Data 1 and 2 show parents as figures who instill moral responsibility through stories and prayers. The connotation shows the family as a space for character building, while the myth views the family as a sacred institution that shapes a child's personality. Data 4, 5, and 9 represent social responsibility through leadership, division of tasks, and commitment to keeping promises. The film *Jumbo* depicts responsibility as an awareness to carry out roles for the common good.

Representation of the Value of Cooperation

Cooperation is represented through collective action in achieving common goals. Data 3, 15, 18, and 19 show the children's cooperation in participating in competitions, making plans, dealing with conflicts, and carrying out rescues. At the mythical level, cooperation is understood as a collective force that can overcome social problems and foster solidarity.

Representation of Social Care Values

The value of social care is represented through empathy, solidarity, and sensitivity to the suffering of others. Data 8, 10, 11, 12, 14, 15, and 18 show how the characters in the film support each other emotionally and socially. At the mythical level, social care is seen as a noble value that maintains community integrity and shapes a civilized society.

CONCLUSION

The film *Jumbo* represents character education values through a system of visual and verbal signs interpreted using Roland Barthes' semiotic approach. The analysis shows that the values of nationalism, responsibility, integrity, discipline, cooperation, honesty, creativity, mutual assistance, and social awareness are constructed through interrelated denotative, connotative, and mythical meanings. The representation of these values is in line with Character Education Strengthening (PPK) and is conveyed through the storyline, dialogue, and visual symbols that reflect the social reality of children in a contextual and educational manner.

The representation of character education values in the film *Jumbo* not only serves as a moral message, but also builds ideological meaning about the importance of family and friendship in shaping children's characters. The character Don is represented as a child who grows through the process of facing bullying and social conflict with the support of his family and friends. Don's interaction with Ata, which leads to the acknowledgment of mistakes and forgiveness, represents the values of integrity, empathy, and social solidarity. Through semiotic analysis, the film *Jumbo* appears as an effective medium of representation in conveying character education,

both explicitly and implicitly, making it relevant to be studied as a culturally rich text.

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