

An Analysis of Character Building Education Found in “The Princess Diaries” Movie.

Safira Zain¹, Anis Azimah²,

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia^{1,2},

*safirazain45@gmail.com*¹, *anisazimah83@gmail.com*²

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ABSTRACT: The Princess Diaries is one of the popular movies that has gained significant attention among audiences, including in Indonesia. By presenting values such as honesty, responsibility, respect, courage, self-discipline, caring and perseverance, the movie has the potential to contribute to character formation and communication skills that align with the socio-cultural expectations within the ASEAN community. This study analyzes the character education values presented in The Princess Diaries movie. Using a qualitative descriptive approach through library research, the researcher identifies and categorizes dialogues that reflect character education based on Thomas Lickona's theory.

Keywords: *Character, Education, Character Education, Movie, The Princess Diaries*

INTRODUCTION

In today's digital age, almost everything can be accessed through the internet. Because of this, education must also adapt to make progress at the same speed as technological advancements. For example, many teacher now use video lessons as a way to teach. This approach helps make learning more engaging and encourages students to better understand the material. (Kiriloba et al., 2022). On the other hand, even though globalization makes education more accessible, it also brings some real challenges. One of these challenges is related to culture. Today, cultures are often influenced by other countries, which leads to a process called acculturation. Acculturation is when two cultures share and mix their customs and traditions with each other. (Muyasarah et al., 2023). For example, K-pop, a culture from outside, is very popular with elementary school kids. It often influences how they think, act, and live. K-pop is attractive to them, but sometimes it doesn't match the values of their own culture. Moreover, a large number of students spend a lot of time watching videos on popular platform like Youtube and TikTok. These videos often show quick and easy ways of living and introduce foreign cultures that don't always match their own local values. Because of this, students behavior is changing. They tend to show less respect to their teachers and parent than before. At the same time, they are becoming less interested in their own local culture and more attracted to foreign cultures. Teachers and parents have also noticed that students today are less polite and respectful toward their teachers compared to how students behaved in previous generations. (Puspita et al., 2024). Therefore, this can be called a challenge for education to filter incoming foreign cultures in order to avoid the negative impact of the entry

of foreign cultures. To minimize the challenges that arise in the era of globalization requires strengthening the character education of students. (Muyasarah et al., 2023).

Thomas Lickona defined character education as an intentional attempt to instill ethical principles and moral character in persons. Lickona emphasizes that character education is more than just providing knowledge; it also entails promoting moral understanding, emotional engagement, and ethical behavior. He describes character education as having three essential components: moral knowing (knowledge), moral emotion (feeling), and moral action (action). This complete approach seeks to develop persons who are not only aware of ethical values, but also driven to practice them in their daily lives. (Basri, 2023).

According to Lickona, there are several reasons why character education needs to be implemented. These reasons include: (1) ensuring that students develop good personality traits in life, (2) improving academic performance, (3) addressing the needs of students who may not develop strong character in other environments, (4) preparing students to respect others and live in a diverse society, (5) responding to the roots of moral and social problems such as incivility, dishonesty, violence, sexual misconduct, and poor work ethics, (6) preparing students for appropriate workplace behavior, and (7) teaching cultural values that contribute to the development of civilization. (Pamuji et al., 2024).

Lickona also explained that there are nine fundamental pillars that serve as the foundation of character education, including responsibility, respect, fairness, courage, honesty, citizenship, self discipline, caring, perseverance. (Dalmeri, 2014). Thus, character education is an important component that needs

to be given top priority in all setting, especially in educational institutions. (Safitri et al., 2023).

Character values can be taught not only by parents, teachers, and the surrounding community who serve as role models, but also through movies. Movies function as powerful communication tools that convey both explicit and implicit messages about important values that audiences can understand (Marwa et al., 2020). As creative works, films also play significant roles in education, entertainment, and information because they serve as mass communication media with strong public influence (Saputri & Rahmawati, 2020). The messages presented in films may reflect social realities and often carry moral or value-based lessons, either directly or implicitly (Giovani, 2020). Based on these perspectives, films can be viewed as mass communication media that not only contain moral values and representations of social reality but also have strategic roles in educating, entertaining, and informing the public.

The Princess Diaries is one of the movies that will be used in this research. This movie was directed by Garry Marshall and the story was written by Gina Wendkos. This movie is about Mia Thermopolis, a socially awkward teen living in San Francisco. Her life is flipped upside down when she discovers from her estranged grandmother, Queen Clarisse Renaldi, that she is the heir to the throne of the European nation of Genovia. Mia is first intimidated and averse to the concept of being a princess, so she goes through a series of etiquette courses and makeovers to prepare for her royal duties. Along with these hurdles, Mia is dealing with ordinary high school issues, such as her crush on popular Josh Bryant and her changing relationship with her closest friend, Lilly Moscovitz. As Mia navigates her dual existence, the story culminates in a royal gala where she must

choose between accepting her royal background and enjoying her conventional life. After a series of hilarious and poignant incidents, Mia develops the confidence to embrace her true self and publicly proclaims her desire to take on the position of Princess of Genovia. The film finishes with Mia accepting her royal obligations while being loyal to herself, paving the way for her future as a contemporary and compassionate princess. Most previous studies on The Princess Diaries focus on politeness strategies, communication styles, or other linguistic aspects. Studies that discuss the film in relation to character education, particularly through Thomas Lickona's theory, are still limited. Therefore, this research takes a different direction by analyzing the character education values presented in the movie using Lickona's framework.

The researchers has found the previous study that give inspiration to the writer to write about character building education found in "*The Princess Diaries*" movie. These researcher are follows: The first previous study is *Analysis of Educational Value in Moana Movie By Ron Clements, John Musker*. In this research, the writer used theory from Taylor. In this research, the researcher used a qualitative descriptive based on library study. The result of this study, researcher show there are 27 educational values in the film Moana, namely four never give up, two self-confident, one friendly, two polite, four love peace, two forgive, three optimistic, four help each other, one work hard, three responsibilities. The next study is *Character Education Reflected in The Lion King Movie (1994)*. In this research, the writer used Thomas Lickona's theory. The result show that the researcher found 5 character education in this film, they are responsibility, respect, courage, self-discipline, and caring. This research uses a descriptive qualitative to analyze the data. The

next previous study is *Character Educational Values On "Aquaman" Movie*. In this research, the writer used the theory from Kemendiknas. In this research, the researcher used library research. The result shows that the researchers found 15 character education in film, they are honesty, tolerance, discipline, hardworking, creativity, curiosity, patriotism, national spirit, peacemaker, friendly/communicative, environmental care, responsibility, loyalty, respect, love & affection. The dominant character building value in the movie is peacemaker and responsible. The next previous study is *Politeness Strategies Applied by the Character of Princess Diaries Movie*. In this research, the writer used Scollon and Scollon's politeness theory. The result show that Mia and Her Grandmother employed two type of politeness: independent and involvement strategies. Her Grandmother used fifteen politeness strategies: twelve involvement strategies and three independent strategies. Meanwhile Mia used twenty politeness strategies including four involvement strategies and sixteen independent strategies. This research uses a descriptive qualitative method with a document analysis approach.

The difference between this study and previous study are the first previous study the writer analyze of educational value in "Moana" movie. In the second the writer analyze of character education reflected in "The Lion King" movie. In the next previous study, the writer analyze character building in movie "Aquaman". The last previous study, the writer analyze aspect of politeness strategies in communication between character in "The Princess Diaries" movie. Meanwhile in this study, the writer is going to conduct a research to analysis about character building education in "The Princess Diaries" movie.

Therefore, this study aims to identify and describe the character education values found in *The Princess Diaries* movie based on Lickona's framework

Character Education

Character education, to put it simply, is any attempt to change pupils' character. According to Lickona character education, is an intentional attempt to assist an individual in comprehending, upholding, and putting fundamental ethical principles into practice. Based on this definition, it is clear that students to be able to understand these values, pay closer attention to their morality, and then act on their convictions despite obstacles and pressures from both the outside and the inside. To put it another way, they possess the "self-awareness to force themselves" to live according to these principles. Thomas Lickona describes character education having three essential components: (1) moral knowing (knowledge) refers to the understanding necessary to assess one's own behavior, comprehend moral principles, and apply them appropriately in various contexts, (2) moral emotion (feeling) describes how an individual's emotions influence the impact of their moral knowledge on their behavior, and (3) moral action (action) is the conduct that reflects moral values, resulting from the combination of moral knowledge and moral feelings, often developed through consistent practice. (Basri, 2023).

Component of Character Education

Based on these three components, it is possible to conclude that excellent character is supported by knowledge of goodness, the desire to do good, and the practice of good deeds. In other words, character education is a serious attempt to comprehend, form, and cultivate ethical values, both for oneself and for all

members of society or citizens as a whole. (Septiani et al., 2025). Therefore, the process of character education, also known as moral education and national character, must certainly be seen as a conscious and planned effort, not an effort that happens by chance.

Thomas Lickona identifies nine fundamental pillars that serve as the foundation of character education, including:

1. Responsibility

Responsibility is referred to as being accountable for one's actions, duties, and obligations. It entails meeting obligations, admitting mistakes, and striving for better.

2. Respect

Respect entails recognizing the dignity, rights, and sentiments of others. It supports treating people nicely, listening to them attentively, and valuing variety.

3. Fairness

Fairness means treating everyone equally and fairly, with no prejudice or preference. This entails adhering to the regulations and making impartial decisions.

4. Courage

Courage entails fighting anxieties and standing up for what is right, even when it is difficult.

5. Honesty

Honesty promotes integrity and truthfulness. This value encourages people to be truthful in their words and deeds, which builds trust in relationships.

6. Citizenship

Citizenship refers to participation and service to the community; it encourages individuals to follow laws, respect authorities, and participate in civic activities for the common benefit.

7. Self-discipline

Self-discipline is the ability to control one's urges and act responsibly. It enables people to create objectives and work towards them consistently.

8. Caring

Caring is expressing feelings of empathy and worry for the suffering and needs of others. It encourages acts of generosity and the desire to assist those in need.

9. Perseverance

Perseverance means to the resolve to overcome challenges and problems to achieve goals. It builds resilience and a never-give-up mentality.

Previous Study

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METHODS

This study employed a qualitative approach using library research. Library research is a technique of collecting data by reviewing books, literature, notes, and reports relevant to the topic (Adlini et al., 2022). In this study, the researcher also used the movie script as a document to understand the characters and meanings in the movie. The data consist of words or dialogues from scenes in The Princess Diaries that reflect character education values based on Thomas Lickona's theory. The data sources include primary data, taken directly from the movie, and secondary data, obtained from

journals, books, subtitles, articles, previous studies, and the movie transcript, which support and complement the primary data.

In this study, the researcher acts as the primary instrument. The researcher hold the central responsibility for gathering, analyzing, and observing the data. This role is commonly referred to as the human instrument. In qualitative research, the human investigator serves as the main tool for data collection and analysis. The concept of humans as instruments highlights the unique role that qualitative researchers play in their studies. Since qualitative research focuses on human experiences and situations, the researcher's own experience serves as a tool capable of adapting and responding to the research environment. It is believed that only human instruments can effectively carry out this task. (Timonen et al., 2024).

In this study, the researcher employed documentation as the data collection method and followed several procedures. First watched The Princess Diaries movie two to four times in order to get some knowledge from movies. Then, the writer read the script of The Princess Diaries movie to understand the conversation while viewing it. After that, the writer identifies all dialogues in the movie film script to gather data and information on character education. The last, selecting facts relevant to the character education being researched.

After the reporting the data, it is vital to assess its credibility. Data trust is essential for accurate data findings. Credibility refers to the extent to which the data and information gathered in a study are considered truthful. In other words, the research outcomes must be reliable and accepted by critical readers. A qualitative study is deemed credible when it successfully addresses its objectives, such as exploring issues or providing detailed

descriptions of contexts, processes, social groups, interaction patterns, and complex phenomena. (Susanto et al., 2023). One way to ensure the credibility of qualitative research findings is through triangulation. Some triangulation requires researchers to acquire data from a variety of available sources since similar data is more credible when collected from multiple sources. (Ahmed, 2024). Using source triangulation, the researcher watches "The Princess Diaries" more than once to obtain better and clearer data. The researcher then double-checks the credibility by reading the movie transcript more than three times till he has enough understanding about the character education in "The Princess Diaries" film. The researcher then watches and reads the transcript at the same to ensure that no data is missed.

RESULT AND DISCUSSION

In this part, the researcher shows the character education of The Princess Diaries movie and then analyzes it. Here, the researcher presents bold and italic words that highlight the character education values within the film. The findings of this study reveal that The Princess Diaries presents various values of character education, including responsibility, respect, courage, honesty, self-discipline, caring, and perseverance. These values appear both explicitly, through direct dialogues and guidance given to the protagonist, and implicitly, through her actions and personal growth. Compared to previous studies such as analyses of educational values in Moana, character education in The Lion King and Aquaman, and politeness strategies in The Princess Diaries, this study offers a more focused specifically on character building in The Princess Diaries. Unlike earlier research that either focused on different films or narrower aspects, this study highlights not only the types

of values present but also the ways they are conveyed, enriching the understanding of character development in media.

1. Responsibility

Responsibility is referred to as being accountable for one's actions, duties, and obligations. It entails meeting obligations, admitting mistakes, and striving for better.

The character education of responsibility in *The Princess Diaries* is illustrated in the scene at timestamp 01:43:12-01:44:08 of the movie.

Mia: But then i thought... If i cared about the other 7 billion out there instead of just me... That's probably a much better use of my time. See, if i were Princess of Genovia, then my thoughts and the thoughts of people smarter than me... Would be much better heard and just maybe... Those thoughts could be turned into actions. So this morning when i woke up, i was Mia Thermopolis. But now... I choose to be forevermore... Amelia Mignonet Thermopolis Renaldi... Princess of Genovia.

In this scene, Mia delivering an important speech in front of the public, towards the end of The Princess Diaries. After going through many doubt and inner struggles, Mia finally realizes that being princess is not just about herself, but about a greater responsibility toward others. Her statement about choosing to accept the role as Amelia Mignote Thermopolis Renaldi indicates her

willingness to take on duties that benefit a larger community. This moment reflect Mia's growing awareness of the responsibilities attached to her new identity

The character education of responsibility in the previous study on *The Lion King (1994)* is illustrated in the scene at timestamp 00:11:07-00:11:09 of the the movie.

Zazu: Sire—Hyenas! In the Pride Lands!

Mufasa: Zazu, take Simba home

In the scene when Zazu informs Mufasa about the presence of hyenas in the Pride Lands and later escorts Simba home, Zazu demonstrates loyalty and steadfastness in fulfilling his duty. His actions reflect responsibility as he protects the royal family and consistently obeys Mufasa's mandate.

The Princess Diaries and *The Lion King* both deal with responsibility in several of aspects. Both show characters that develop into their jobs and eventually learn to take on significant responsibilities. Mia and Zazu exhibit responsibility shaped through guidance, reflection, and awareness of the consequences of their actions. Their dedication demonstrates that accountability is a fundamental moral principle acquired with maturity and experience.

2. Respect

Respect entails recognizing the dignity, rights, and sentiments of others. It supports treating people

nicely, listening to them attentively, and valuing variety.

The character education of respect in *The Princess Diaries* is illustrated in the scene at timestamp 01:19:34-01:19:47 of the movie.

Queen: Why didn't she have enough common sense to deal with this?

Joe: She's only 15. But today, she acted beyond her years. She showed great respect and gracefully accepted your criticism.

In the scene, the dialogue takes place after Mia experiences a difficult situation or receives criticism from the Queen. The Queen is disappointed or surprised that Mia cannot handle the situation better, considering that Mia is the heir to the throne. Joe, the head of security who is also Mia's protector and mentor, defends Mia by saying ***She's only 15. But today, she acted beyond her years. She showed great respect and gracefully accepted your criticism.*** Although Mia is still very young at 15, she has behaved far more maturely than her age. Joe emphasizes that Mia demonstrated great respect and accepted the Queen's critism with a good and graceful attitude. This statement is an example of respectful behavior.

The character education of respect in the previous study on *The Lion King (1994)* is illustrated in the scene at timestamp 00:02:19-00:02:35 of the the movie.

Narrator: We track in with a hornbill (Zazu) who flies over

the gathered animals and angles up, up, up to the promontory. He lands and bows regularly to an o.s. characters. He gestures with his wing. Indicating that all is ready... and recently backs away

This scene, identifies Zazu as a character who consistently displays respectful behavior, especially toward the king. In this introductory scene, Zazu bows and signals that the preparations are complete, demonstrating submission and courtesy toward his superior. Throughout the film, Zazu is portrayed as loyal, well-mannered, and dutiful in his role as royal advisor. His actions such as bowing, offering information, and assisting the royal family—illustrate respectful conduct and dedication to his position. The study also notes that Zazu's respectful demeanor appears from the beginning of the narrative, reflecting his long-standing relationship and loyalty to the king.

The Princess Diaries reveals that Mia shows respect by taking constructive criticism from a mature authority figure. This is an example of polite behavior that results from emotional and personal development. Zazu, on the other hand, consistently and formally demonstrates respect by bowing, devotion, and obedience to royal procedure, according to the earlier study on *The Lion King*. Zazu's respect is consistent and grounded in tradition from the start of the movie, in contrast to Mia, whose respectful

behavior grows gradually as she adjusts to her new job

3. Courage

Courage entails fighting anxieties and standing up for what is right, even when it is difficult.

The character education of courage in *The Princess Diaries* is illustrated in the scene at timestamp 01:41:57-01:42:30 of the movie.

Mia: I'm really no good at speechmaking. Normally i get so nervous that i faint or run away or sometimes i even get sick. But you really didn't need to know that. But i'm not so afraid anymore. My father helped me. Earlier this evening, i had every intention of giving up my claim to the throne... And my mother helped me by telling me that it was ok and by supporting me like she has for my entire life. But... Then i wondered how i'd feel after abdicating my role as Princess of Genovia. Would i feel relieved or would i feel sad? And then i realized... How many stupid times a day i use the word "i." In fact, probably all i ever do is think about myself. And how lame is that when there are 7 billion other people on the planet.

During her speech, Mia recounted that she used to be nervous and afraid of speaking in public, to the point where she would faint or run away, but now she is not so afraid anymore thanks to the support of her

father and mother. She also reflected on her decision to give up her rights as a princess and realized that her life had been too self-centered, even though there are billions of other people in the world. The part ***But I'm not so afraid anymore*** clearly shows courage, as Mia is brave enough to face her fears and take a step forward in her life.

The character education of courage in the previous study on *The Lion King* (1994) is illustrated in the scene at timestamp 00:16:18-00:016:30 of the the movie.

Nala: *Kings don't need advice from little hornbills for a start.*

Zazu: *If this is where the monarchy is headed, count me out of service, out of Africa, I wouldn't hang about.*

The dialogue takes place when Nala dismisses Zazu's presence by implying that a small hornbill like him is irrelevant as an advisor to the king. Despite being belittled, Zazu responds assertively, expressing his disapproval of the monarchy's direction. He makes a bold statement that he would rather leave his position than serve under such conditions. This moment highlights Zazu's role not only as a loyal advisor but also as a character with strong principles.

Both show that courage involves acting despite anxiety or challenging circumstances. However, the depiction differs: Mia's courage is internal and emotional, focused on personal growth and overcoming self-doubt, while Zazu's courage is external and principled, expressed through moral firmness, risk-taking, and loyalty

within a hierarchical setting. This distinction highlights that courage can manifest in different ways depending on character and context, contributing to a broader understanding of character education in films.

4. Honesty

Honesty promotes integrity and truthfulness. This value encourages people to be truthful in their words and deeds, which builds trust in relationships.

The character education of honesty in *The Princess Diaries* is illustrated in the scene at timestamp 00:43:02-00:43:42 of the movie.

Mia: *You heard me. I am so sick of you ragging on me all the time and always telling me what to do. I get enough of that from my mother and now my grandmother, and i don't need it from you.*

Lilly: *I'm not an idiot. So i know something's going on that you're not telling me. Friends tell, so you know what? here is your friendship charm. I'm taking it off and it's going in the dirt.*

Mia: *Don't do that, ok? Just—ugh. All right, just...wait.*

Lilly: *Why?*

Mia: *I will tell you the truth, but you're gonna think it's really stupid and you're gonna freak.*

Lilly: *Try me.*

In this scene takes place when Mia and Lilly, her best friend, are having a bad conversation. Mia feels

stressed because Lilly often controls and demands things from her, while Lilly feels that Mia is hiding something from her. When Lilly threatens to end their friendship by taking off their friendship bracelet, Mia finally says that she will tell the truth, even though she is worried that Lilly will think it's weird and overreact. ***I will tell you the truth, but you're gonna think it's really stupid and you're gonna freak,*** this statement is an example of honesty because Mia being honest about telling the truth.

An example of the character education of honesty in a previous study on the *Aquaman* movie is shown when King Orm judges Arthur as a betrayer of the throne. However, Vulko does not deny Arthur's actions and explains that Arthur is twice as worthy as King Orm to be the king of Atlantis. Enraged, King Orm imprisons him.

Mia and Vulko are similar in that they both exhibit honesty by being truthful, even when doing so could result in unfavorable consequences or conflict. But the portrayal is different: Vulko's honesty is public and principled, emphasizing integrity and devotion to truth in leadership and social contexts, whereas Mia's honesty is intimate and relational, centered on trust and transparency between friends. This demonstrates how honesty can appear in a variety of contexts, both regular interpersonal interactions and more general moral and social obligations.

5. Self-discipline

Self-discipline is the ability to control one's urges and act responsibly. It enables people to create objectives and work towards them consistently.

The character education of self-discipline in *The Princess Diaries* is illustrated in the scene at timestamp 00:29:40-00:30:27 of the movie.

Queen: *oh, my! Who has nails like these?*

Mia: *everybody.*

Queen: *tomorrow i would like to see clean fingers. And you will wear stockings. Not tights, not socks. And i never want to see those shoes again. When walking in a crowd, one is under scrutiny all the time. So we don't slouch, like this. We drop the shoulders, we think tall... We tuck under, and we transfer the weight from one foot to-- no. Princesses never cross their legs in public. Why don't you just tuck one ankle behind the other and place the hands gracefully on the knees.*

In this scene takes place when Queen gives Mia a lesson in etiquette and manners at the Genovian Consulate. The Queen observe Mia's appearance and habits, then gives her instructions on how to dress, maintain hygiene, and behave in public as as princess. She emphasizes the importance of self-discipline in appearance and behavior, because as a princess, Mia will always be in the public eye. The sentence above aligns well with the concepts of self-

discipline, as Mia is taught to control herself, act in accordance with her goals, and consistently fulfill her new role.

The character education of self-discipline in the previous study on *The Lion King (1994)* is illustrated in the scene at timestamp 00:15:03-00:015:05 of the the movie.

Simba: *Then you are fired*

Zazu : *Nice try. But only the king can do that*

Nala: *Well, he's a future king*

Simba: *So you have to do as I tell you to*

The conversation above demonstrates that it leads to self-discipline, as Zazu stated. Simba states in the dialogue that he will fire Zazu once he ascends to the throne. But since only the monarch had the authority to fire him, Zazu was still standing at that point if he followed the king's instructions. Zazu was intrigued by Nala's comment during the talk, which stated that if Simba were to become a king in the future, Zazu would be concerned that he would turn into a terrifying monarch. Zazu maintains his rigid adherence to the conventions of the regulations that have been decided upon by the previous king, Mufasa, while feeling intimidated and concerned by Simba and Nala.

Mia and Zazu are similar in that they exhibit self-control by acting consistently and following social norms. But the portrayal is different: Zazu's self-discipline is principled and duty-based, concentrated on obedience, rule-following, and

upholding order, whereas Mia's self-discipline is formal and social, focused on personal grooming, etiquette, and public conduct.

6. Caring

Caring is expressing feelings of empathy and worry for the suffering and needs of others. It encourages acts of generosity and the desire to assist those in need.

The character education of caring in *The Princess Diaries* is illustrated in the scene at timestamp 00:01:48-00:02:00 of the movie.

Mom: *are you feeling confident?*

Mia: *not really.*

Mom: *ok, now just remember, when you make your speech, don't look at the people. Pick a spot on the back wall, don't take your eyes off of it, and speak loudly.*

In this scene, takes place in the morning before Mia goes to school. Her mother, Helen, ask Mia if she feels confident because Mia is going to give a speech at school. Mia admits that she does not feel confident. Her mother then gives practical advice so that Mia will not be nervous when giving her speech. The two sentence above demonstrate the care and support of a mother who wants to help Mia overcome her nervousness. Mia's mother not only asks about Mia's feelings but also provides solutions and encouragement to help Mia feel more confident during her speech.

The character education of caring in the previous study on *The Lion*

King (1994) is illustrated in the scene at timestamp 00:14:10-00:14:14 of the movie.

Zazu: Step lively! The sooner we get to the waterhole, the sooner we can have!

In this scene, Zazu encourages others to move quickly so they can reach their goal faster. This shows that Zazu cares about others and wants things to run smoothly.

Mia's mother and Zazu share similarities in demonstrating caring through support and guidance aimed at helping others achieve their goals. However, the depiction differs: Mia's mother shows personal and emotional caring, focusing on individual encouragement and problem-solving, whereas Zazu shows practical and group-oriented caring, focusing on efficiency.

7. Perseverance

Perseverance means to the resolve to overcome challenges and problems to achieve goals. It builds resilience and a never-give-up mentality.

The character education of perseverance in *The Princess Diaries* is illustrated in the scene at timestamp 01:00:43-01:01:26 of the movie.

Mia: Oh, this one's my favorite. What you do is, you put the quarter in, and then you grab his hand.

Queen: i touch that?

Mia: yes, you touch that. And then you press the button... And, uh...and then you just go.

Queen:all right. Looks like Rupert's cousin. From Liechtenstein. How do i know when it's ready?

Mia: oh, it'll just go. There you go! Go, go, go, go, go!

Queen: ow. You enjoy this humiliation?

Mia: well, it's hard the first time, but you can do it again.

Queen: hold this.

Mia: oh, come on! You can do it, grandma!

Queen: i'm ready for you this time!

Mia: ready? Go! It's going! It's going! Go, go, go, go, go! You're doing it! You're doing it! Go! Oh, yes! You got it! Give me five!

In this scene takes place when Mia and Queen are playing at an arcade or game center. Mia teaches her grandmother how to play a game machine that requires players to hold a doll's hand and press a button. At first, Queen feels awkward and a little embarrassed, but Mia encourages and guides her to try again after failing on the first attempt. In the end, Queen succeeds, and they celebrate her achievement together. The above sentence demonstrates perseverance, especially in the part where Mia encourages her grandmother to try again and Queen does not give up until she succeeds.

According to earlier research, no specific examples of perseverance were found in the investigated films, such as *The Lion King* or other sources, that directly corresponded to this

value. As a result, this analysis only considers in *The Princess Diaries*.

4.1 Discussion

Based on the findings, Thomas Lickona's theory was applied to analyze character education in *The Princess Diaries*. The study identified 22 instances of character education: responsibility (3), respect (2), courage (3), honesty (7), self-discipline (1), caring (5), and perseverance (1). These values represent essential aspects of character building that can be applied in daily life.

The film conveys character education through both explicit and implicit means. It manifests explicitly in direct conversations and advice from mature figures who teach accountability, integrity, and bravery. For example, Mia's mother shows concern and direction by offering individual support. The values are implicitly demonstrated by Mia's behavior and personal development. She shows bravery, tenacity, and respect as she changes from a timid and insecure adolescent into a self-assured princess. For instance, Mia shows honesty when confiding in her friend Lilly and tenacity when teaching her grandma how to play a game.

The comparison with earlier research reveals both parallels and differences. Similar to Mia's growth, Zazu exhibits accountability, respect, bravery, self-control, and compassion in *The Lion King* (1994), although in a different way. Mia's respect develops emotionally, while Zazu's is formal and procedural; Mia's courage is personal, while Zazu's is principled within hierarchy; Zazu's responsibility is duty-bound, while Mia's is introspective. In contrast to Mia's interpersonal and relational honesty, Vulko in *Aquaman* demonstrates honesty in public.

In contrast to other film studies, such as *Moana* (Riski Nurhidayati) and *Aquaman* (Pola

Esianita et al.), the present character education values differ. *Aquaman* emphasizes responsibility and peacemaking, while *Moana* stresses never giving up, love for peace, and assisting others. Honesty and compassion are portrayed as dominating in *The Princess Diaries*, illustrating the variety of values portrayed in movies. These parallels show that, despite being pleasurable, movies are a useful medium for illustrating moral growth.

Moreover, the study shows that character education can be contextually adapted depending on narrative and character. Mia's development portrays values in a personal, emotional, and relational context, while characters like Zazu or Vulko demonstrate similar values in social, formal, or leadership contexts. This demonstrates that films can provide multiple lenses for understanding moral values, supporting both theoretical and practical applications in education.

Based on the findings and previous research above, it can be concluded that movies are not merely stories without values, but can serve as examples of positive values for life, including life character education. English teachers can suggest movies as instructional media, enabling students to gain character education values through the films they watch.

CONCLUSION

After analyzing *The Princess Diaries*, the researcher identified several character education values illustrated throughout the movie. These values appear both explicitly, through direct dialogues and guidance given to the protagonist, and implicitly, through her actions and personal growth. Honesty emerges as the most prominent value and plays an important role in shaping Mia's decisions and interactions. Other values such as caring, responsibility, and courage also contribute to

portraying her development into a more mature individual. Meanwhile, respect, self-discipline, and perseverance are reflected in key moments that highlight her moral learning process.

The researcher identified character education in every scene that can be showcased within the educational context. Furthermore, it is concluded that film can serve as an engaging and easily comprehensible learning tool. This shows that film also contributes to education as an effective teaching medium, making learning more interactive, meaningful, and accessible for all students. In addition, this study contributes to the field of character education by providing an analysis of moral values in *The Princess Diaries* using Lickona's framework, which has rarely been applied to this movie. It also offers insights for educational media studies by demonstrating how films can be integrated into classroom practices to support character learning.

Based on the findings, Thomas Lickona's theory was applied to analyze character education in *The Princess Diaries*. The study identified 22 instances of character education: responsibility (3), respect (2), courage (3), honesty (7), self-discipline (1), caring (5), and perseverance (1). These values represent essential aspects of character building that can be applied in daily life.

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