

CHAPTER I

INTRODUCTION

This chapter explains the background of the study by discussing the importance of character education and the role of animated movies in delivering educational values. It introduces Elio as the research object because the movie reflects values related to the Eight Dimensions of the Indonesian Students Profile. This chapter also presents the research problems, objectives of the study, significance of the study, scope and limitations, and key terms to guide the study.

A. Background of The Study

Education is the fundamental foundation in developing a nation's human resources³. In the era of globalization and rapid technological advancement in the 21st century, Indonesia's education system is required not only to produce students who excel academically, but also to foster strong character, global competitiveness, and a deep attachment to the nation's noble values⁴. To address these challenges, the Ministry of Primary and Secondary Education of the Republic of Indonesia, through Ministerial Regulation on Primary and Secondary Education (Permendikdasmen) No. 10 of 2025 on Graduate Competency Standards⁵ and Permendikdasmen No. 13 of 2025 on

³ UNESCO. (n.d) *Educatio: a foundation for human resource development*.

⁴ Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan (diubah dengan PP No. 4 Tahun 2022). Jakarta: Sekretariat Negara Republik Indonesia.

⁵ Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 10 Tahun 2025 tentang Standar Kompetensi Lulusan*. Jakarta: Kemendikdasmen RI.

Deep Learning⁶, has established Eight Dimensions of Indonesian Students Profile as a competency framework that every student must master by the end of their education⁷. These eight dimensions consist of, Faith and Devotion towards God the Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication⁸. This framework represents a development and refinement of the six dimensions of the Pancasila Student Profile, which previously served as a reference in the Merdeka Curriculum, with the addition of the dimensions of Health and Communication in response to the competency needs of students in the modern era⁹.

The Pancasila Student Profile and its development into the Eight Dimensions of the Indonesian Students Profile reflect the Indonesian government's effort to integrate contemporary universal competencies with the nation's cultural identity based on Pancasila¹⁰. This student profile is also a systematic step toward realizing a national character that is not only normatively ideal but also relevant to the demands of real life¹¹. Although it has been officially established, its implementation still faces various

⁶ Kementerian Pendidikan Dasar dan Menengah RI. (2025). *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025 tentang Pembelajaran Mendalam (Deep Learning)*. Jakarta: Kemendikdasmen RI.

⁷ Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Standar kompetensi lulusan: Kerangka profil lulusan*. Jakarta: Kemendikdasmen RI.

⁸ Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Dimensi profil lulusan dalam Permendikdasmen 2025*. Jakarta: Kemendikdasmen RI.

⁹ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Profil Pelajar Pancasila dalam Kurikulum Merdeka*. Jakarta: Kemendikbudristek RI.

¹⁰ Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Profil Pelajar Pancasila*. Jakarta: Kemendikbudristek RI.

¹¹ Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila sebagai upaya mewujudkan karakter bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224-1238.

challenges. The success of developing the student profile highly depends on teachers' capacity to design meaningful and contextual learning experiences¹². Meanwhile, an adaptive management system is important in translating national policies into daily learning practice¹³. One of the major challenges is the gap between the values taught in classroom and students' real life experiences. Today's students grow up in a digital environment surrounded by diverse visual media, therefore the internalization of character values will be more effective if media close to their daily lives are utilized¹⁴. In this context, the use of movies as a medium for character education becomes highly relevant and strategic to be examined more deeply¹⁵.

Film, as a form of mass communication, plays a vital role in conveying educational values to the public, particularly the younger generation¹⁶. Film, especially animated film, serves not only as a form of entertainment but is also an effective learning tool because it conveys moral and educational messages through engaging visuals¹⁷. Through its plot, characters, and conflicts, film can influence the cognitive, affective, and

¹² Rachmawati, Y., Ma'arif, M. A., Faizin, Khoirunnisa, N., & Auliyah, A. (2022). Studi eksplorasi peran guru dalam penguatan Profil Pelajar Pancasila di sekolah dasar. *Jurnal Basicedu*, 6(4), 5799-5808.

¹³ Wibisono, H., Pratama, R., & Hidayat, N. (2026). Manajemen adaptif dalam implementasi Profil Pelajar Pancasila. *Jurnal Manajemen Pendidikan*, 14(1), 45-58.

¹⁴ UNESCO. (2023). *Education in the digital age: Global perspectives*. Paris: UNESCO Publishing.

¹⁵ Nurgiantoro, B. (2020). Film sebagai media pendidikan karakter. *Jurnal Humaniora*, 32(3), 211-222.

¹⁶ Rosmawati, E., Putri, D. A., & Sari, N. K. (2024). Pemanfaatan film sebagai media penguatan karakter siswa. *Jurnal Pendidikan Tematik Dikdas*, 9(2), 78-89.

¹⁷ Budhiharti, T. W., Kurniawan, A., & Fatimah, S. (2022). Media film sebagai sarana pembelajaran pendidikan karakter peserta didik SD/MI. *Jurnal Politikom Indonesiana*, 7(1), 112-124.

psychomotor development of its audience¹⁸. Animated films have long been recognized as a powerful educational medium for instilling character values in students¹⁹.

In 2025, Pixar Animation Studios released the movie *Elio* as a science fiction adventure animation. The film was directed by Madeline Sharafian and Domee Shi, and written by Julia Cho, Mark Hammer, and Mike Jones²⁰. The story follows Elio Solis, an eleven year old boy who lost his parents and is raised by his aunt, Major Olga Solis²¹. Feeling isolated and obsessed with outer space, Elio accidentally makes contact with aliens and is taken to the Communiverse, where he is mistakenly identified as Earth's leader. He then embarks on various adventures, including engaging in diplomacy, building a friendship with Glordon, and resolving a major conflict. The film explores themes of loneliness, the search for identity, courage, empathy, and the importance of being true to oneself²².

Although studies on character values in animated films have developed considerably in Indonesia, there remains a significant gap that has yet to be bridged²³. First, nearly all previous studies have used the Ministry of

¹⁸ Sifa, A. L., & Najiullah, R. G. (2024). Representasi pendidikan dalam film Indonesia kontemporer. *Tadabbur: Jurnal Integrasi Keilmuan*, 6(1), 45-57.

¹⁹ UNESCO. (2005). *Education for all global monitoring report: The quality imperative*. Paris: UNESCO Publishing.

²⁰ Animation World Network. (2025, June). 'Elio' directors Domee Shi and Madeline Sharafian to present at VIEW 2025. *Animation World Network*. Retrieved from <https://www.awn.com>

²¹ IMDb. (2025). *Elio (2025) - Plot summary*. Retrieved from <https://www.imdb.com/title/tt14204022/plotsummary>

²² Common Sense Media. (2025). *Themes in Elio*. Retrieved from <https://www.commonsensemedia.org>

²³ Nurgiantoro, B. (2020). Film sebagai media pendidikan karakter. *Jurnal Humaniora*, 32(3), 211-222.

Education and Culture's of 2017, 18 values framework or the six dimensional Pancasila Student Profile, and none have specifically employed the latest 8 Dimensional Student Profile framework as an analytical tool²⁴. Second, previous studies have been dominated by analyses of local Indonesian films or films that have been in circulation for a long time, while contemporary Pixar films particularly Elio, which was just released in 2025 have never been academically examined in relation to Indonesia's character education framework. Third, there is an epistemological gap between the global discourse on values in Pixar animated films and the context of local Indonesian character education policies. Research capable of bridging the two that is, analyzing the latest Western animated films through the most up-to-date Indonesian character education framework remains very limited²⁵. It is these gaps that prompted the researcher to conduct an in-depth study of the representation of the 8 Dimensions of the Student Profile in the film Elio²⁶.

The use of foreign films, particularly Hollywood productions such as those from Pixar Animation Studios, as a subject of study to identify Indonesian character education values is a relevant and strategic approach²⁷. Today's Indonesian students live in a global visual culture dominated by international content, thus, Pixar animated films which are enjoyed across

²⁴ Kemendikbud. (2017). *Penguatan pendidikan karakter*. Jakarta: Kemendikbud RI.

²⁵ Rachmawati, Y., Ma'arif, M. A., Faizin, Khoirunnisa, N., & Auliyah, A. (2022). Implementasi Profil Pelajar Pancasila dalam pembelajaran. *Jurnal Pendidikan Karakter*, 12(2), 88-101.

²⁶ Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Profil lulusan dalam Permendikdasmen 2025*. Jakarta: Kemendikdasmen RI.

²⁷ UNESCO. (2005). *Education for all global monitoring report*. Paris: UNESCO Publishing.

ages and cultures convey universal moral messages that transcend geographical boundaries²⁸ By analyzing Elio using the Eight Dimensions Students Profile framework, this study not only enriches character education research but also opens opportunities to utilize popular films as authentic and engaging learning resources. This approach aligns with the concept of deep learning in Ministry of Education and Culture Regulation No. 13 of 2025, which emphasizes meaningful, conscious, and enjoyable learning experiences²⁹.

Several previous studies have shown that movies and animated media play a significant role in instilling educational values and shaping students' character. In her study of the film *Moana*, Hasanah identified fifteen character education values out of the eighteen formulated, with patriotism emerging as the most dominant aspect³⁰. These findings indicate that Disney Pixar animated films are capable of integrating educational messages through plot development and character development.

Furthermore, Kasriyati et al., in their study of the film *Fall*, identified seven primary educational values represented through character dialogue and actions, thereby demonstrating that films can serve as an effective medium for conveying positive values to audiences³¹.

²⁸Hofmann, C. (2018). Pixar and universal morality: Cross-cultural values in animated film. *Animation Studies*, 13, 1-18.

²⁹ Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Peraturan Menteri Pendidikan Dasar dan Menengah Nomor 13 Tahun 2025 tentang Pembelajaran Mendalam*. Jakarta: Kemendikdasmen RI.

³⁰ Hasanah, S. (2021). Character education values in *Moana* movie. *Jurnal Pendidikan Karakter*, 11(2), 143-156.

³¹Kasriyati, D., Sari, R. P., & Hidayat, A. (2023). Character values in *Fall* movie. *Jurnal Pendidikan*, 8(3), 210-224.

Research by Mentari et al. on the film *Turning Red* also revealed that animated films not only serve as entertainment but are also capable of fostering self reflection and character development in students through narratives closely aligned with the lives of teenagers³².

Additionally, Adinata Azzahro, in a study titled *Educational Values in the Movie Soul*, identified two types of educational values, the value of being and the value of giving, which are reflected in the film *Soul*³³.

The study by Nurmala et al. titled *Learning the Value of Character Education from the Indonesian Animation Series: Adit & Sopo Jarwo* found that the animation series contains the values of cooperation and independence that can be instilled in elementary school students³⁴.

Research by Zulhijrah et al. also indicates that films, as an audiovisual medium, are effective for instilling character values because they can convey moral messages in an engaging and contextual manner³⁵.

Furthermore, Bakara asserts in his study that analyzing films can reveal various implicit educational values through characters, conflicts, and plot resolutions³⁶.

³² Mentari, A., Suryani, I., & Pratiwi, N. (2023). *Turning Red* and character education: A film analysis. *Jurnal Pendidikan*, 8(4), 315-329.

³³ Azzahro, A. (2022). Educational values in *Soul* movie. *Jurnal Pendidikan*, 7(2), 98-112.

³⁴ Nurmala, D., Sari, A. P., & Hidayati, R. (2024). Learning the value of character education from Indonesian animation series: *Adit & Sopo Jarwo*. *Jurnal Pendidikan Karakter*, 14(1), 55-68.

³⁵ Zulhijrah, R., Fitriani, L., & Rahmah, N. (2024). Film as audiovisual media for character education. *Jurnal Pendidikan*, Universitas Negeri Padang. 9(1), 45-58.

³⁶ Bakara, R. (2025). Character education values in film analysis. *Jurnal Pendidikan*, Universitas Sumatera Utara. 10(2), 120-135.

Meanwhile, Nurmala et al. reiterate that both local and global animated media hold significant potential as learning resources because they are closely aligned with students' lives and are visually accessible³⁷. However, most previous studies have primarily focused on general educational values, conventional character values, or employed theoretical frameworks of a universal nature. Furthermore, the research subjects examined are still limited to the films *Moana*, *Fall*, *Turning Red*, *Soul*, and the animated series *Adit & Sopo Jarwo*. To date, no research has been found that specifically analyzes films using the Eight Dimensions Indonesian Students Profile framework as stipulated in Ministry of Education and Culture Regulation No. 10 of 2025 and Ministry of Education and Culture Regulation No. 13 of 2025³⁸.

Therefore, this study, titled *Eight Dimensions of the Indonesian Students Profile Reflected in the Elio Movie*, aims to fill this gap by examining how the eight dimensions, Faith and Devotion to Almighty God, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication are represented in the characters, dialogues, actions, and narrative of *Elio*. This study is expected to provide a new contribution to character education studies, expand the use of popular films as learning media, and connect global popular culture with the latest Indonesian national education policy.

³⁷ ³⁷ Nurmala, D., Sari, A. P., & Hidayati, R. (2024). Animation as learning media: Contextual approaches in Indonesian education. *Jurnal Pendidikan Karakter*, UNY. 14(2), 99-112.

³⁸ Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Permendikdasmen Nomor 10 Tahun 2025 dan Permendikdasmen Nomor 13 Tahun 2025*. Jakarta: Kemendikdasmen RI.

Based on the previous studies mentioned above, there are several commonalities among the research, which focuses on identifying and describing educational values and character traits in films. These studies indicate that films, particularly animated films, have great potential as a learning medium because they can convey moral messages through plotlines, dialogue, character actions, and engaging visuals³⁹. However, most previous studies still use a general educational values framework, conventional character values, or the 18 character education values that have long been in use.

Furthermore, studies on the latest animated films, particularly *Elio*, remain very limited. Yet, as the latest film produced by Pixar, *Elio* not only presents a narrative of space adventure but also addresses important issues such as the search for identity, courage, collaboration, communication, mental health, and acceptance of differences themes that are highly relevant to the challenges faced by the younger generation in today's digital age. Furthermore, the lack of research analyzing this film using the 8 Dimensional Profile of Indonesian Student framework, as stipulated in Ministry of Education and Culture Regulation No. 10 of 2025 and Ministry of Education and Culture Regulation No. 13 of 2025, makes this study important to conduct. Thus, this study is expected to fill a gap in the academic literature while contributing to the development of film based learning media that aligns with Indonesia's national education policies.

³⁹ Rosmawati, E., Putri, D. A., & Sari, N. K. (2024). Pemanfaatan film sebagai media penguatan karakter siswa. *Jurnal Pendidikan Tematik Dikdas*, 9(2), 78-89.

B. Formulation of The Research Problem

Based on the background of the study that has been described, the research problems in this study are:

1. What dimensions of the Indonesian students profile are reflected in the Elio Movie?
2. How are Eight dimensions of Indonesian students profile portrayed in the movie?

C. Objectives of The Study

This research hopes that the above problems can be solved with the following objectives:

1. To identify the Eight dimensions of Indonesian students profile found in Elio Movie
2. To analyze how those dimensions are represented throughout the Elio Movie

D. Significance of The Study

The significance of this study is addressed theoretically and practically, as follows:

1. Theoritically

The findings of this study demonstrated that all Eight Dimensions of the Indonesian Students Profile as stipulated in Permendikdasmen No. 10 of 2025 are identifiably and meaningfully represented in Elio through dialogues, character actions, conflict, and narrative events. These findings extended character education research

in English Language Education by providing the first empirical application of the Eight Dimension framework as a systematic analytical tool for contemporary film analysis, moving beyond the previously dominant 18 general character education values and the six dimensional Pancasila Students Profile. The study further provided empirical support for the interpretability of globally produced films within Indonesia's national character education framework, refined the application of Lickona's theory by tracing all three elements of good character across *Elio*'s development, and confirmed that two newly added dimensions, Health and Communication are clearly representable in contemporary film content through emotional awareness, mental health support, cross-cultural dialogue, and active listening. These results established that the Eight Dimension framework is both theoretically sound and empirically operable as an analytical instrument, while contributing a replicable methodological model for future researchers.

2. Practically

a. For Teacher

The findings of this study provided concrete evidence that *Elio* is a pedagogically valuable resource for English language instruction and character education at the secondary school level. The dominance of the Collaboration and Communication dimensions suggested that selected scenes and dialogues are

directly applicable to classroom activities such as dialogue analysis, listening comprehension, group discussions, and role-play exercises, while the representation of the Health dimension offered a meaningful entry point for integrating social-emotional learning into English language classroom practice.

b. For Students

The results of this study indicated that engaging with *Elio* as a learning resource can support students in understanding the Eight Dimensions of the Indonesian Students Profile through a narrative that is emotionally resonant and relatable. The film's portrayal of honesty, teamwork, empathy, emotional awareness, and critical problem-solving provided observable, concrete models of character values in action, supporting both English language development and character formation simultaneously.

c. For Other Researchers

This study established a replicable methodological model for film-based character education research using the Eight Dimension framework, demonstrating that movie dialogues, character stage directions, and narrative scenes can be systematically classified and interpreted within this framework. Future researchers may apply this approach to other animated films, audiovisual media, or different levels of education.

E. Scope and Limitation

1. Scope

This study focuses on analyzing the representation of the Eight Dimensions of the Indonesian Students Profile as reflected in the film Elio. These dimensions include: Faith and Devotion to Almighty God, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication, as stipulated in Ministry of Education and Culture Regulation No. 10 of 2025 and Ministry of Education and Culture Regulation No. 13 of 2025.

This study employs a qualitative descriptive research design, using the film script of Elio as the primary data source. Data were obtained from the film script, including written dialogue, character stage directions, scenes descriptions, and narrative elements contained within the script that represent these eight dimensions. The researcher focuses on identifying and interpreting how these dimensions are portrayed through the written text of the film script.

Additionally, this study examines the moral messages and educational values contained in the film that are relevant to the Indonesian character education framework. Therefore, this study emphasizes textual and visual analysis of the film's content, rather than measuring audience responses or learning outcomes.

2. Limitation

Despite its contributions, this study is subject to several limitations. First, the analysis was limited to a single of *Elio* movie, which restricts the generalizability of the findings to other animated films, Pixar productions, or audiovisual media of different genres.

Second, data collection, classification, and interpretation were conducted by a single researcher without an inter-rater reliability procedure, which means the consistency of analytical judgments cannot be independently verified.

Third, as an interpretive qualitative study, the classification of dialogues and scenes into specific dimensions necessarily involved subjective judgment; different analysts working from the same framework might classify certain data items differently.

Fourth, the study did not test whether the identified values are effectively conveyed to or internalized by actual student audiences, meaning the conclusion that *Elio* holds pedagogical potential remains inferential rather than empirically validated.

Fifth, the findings are most directly applicable to the Indonesian educational context and the specific framework of Permendikdasmen No. 10 of 2025, and may not transfer directly to other national or theoretical contexts. Future research may address these limitations by expanding the film corpus, incorporating inter-rater reliability procedures, triangulating data with official screenplay documents, and conducting classroom-based

empirical studies to validate *Elio's* effectiveness as a pedagogical medium.

F. Definition of Key Terms

To avoid ambiguity and ensure a common understanding of the key terms used in this study, the following operational definitions of each term are provided:

1. Eight Dimensions of Indonesian Students Profile

In this study, the term Eight Dimensions of Students Profile refers to the student competency and character framework stated in Permendikdasmen Number 10 of 2025. The eight dimensions are, Faith and Devotion to Almighty God, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, Communication.

2. Movie

Movies or films are audio visual mass communication media that convey messages, ideas, and values through narrative, characters, and visual techniques. As a form of mass communication, films have the power to reach a wide audience and influence ways of thinking and social behavior. Films as a mass communication medium are unique because the messages conveyed through audio visual means can be understood universally by various groups in society. Therefore, films

not only serve as entertainment, but also as cultural texts that can educate, inspire, and shape public perception.⁴⁰

3. Elio Movie

Elio is the latest animated film produced by Pixar Animation Studios, released in 2025. The film tells the story of a teenager named Elio who is accidentally chosen as Earth's ambassador at an intergalactic conference. The main themes of the film are the search for identity, the courage to face fears, and acceptance of diversity.⁴¹ Elio conveys a profound message about peace, acceptance, and individual potential through its space adventure narrative. Film teaches universal values such as courage and acceptance of differences, which are relevant to character education in the digital age⁴².

4. Reflected

In the context of this study, reflected refers to the emergence of representations of values that align with the dimensions of the Student Profile within the narrative elements of the film specifically through the characters and their personalities, the dialogue spoken, the actions and decisions taken, as well as the scenes and situational contexts in which they occur. Reflection here is analytical and interpretive in nature, not merely a superficial matching.

⁴⁰ Oluwadamilola O. Oshodi & Uwaoma Chimezie Nwazue, *Film as a Mass Communication Medium: Unpacking Its Encoding and Decoding Processes*, *Creative Artist: A Journal of Theatre and Media Studies*, 2023.

⁴¹ Febrianto Arisman, *Elio dan Misi Kemanusiaan: Pesan Perdamaian Lewat Lensa AIESEC*, *CampusNet News*, 18 September 2025.

⁴² Pradana, S. (2025, June 18). Review Elio, film animasi Pixar tentang penerimaan diri. *IDN Times*. Retrieved from <https://www.idntimes.com>