

Values of Character Education in the Characterizations of Dory in Disney's Animated Feature *Finding Dory* (2016)

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Abstract— As technology brings both positive and negative impacts on children's characters, the present study argues that watching movies online can provide access to entertainment that contains values of character education as showcased by Disney's animated feature entitled *Finding Dory*. Through textual analysis, the present study identified all 18 values mandated by the Indonesian Ministry of National Education in this movie, with religious, democratic, and nature loving values that are most rarely and weakly represented and the other 15 values are strongly iterated, even though not very frequently presented, implying that when this movie can be recommended for educative entertainment for children, it is necessary for parents and teachers to balance it with additional emphasize on religious and democratic values to be in line with the culture and the foundation of the nation.

Keywords—*character education; disney animated feature film; values; characterizations.*

I. INTRODUCTION

The massive development on media and IT has provided our children with great access to a wide range of information, both positive and negative, which unfortunately could place our younger children in jeopardy due to negative contents like violence, unhealthy lifestyle, and content with sexual nuanced. This problem leads to moral degradation that may destruct the future generation. Therefore, the active participation of the society to provide a positive environment to develop children's character is a necessity. Hence, the Indonesian Ministry of National Education has mandated 18 values of character education to be implemented in formal and informal education.

It is also important to note that to develop characters among the children, continual examples both in formal and informal settings are needed, while ensuring that the process is stress-free. Thus, by focusing on the benefit of the broad band internet and online streaming, the present study argues that animated movies from Disney which are very popular among children can be an option to introduce character values in an entertaining setting.

Previous study done by [4] showed that a movie can be a source of character education. In their study, it was found

identified three themes dealing with character education, namely: parenting, self-supporting, and friendship values.

The present study showcased one of Disney's animated movie entitled *Finding Dory* (2016), which is a sequel of *Finding Nemo* (2003). This sequel provides a backstory of its predecessor, giving the flashbacks of Dory's childhood before meeting Marlin and helped him to find his son in *Finding Nemo* (2003), before moving forward to include both Marlin and Nemo in Dory's effort to find Dory's long-forgotten parents. In this journey, Dory who was separated from Marlin and Nemo, met new friends who helped her before reunited with Marlin and Nemo. Despite all the doubts that Dory had when she began her journey with doubt to herself, Dory successfully found her parents and finally gained the courage to rely on herself. This study is aimed to identify the characterization of Dory as the main character in Disney's *Finding Dory* (2016) since based on the synopsis, Dory possessed good characters in the film.

There are several theoretical studies used in this research. The first one is related character and characterization. According to [1], film comes in form of a narrative which consists of the plot and the story. According to [7], narrative is built upon several elements namely, character, plot, theme, and setting which cannot be separated from each other.

Character is the inhabitant of a story. Character does not have to be necessarily a human. According to [7], characters in a fiction are invented personae that inhabit a story, be it in the form of human, animal, trees, and other inanimate things that are personified to represent human characterizations.

A character is revealed through characterization which is the presentation of a character. Reference [7] stated that character presentation can be direct or indirect. Direct presentation is delivered through an exposition by the author. On the other hand, indirect presentation can be recognized through the appearance, action, speech, and thought of the character itself.

According to [7], characterization cannot be separated from other narrative elements namely plot, setting, and theme. A story is built from a careful arrangement of events from the beginning until the end which is known as a plot. They further explain that the events are related to each other in causal and thematic

connections. The events are acted by the character to come alive. The characters act the story, so they become lifelike. A story happens at the arranged time and place, the setting (as stated in [7]). Setting is set to help the reader, or the spectator understand the background of the story. Setting also plays a role in the characterization because a certain place and time may support the character's motive in doing actions in the story, such as the weather which affects the character's feeling or the place set as the hometown of a character (as stated in [7]). One more important narrative element is theme. Kennedy and Gioia (1995) describes theme as general idea of the story, the depiction of life. Theme is the ground for the story or the plot. Plot is the representation of the general idea of life portrayed in form of a story.

Reference [9] defines character as a behavior which conforms the norms, laws, custom, and culture showing a good character that consists of knowing the good, desiring the good, and doing the good. Character is defined as a quality of individual or group of people consists of sets of attitudes, behaviors, motivations, and skills as manifestations of value, ability, moral capacity, and determination in dealing with difficulties and challenges as in [5] and [6].

Considering that character is developed through interaction in community, character education is inserted in the Indonesian school curriculum. Therefore, The Indonesian Ministry of National Education as stated in [5] and [6] proposed 18 character values that should be developed in all sectors of education in order to instill good character on children. The values proposed by the ministry are religiosity, honesty, tolerance, discipline, hard-working, creative, autonomous, democratic, curiosity, nationalism, patriotic, appreciative, friendly/ communicative, peace-loving, bibliophile, nature loving, social care, and responsibility

Previous studies have revealed the various characters values identified in Disney's movies. Analysis on *Finding Nemo* (2003) conducted by [13] found values of love and affection, respectful, loyal and trustworthy, bravery, self-reliability, kindness, friendliness, sensitive and not selfish, honesty, and leadership. Miranti and Frijuniarsi in [12] identified the values of hardworking, responsibility, creative, curiosity, independence, social caring, peace-loving, nature-loving, and friendly, nationalism, patriotic, and appreciative in Disney's *Frozen*. After the sequel of *Finding Nemo* came out, Klinowski as stated in [8] implied that both films imply some character education values such as empathy, spirit, cooperative, and many other soft skills. Furthermore, Dwipayani [2] had done a research to find out character education values in a Disney's film entitled *Zootopia*. The result is that the film contains character development mainly in the soft skill field.

II. METHODOLOGY

This research adapted the qualitative research from Miles and Huberman as stated in [11]. Qualitative research of Miles and Huberman is done through a cyclic process from the beginning until the writing of final report. Textual analysis will be used to treat *Finding Dory* (2016) as a text. Textual analysis is method of data analysis focusing on meaning-making of a text according to Lockyer in [3]. Lockyer explains that the

meaning made from the text is an interpretation gained from observing the interconnection of text and element and its context. The context of a text will be different from one to another. Thus, textual analysis is not aimed to find a correct interpretation, but rather to find the most possible interpretation of the text. As cited in [11], qualitative study has the researcher as the main instrument. Besides, field note, and matrices were also used in data collection.

Furthermore, it is explained in [11] that data analysis in qualitative study happens simultaneously with the process of data collection, data reduction, data display, and verification/conclusion drawing. Therefore, data analysis of this research was conducted under four steps namely data collection, data reduction, data display, and conclusion drawing/verifying. Data is collected through streaming and note taking. Then a classification table is used in data reduction and data display. The data then is analyzed to gain the conclusion. The steps were done simultaneously which allowed the researcher to go back and forth to gain the final convincing conclusion.

The research began with dividing the film into sequences following the sequence segmentation from Bordwell and Thompson [1] which represent narrative units consisting their narrative elements. The characterization of Dory is identified from the sequences. Peirce's triadic concept is used to analyze the representation of the values in Dory's characterizations. According to [10], triadic concept consists of representamen, interpretant, and object. Representamen is the sign, while the object is the reference of the sign, and interpretant is the process of linking the representamen and interpretant. Dory's characterizations are taken from the film elements such as narrative, *mise-en-scene*, cinematography and sound.

III. FINDINGS AND DISCUSSION

A. Findings

After the repetition on watching the film in data collection, the researcher found the values of character education in the characterizations of Dory as the following.

TABLE I. VALUES OF CHARACTER EDUCATION IN DORY'S CHARACTERIZATION

No.	Characterization	Frequency	Sequences
1.	Religious	7	1k, 2a, 6a, 7a, 8a, 8c, 15b
2.	Honest	17	1j, 1k, 1l, 1m, 1n, 2b, 3b, 3e, 3f, 4c, 5a, 7d, 7h, 9a, 10f, 12d, 13d
3.	Tolerant	5	1m, 7a, 9b, 10g, 16a
4.	Discipline	11	1a, 1b, 1j, 1k, 1l, 1m, 2a, 12b, 14c, 14d, 15i
5.	Hardworking	30	1a, 1l, 1m, 3c, 3e, 3f, 4a, 4b, 4d, 5c, 5e, 5f, 6a, 7a, 7c, 7e, 8a, 8c, 9h, 10d, 10f, 11a, 11b, 11c, 13a, 14b, 15b, 15d, 15h, 15i
6.	Creative	35	1a, 1g, 1h, 1i, 1l, 2b, 3b, 3c, 5b, 5e, 5f, 6d, 7d, 7e, 8b, 8d, 9b, 9c, 9f, 9h, 10a, 10c, 10e, 11a, 12a, 12b, 14c, 14d, 15b, 15c, 15e, 15h, 15i, 16a, 16c, 16d
7.	Autonomous	24	1i, 1j, 1k, 1l, 1m, 3d, 7a, 9c, 9h, 10f, 10g, 10j, 10k, 11d, 12f, 14c, 14f, 15b, 15c, 15d, 16b, 16d, 16e, 16f
8.	Democratic	8	4c, 4e, 7e, 10a, 10k, 15d, 15e, 15i
9.	Curious	16	1d, 1h, 1n, 2c, 2d, 3b, 3c, 3d, 6d, 7d, 8d, 9a, 9d, 9e, 10c, 13b
10.	Nationalism	12	3b, 3c, 4e, 7c, 10g, 10k, 13a, 13b, 15g, 15h, 15j, 16f
11.	Patriotist	10	3f, 5f, 5g, 6a, 6c, 14g, 15b, 15f, 15h, 15j
12.	Appreciative	16	1l, 1m, 2c, 2d, 3a, 3c, 3d, 4e, 5a, 7a, 7d, 7e, 8a, 8d, 9a, 12d, 15b, 15i
13.	Friendly/Communicative	22	1d, 1j, 1k, 1l, 1m, 1n, 2a, 2b, 3b, 5a, 6d, 7a, 7d, 8a, 8b, 9a, 9b, 10h, 12d, 13b, 15a, 15i
14.	Peace-loving	10	1l, 1m, 1n, 2a, 2b, 3b, 10h, 10k, 12c, 14f
15.	Bibliophile	12	3b, 7d, 8a, 8b, 8c, 9a, 9e, 10a, 10d, 10g, 10k, 15i
16.	Nature loving	6	1a, 1d, 1k, 10g, 11a, 15h, 16f
17.	Social Care	12	1n, 2b, 2c, 2d, 3a, 3c, 5f, 6d, 10k, 15a, 15b, 15f, 15h
18.	Responsible	9	1l, 1n, 3a, 6a, 6c, 10e, 10k, 11b, 14g

From the table above, Dory has 18 characters in the film. Those characters are divided into five groups in relation with Dory's intrapersonal relation, interpersonal relation, relation with nation, relation with God, and relation with nature. Dory has 8 intrapersonal characters namely bibliophile, curious, hardworking, honest, autonomous, creative, responsible, and discipline. For interpersonal character, Dory has 6 characters namely democratic, friendly/communicative, social care,

tolerant, appreciative, and peace-loving. Dory also has 2 characters related to loving her nation namely nationalism and patriotic. Besides that, Dory has a character associated with her relationship to god and the nature. The prior consists of one character named religious while the later consists of nature-loving character. Dory's characterization shows that she possessed 18 values of character education as proposed by the Ministry of National Education as stated in [5] and [6]. The analysis on sub-sequences containing the representamen of the values is presented below.

B. Dory as A Creative Girl

Dory represents the value of creative in sub-sequence 15i, Dory she needs to find a way back to the ocean. The first representamen is Dory's statement about how to get off from the road and go back to the ocean. This representamen creates an object of Dory's logical thinking. This object becomes the second representamen that leads the audience to create the second object. The second object is that Dory is an intelligent girl who able to use her logic to solve a problem.

After running in circle several times, Dory saw the Marine Life Institute officers stood on the one-way road from the ocean. Dory's decision to direct Hank toward the one-way road is a representamen of an object of Dory's decision-making ability after observing the situation. This object becomes the second representamen of the object of Dory's ability to get benefits from her observation. This object becomes the third object that Dory is a creative girl. The shot was taken from a low angle which creates an object that Dory looked up to the sky and followed the seagulls. Dory who followed the seagulls is the representamen of Dory's observant character. Dory then found the way back to the ocean which creates the object that Dory had an ability to link cues to find a bigger picture of something. This object becomes a representamen that Dory is intelligent. Dory's intelligent is a representamen of the next object that is Dory's creativity.

Dory's ability to think logically, observe her surrounding, and get benefit by utilizing things in her surrounding is in line with the findings from [2] and [12] who found that utilizing things around us as a prop to solve problems or to invent something is a reflection of creativity.

C. Dory as a Hardworking Girl

Dory's hardworking value is seen in her effort to keep looking for her parents since she was a child until she was fully grown. In sub-sequence 1m, Dory's body and her voice tone were different than before since she had grown up. Those representamen leads to an object that Dory kept on looking for her parents since she was very young. Her consistency is a representamen that creates an object of hard work. Therefore, Dory is a hardworking girl.

This sub-sequence also shows Dory who kept asking around to find her parents. In the first shot, Dory was seen to stand alone in front of a group of fish with a shot that was taken from a long shot. The angle was taken from the back of the fish with Dory on the right side of the screen. In the second shot with a long shot and the angle behind the crabs, Dory was stood in front of two crabs. Dory was on the left side of the camera. In

the third shot, Dory was seen to talk to a group of fish with a similar angle and shot with the two shots before. In this shot, Dory was on the front of the camera. The fourth shot shows Dory swimming among a group of fish. Dory looks in contrast with the rest of the fish. The fifth shot shows Dory apologized to two sea urchins. In the sixth shot, Dory was seen in the middle of the crowd of fish. These shots are representamen leading to an object that Dory kept on working to remember about her search of her parents. This object, in turn, creates a second object that Dory is a hardworking girl through an interpretant.

The different settings in each shot create an object that Dory consistently tried to find her parents all the time in every place she went to which then become a representamen of the object that Dory is a hardworking girl which is also in line with [2] and [12] who found that never giving up to reach a goal or a dream and doing our job with passion is a sign of hardworking character.

D. Dory as an Autonomous Girl

Besides containing the representamen of hardworking value, sub-sequence 1m also represents the value of autonomous. Dory is depicted to be fully grown which can be seen from her voice and body size. The grown-up Dory leads to the object that she grew on her own since she got separated from her parents. This leads the audience to the third object that Dory is an autonomous girl.

Dory asked around to remember on her own. A similar representamen is repeated several times in sub-sequence 1m. In the first shot, Dory was seen to greet a group of fish. The shot was taken from a long shot, showing Dory who stood alone in the front of five fish. The angle was taken from the back of the fish with Dory on the right side of the screen. This angle evokes the idea that Dory was brave enough to stand alone. Since Dory was able to stand alone, it leads the audience to an object that Dory is autonomous.

In the second shot with a similar shot and angle, Dory was stood in front of two crabs. Dory was on the left side of the camera. In the third shot, Dory was seen to talk to a group of fish with a similar angle and shot with the two shots before. In this shot, Dory was on the front of the camera. The fourth shot shows Dory swimming among a group of fish. Dory looks in contrast with the rest of the fish. The fifth shot shows Dory apologized to two sea urchins. In the sixth shot, Dory was seen in the middle of the crowd of fish. These shots are representamen leading to an object that is Dory was always on her own all of the time. With the different settings in each shot, it also evokes the object that Dory was able to survive on any occasion. Further, this leads to an object that Dory is autonomous. Dory's ability to survive alone is in line with [2] and [12] who found that autonomous is reflected from one's ability to support himself/herself without relying on others a lot.

E. Dory as an Honest Girl

Sub-sequence 1l contains the representamen of honest value. Baby Dory had grown into Young Dory. Dory met a sunfish and she asked for help to find her parents. Dory's statement about losing her parents is a representamen that

creates an object in the audience's mind that Dory was truthful. Dory said that she forgot when the sunfish asked where Dory saw her parents for the last time is the representamen that creates an object that Dory admitted herself being forgetful which in turn creates the next object that Dory is honest.

In the next shot, a swordfish offered Dory to swim with her group. Dory said that the offer was the nicest offer that she had gotten, but she was not sure about it. Dory is shy about her short-term memory loss. It is shown through long shot, lighting from top-center with fill lighting from the front showing Young Dory's shy expression. It is a representamen that creates an object that although she was shy, Dory managed to tell the truth. The afternoon atmosphere is shown through sunlight passed into water, blue as the main color of the background. It is the representamen that creates an object that Dory has wandered all day long. This object, in turn, becomes the next representamen that creates another object that Dory wandered the ocean all day like what she told the swordfish. This also shows Dory is truthful. This truthful act is in line with [2] who found that honest is represented by presenting the fact as it is.

F. Dory as a Curious Girl

In sub-sequence 9e, Dory asked about her information about echolocation to Destiny which shows Dory has a sense of curiosity. The first representamen is when Dory tried to think about echolocation. Dory with frowning eyes looking down is the representamen that Dory was thinking about echolocation. It is supported by Dory rubbing her chin which commonly used to show an act of questioning something or being doubtful about something. Another representamen that leads to the object is Dory's slow speaking tempo. Slow speaking tempo is closely linked with Dory's curiosity. It indicates that Dory tried to gather the clues which might be related to echolocation. The third representamen of Dory's curiosity is when she asked Destiny and Bailey about her knowledge about echolocation. Asking questions is the representamen of curiosity. Dory asked the question to find the truth. Seeking for the truth is also a representamen of curiosity.

These representamen create an object in the audience mind that Dory was interested in finding out more about echolocation and the reason why she felt familiar with it. This object becomes a new representamen that makes the audience to feel the same curiosity with Dory. In conclusion, the representamen shows that Dory is curious which can be seen through her question and thought about echolocation. Therefore, this is in line with [2] who found that curiosity comes in the form of questioning something to get more thorough information.

G. Dory as a Bibliophile Girl

In sub-sequence 8b, Hank took Dory to the map of the Marine Life Institute. Dory read the map to find her parents. The map is a representamen that creates an object in the audience mind that the map is a source of knowledge similar to books. After succeeding to read the map, Dory was happy. Dory's expression is taken from medium shot, long take, and top lighting, showing Dory was smiling and excited to read the map. The map and Dory's happiness are the representamen for the second object that is Dory enjoyed reading as well as it

helped her to gain new information to broaden her knowledge. In turn, it leads to the final object that Dory is a bibliophilic girl. Enriching knowledge through reading is in line with the finding from [2] who found that eagerness to be more knowledgeable represents bibliophile character.

H. Dory as A Discipline Girl

In sub-sequence 1k, the first representamen is Dory's statement when she met Stan and his wife in the ocean. Dory request some help after she made her self-introduction. From a long shot and front fill lighting, Dory also told them that she suffered from short-term memory loss. Dory's face is clear although her surrounding is dark. It means that Dory managed to take care of the problem. Dory had successfully remembered the lines from her parents. Dory used it when she was lost. By understanding this, Dory's discipline is evident. Dory's actions are the representamen that creates an object in the audience mind that the statement was the first line that Dory learned from her father. This first object then becomes the second representamen which creates the second interpretation that leads to the second object that is Dory had followed the instruction that she learned from her dad. This second object becomes the third representamen which creates the third interpretation that leads to the third object that is Dory is discipline because she obeyed the rules from her parents. This is in line with the finding from [2] that discipline is signed by consistency in learning and obedience in following the rules.

I. Dory as A Responsible Girl

In sub-sequence 1l, Dory was in the middle of the search of her parents. Taken from long shot with backlight, Dory's silhouetted figure is shown. The backlight is helped with fill light which displays Dory's stressful face, which is shown by two fins holding her head, eyes closed, and frowned. There is a contrast between Dory's expression and a group of dolphins who swam behind her. Dory looked under pressure while the dolphins looked stress-free. This view is the representamen that creates an object in the audience mind that is Dory who was naturally cheerful did not play along with the dolphin. This object becomes the second representamen which creates the second interpretant resulting in the second object that Dory ignored the Dolphin because she had something more important to do. This second object leads the audience to think that Dory did so because Dory had to remember the one which is the third object that is gotten from the third interpretant. The contrast is also shown by the color of the water. The water near the surface where the dolphins swam looks pinkish, while the water where Dory swam looks darker. The contrast is a representamen that makes the audience think that Dory is under pressure to remember. Her effort to remember what she had forgotten and the under-pressure looks on Dory's face are the representamen that leads the audience to an object that Dory's action shows that she had a sense of responsibility. This is in line with the finding from [2] that being responsible can be shown by doing something which is our duty.

J. Dory as A Friendly/Communicative Girl

Dory shows her friendliness in sub-sequence 1d. A long shot shows a group of little blue tangs played together in the distance. The distance is a representamen that leads the audience to think that there is a space between Dory and the children. Later, this thought will be the new representamen that creates a new object that Dory barely knew the children. Dory is then seen to tilt her head up watching the group of little fish. Dory's facial expression gives a sense of friendliness with big rounded eyes and a smile. After that, she excused herself to play with the children and started to swim in their direction. Dory swam forward leaving the sand she was playing with. This is a representamen that Dory prefers to play with friends rather than play alone. Dory's movement was fast indicating that she could not wait to join the group of little fish although they were strangers to each other. These are the representamen leading to an object that Dory wanted to join the children to play together. This object combined with the previous object becomes another representamen that leads to a new object. The new object is the idea that Dory wanted to be friends with the children that she barely knew. This is in line with the finding from [2] who found that friendly or communicative character comes in the form of willingness to socialize with others.

K. Dory as An Appreciative Girl

In sub-sequence 3d, Dory is shown tilted her head up with widened eyes and gaping mouth from a medium shot. This expression is a representamen that Dory look appreciates the stingray migration. It is supported by the way Dory watched the stingray migration intensely in silence. Dory is known for her talkative manner but the moment of silence indicates a full acknowledgment toward the migration. Dory's silence creates an object that of Dory's pure appreciation of the beauty of the migration. Then, Dory ended her silence by saying "wow.", which is the representamen for Dory's amazement. This representamen leads the audience to think of an object that Dory was fully astonished that she ran out of words. Showing such astonishment vividly helps the audience to think that Dory appreciated the migration. In conclusion, Dory's fascination towards the migration and her way to watch it creates an object of Dory as an appreciative girl. This is in line with the finding from [2] about the act of being appreciative which is showing respect and appreciation towards others.

L. Dory as A Peace-loving Girl

In sub-sequence 10k, Dory was with Hank on the ceiling above the Open Ocean exhibit. They had a conversation before they bode their farewell. When Dory said that she will remember Hank, Hank blushed. At first, the audience are reminded that Dory was forgetful due to her short-term memory loss. Her statement which says, "You know, I think I'm gonna remember you." contradicts her own ability. The willingness to remember Hank creates an object that Hank was special, therefore Dory treated him differently. Hank's blushing face indicates that he felt happy. Hank also spoke softly although he was very grumpy since his first meeting with Dory. It indicates that Hank had become more patient with Dory and felt sad because of he would part with Dory soon. Another

representamen is Hank's smile. It means that Hank enjoyed Dory's companion and Dory had made Hank become a softer character. In conclusion, the audience got an object that Hank's change from grumpy and harsh to soft and happy is resulted from Dory's presence that Dory had brought peace upon Hank. This in line with [2] and [12] who found that peace-loving act is shown by leading others to be less violent and be more peaceful.

M. Dory as A Democratic Girl

In sub-sequence 4c, Dory begged to Marlin to accompany her to the Jewel of Morro Bay California. Marlin did not want to go because he thought that it was too dangerous. However, Dory missed her family too much. Therefore, Dory pleaded to Marlin. Dory's plea shows that Dory can negotiate to get a solution. The expression of her curved lips, lowered eyebrows, and eyes under the shadow show that Dory is helpless and willing to listen to any option. After that, Marlin finally agreed to help Dory. Marlin's decision was a result of his understanding of Dory's feelings, not because of Dory's insistence. This object creates another interpretant in the audience's mind. The interpretant has resulted in an object that Dory and Marlin met an agreement after some negotiation which indicates that Dory has a democratic character. Dory's willingness to let Marlin refused her request is also a representamen that creates an object of Dory being fair since she also refused Marlin's request to stay home. This is in line with finding from [2] and [12] that democratic character can come in the form of equal treatment for all.

N. Dory as A Social Caring Girl

In sub-sequence 3c, Dory finally joined the field trip as Mr. Ray's teaching assistant. Dory, Mr. Ray, and the children just arrived at the field to watch the stingray migration. Mr. Ray warned the child to stand away from the edge. Dory directed the children to follow Mr. Ray's warning. The first representamen in this sub-sequence is Dory's open arms when directing the children which creates an object that Dory was keeping the children safe from the edge. Open arms also mean friendliness. Combined with Dory's smile, it is a representamen of Dory's sincere willingness in taking care of the children. The children also chattered happily around Dory. This shows that Dory doing her job as a teaching assistant whole-heartedly. Dory's action while supervising the children creates the feeling in the audience's mind that the children are safe with Dory's supervision. This feeling then becomes a new representamen that creates an object that Dory is a social caring girl because she did not only help to supervise the children but also helping Mr. Ray. Dory's act is in line with [2] and [12] who found that showing sympathy and helping others represent social caring value.

O. Dory as A Tolerant Girl

In sub-sequence 1m, Dory was still trying to find out something that she forgot which turns out as the memory of her parents. Upon her search, Dory encountered two crabs in the night. In this scene, Dory talked to two crabs but they ignored and left Dory. Dory was sad because of being ignored which is

shown from her curving down lips but she still said some greeting before they parted and smiled. That is a representamen that creates an object of Dory understanding the crabs' behavior. This understanding is a representamen of the object that Dory showed she did not offended by the act of the crab who ignored her. Through the dim lighting, this scene portrays the night atmosphere. Dory said "I was looking for something, and then I... okay. Totally get it. Date night have fun!" Dory's statement is a representamen that Dory was aware of the time and she understood their reasons for leaving. It creates an object that Dory was tolerating them because she understood that they had a date night, a different business from her own. Dory's action is in line with [2] and [12] who found that tolerance is shown through an act of appreciating differences between ourselves with others.

P. Dory as A Nationalist Girl

In sub-sequence 4e, Dory was at the drop off with Marlin and Nemo. Dory insisted to go to The Jewel of Morro Bay, California while Marlin insisted to refuse that idea. Dory looked sad after she faced Marlin's refusal. Dory's facial expression with frowned eyes, the lower lip pushed up, and the lip corners turned down is a representamen of feeling sad and lost. The camera dollies closer to Dory's face which makes her sadness more vivid. The sentimental music also represents sadness. These are the representamen that makes the audience get the feeling of Dory's sadness when she missed her family. Further, this feeling becomes a new representamen resulting in an object that Dory wanted to be reunited with her parents. Her parents are the representamen of the people of her kind. Therefore, Dory's sadness leads to the idea that Dory wanted to go back to her people which is a sign of a nationalist.

Marlin finally agreed to cross the ocean again resulting in Dory's smile which creates an object in audience mind that Dory was happy to begin the journey to find her parents. Then, it creates a new object that Dory loved her origin, the Jewel of Morro Bay California since the idea of going there made Dory smiled. This is in line with the finding from [2] and [12] who found that nationalism can be shown through one's fondness with her nation.

Q. Dory as A Patriotic Girl

In sub-sequence 5f, Nemo was grabbed by a giant squid who wanted to devour him. Dory swam towards Nemo followed by Marlin. This scene shows Dory and Marlin pulling Nemo from the giant squid's grip. The medium shot captured Dory's heroic action to save Nemo. The blue light and black background color intensified the tense atmosphere, but Dory looked fearless. Dory's expression with narrowed eyes and curved lips is a representamen of how Dory was not afraid of the squid as long as she could save Nemo.

Upon pulling Nemo from the squid's grip, a large container falls upon the squid. The large container that hit the giant squid is a representamen that the squid was enormous and strong. Dory was very small, especially when compared to the giant squid. That is a representamen that creates a feeling of horror in the audience's mind because Dory could end up in the giant squid's stomach, but Dory did not care. She did everything to

save Nemo. The feeling of horror creates a new interpretant resulting in a new object that Dory cared with others and willing to help despite putting her safety in danger. Dory's act shows her loyalty which is in line with [2] who found that patriotism can be shown from one's loyalty to her nation or the people of her nation.

R. *Dory as A Religious Girl*

In sub-sequence 8a, Hank was seen to hold Dory in a coffee jug. Hank was going to take Dory to the map of Marine Life Institute after they made a deal to help each other. This scene was taken from a long shot, lighting from top-center with front fill light which shows Hank and Dory in the distance at the end of the aisle. In this scene, Dory said "Hank, I'm so glad I found you. It feels like... I... destiny." Considering that destiny is some power controlling the events in life, Dory's statement is a representamen resulting in an object that she also believed in greater power above her that caused the things in her life happened as it included her meeting with Hank. This evokes the thought that Dory was a religious girl because she believed in some invisible power.

Then, Hank protested Dory by saying "For what must be the millionth time, it's not destiny." This line implies that Dory kept repeating about her belief in the destiny to meet Hank. Her repetition shows that Dory strongly believed it. Dory smiled although Hank protested her with frowning eyes. It shows that she still believed in destiny although Hank denied it. The lighting comes from top left making Dory's face was hit directly by the light. On the other hand, Hank's face looks darkened because the light comes from his back. This lighting lets the audiences think that Dory was enlightened by her beliefs. This is a representamen that creates an object that Dory is religious since she strongly believed in destiny. This is in line with [12] who concluded that keeping a good belief on something is a sign of a religious character.

S. *Dory as A Nature-loving Character*

In sub-sequence 16f, Dory went to the drop off alone to enjoy the view from the drop off with Marlin. That is an act of enjoying outdoor activity. It creates an object that she enjoyed being back to the ocean which leads to the idea that Dory is a nature-loving girl. After Marlin complimented the view, Dory replied "Unforgettable." Dory said it with enlightened expression, resting eyes, and a smile on her face. Dory was forgetful, but she said that the view was unforgettable. There is a contradiction between Dory's statement and her habit. This contradiction creates an object in the audience's mind that Dory shows her nature-loving character because she said she would not forget that view.

After that, the camera slowly dollies backward so the reef is shown in the frame. The camera was moving slowly, and the take was long, indicating that Dory and Marlin enjoyed the view for a quite long time. Dory's statement and the long take become the representamen of Dory's nature-loving character because they show how Dory enjoyed herself in the ocean which was clean and beautiful. This is in line with the finding from [2] and [12] who found that loving a clean environment represents the action of nature-loving.

IV. CONCLUSION

Reflecting that the widespread media and technology has exposed our children to harmful content, the benefits of these media should not be neglected. As this research has found that *Finding Dory* (2016) contains various character education values, it emphasizes that media can be educative too. Dory's characterizations have represented the values of character education as seen from Dory's success to achieve her goal and Dory's development into a better version of herself by working hard using all her abilities despite her weaknesses, in line with the result from previous researches. Considering that this movie presented religious and nature-loving value weakly, it requires the parents and teachers who would like to use this movie as a home entertainment and teaching media to guide the children to be more aware of weakly presented values.

This movie also implies that good character can be built through habituation. It will require active participation of the society to give exemplification repeatedly as the finding from [4] stated that character development is inseparable from parenting, self-supporting, and friendship values. Repetition of Dory's characters in real life will automatically make children reach the aim of character education which is to be able to differentiate good and bad and to think, desire, and do well consistently. Furthermore, the policymakers are expected to strengthen the attempts to filter harmful content, so children are less exposed to misleading content and to provide more educative entertainment. Further research on the effect of adaptation of animated movies for children's character educations requires further exploration to get a better understanding of its significance.

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