

THE PHENOMENON OF JUMBO ANIMATED FILMS AS A MEDIUM FOR REFLECTING MORAL AND SOCIAL VALUES IN PRIMARY EDUCATION

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ABSTRACT

This study aims to describe the representation of moral and social values in the animated film Jumbo and analyze its relevance to the character development of elementary school students. In addition, this study explains the potential use of this film as a medium for reflecting on values in learning. The research method used is qualitative with content analysis and documentation techniques through in-depth observation of the storyline, scenes, dialogue, and visual symbols in Ryan Adriandhy's film Jumbo. The results show that the film Jumbo represents five main values, namely courage, empathy, friendship, responsibility, and self-confidence. These values are conveyed through the dynamics of Don's conflicts and his interactions with other characters, which are relevant to the moral and social development needs of elementary school students. This film has strong potential as a medium for reflection through targeted screening strategies, reflective discussions, and follow-up activities such as mini-dramas and reflective journals. Thus, the film Jumbo not only serves as entertainment but also as a medium for learning contextual, interesting, and easily integrated character values in elementary education.

Keywords: *animated films, moral values, social values, reflection, basic education.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan representasi nilai moral dan sosial dalam film animasi Jumbo serta menganalisis relevansinya terhadap perkembangan karakter peserta didik sekolah dasar. Selain itu, penelitian ini menjelaskan potensi pemanfaatan film tersebut sebagai media refleksi nilai dalam pembelajaran. Metode penelitian yang digunakan adalah kualitatif dengan teknik analisis isi dan dokumentasi melalui pengamatan mendalam terhadap alur cerita, adegan, dialog, dan simbol visual dalam film Jumbo karya Ryan Adriandhy. Hasil penelitian menunjukkan bahwa film Jumbo merepresentasikan lima nilai utama, yaitu keberanian, empati, persahabatan, tanggung jawab, dan kepercayaan diri. Representasi nilai ini disampaikan melalui dinamika konflik tokoh Don dan interaksinya dengan karakter lain, yang relevan dengan kebutuhan perkembangan moral dan sosial siswa sekolah dasar. Film ini memiliki potensi kuat sebagai media

refleksi melalui strategi penayangan terarah, diskusi reflektif, serta aktivitas lanjutan seperti drama mini dan jurnal refleksi. Dengan demikian, film Jumbo tidak hanya berfungsi sebagai hiburan, tetapi juga sebagai media pembelajaran nilai karakter yang kontekstual, menarik, dan mudah diintegrasikan dalam pendidikan dasar.

Kata kunci: film animasi, nilai moral, nilai social, refleksi, pendidikan dasar.

A. Introduction

The development of digital technology in recent years has brought significant changes to the learning patterns, media consumption patterns, and interaction patterns of elementary school students. Children now live amid a flood of visual information that comes through streaming platforms, YouTube, digital games, and social media, which are easily accessible every day. This condition makes animated films one of the most dominant forms of entertainment and part of their daily lives. This phenomenon is not only about changes in viewing preferences, but also relates to how moral and social values are learned, understood, and internalized by students. Recent studies show that animated media has a strong influence on character building, because children are more likely to imitate the behavior of characters they see repeatedly through visual media. (Annisya & Baadilla, 2022). However, ironically,

even though animation is a big part of students' lives, scientific studies that guide its use as a medium for reflecting on moral and social values are still limited.

In the context of basic education, teachers often face challenges in conveying moral and social values in concrete terms. Values such as empathy, responsibility, cooperation, or honesty are often understood by students as abstract concepts that are difficult to apply in real life. This is exacerbated by teaching approaches that still prioritize lectures and memorization, so that moral values are not always conveyed in depth. Meanwhile, various recent studies confirm that the process of moral and social development in children is more effective through contextual, visual, and narrative experiences that are relevant to students' lives. (Prihartini et al., 2024). The core issue of this study arises from this gap: children have broad access to animated films, but educators rarely use these films as a

medium for reflecting on moral and social values. The phenomenon of the animated film Jumbo is particularly relevant to this issue because it is widely watched by elementary school children and contains storylines related to values such as friendship, courage, solidarity, and the resolution of social conflicts. However, no research has been found that comprehensively examines how and to what extent the Jumbo film can function as a medium for reflecting on moral and social values in the context of primary education. This gap in the literature reinforces the urgency of examining this phenomenon in depth. To address these issues, the insight underlying this study is based on the view that animated media is not merely entertainment, but also an effective pedagogical medium when used with the right strategy. In recent years, various studies have confirmed that animated films can be a means of teaching moral values because they present storylines, characters, conflicts, and resolutions that students can directly observe and understand. (Priatmojo et al., 2023). Through animated media, children learn to evaluate actions through concrete examples, rather

than abstract definitions. The problem-solving plan in this study includes analyzing the content of the film Jumbo to identify representations of moral and social values, then mapping out how these values can be used as a medium for reflection in learning. This reflective strategy is also in line with the modern character education approach, which encourages teachers to create processes of dialogue, question and answer sessions, moral discussions, and self-assessment after students watch certain visual media. Furthermore, research (Juliyana & Wayan Karta, 2025) shows that animated media can improve students' ability to understand moral conflicts and assess behavior based on social values if teachers guide the reflection process systematically. Based on this, this study designs an in-depth analysis of the film Jumbo, compiles a framework for reading moral and social values, and proposes a model for its use in the classroom. This approach is expected to provide new insights into the optimization of animated media as an educational tool, rather than merely entertainment.

Based on these issues and insights, this study aims to: (1) describe the phenomenon of moral and social values represented in the animated film Jumbo; (2) analyze the relevance of the values presented to the character development needs of elementary school students; and (3) explain the potential use of the animated film Jumbo as a medium for reflecting on moral and social values in elementary school education. These objectives were formulated to address the research gap and provide clear direction for educators who wish to utilize animated media in the character learning process.

The theoretical study of this research is based on several main foundations, namely character education theory, moral and social development theory, and learning media theory. Studies on animated media in primary education show an increase in research interest since 2022. Fable animations can help shape children's morals because they present values through symbolic stories that are easy to understand (Annisya & Baadilla, 2022). Whiteboard-based animation is also effective in improving understanding of character values because it

combines visuals, narration, and social context. These findings are reinforced by (Priatmojo et al., 2023), who highlight that audiovisual media can deepen understanding of moral values through the processes of observation, imitation, and reflection. Meanwhile, (Juliyana & Wayan Karta, 2025) show that animations designed or analyzed pedagogically can improve moral reasoning, empathy, and social skills in elementary school students. An additional study by (Mulyani et al., 2022) emphasizes the importance of local culture-based visualization as a means of learning social values, showing that animated media has the flexibility to be adapted into a character education tool in various contexts. Thus, recent theoretical studies show that there are great opportunities to use Jumbo animated films as a medium for reflecting on moral and social values because of the rich conflicts, social relationships, and prosocial actions in the stories.

This study is expected to produce a comprehensive picture of how the animated film Jumbo can be used as a medium for reflecting on moral and social values in the context of primary education. Theoretically,

this study is expected to contribute to the development of the latest literature on visual media as a tool for character education, especially in an era when children's preference for animated media is increasing. Practically, the results of this study are expected to serve as a reference for teachers in designing film-based learning activities that are not only enjoyable but also meaningful and oriented towards strengthening students' moral values and social skills. By providing a systematic reflection model, teachers will have more effective strategies for integrating character values into everyday learning. Furthermore, the use of the film Jumbo as a learning medium is expected to help students understand moral values through visual experiences that are close to their world, foster interest in learning, and strengthen student engagement in class discussions. Thus, this research has the potential to make a significant contribution to character learning innovation in elementary schools and open up opportunities for further research on the use of popular media as a means of education.

B. Method

The research used a qualitative approach of document analysis (documentation). The approach was designed to explore the meaning, values, moral messages, and social values represented in the animated film Jumbo and to interpret the messages that were used as material for reflection and a source of learning values for students at the elementary education level. The subjects of this research are elementary school students, and the object of research is the animated film Jumbo.

The primary data source is Ryan Adriandh's animated film Jumbo. The data collection technique used was the documentation study method as follows: 1) The author watched the film thoroughly and repeatedly to understand its content, plot, characters, conflicts, and main messages. 2) The author noted and classified scenes, dialogues, and visual elements that contained moral and social values. 3) The author collected supporting data such as audience reviews, interviews with children and parents, and public responses to animated films. 4) The author reviewed relevant literature on values education and the use of films

as a medium for character learning in elementary schools. The data analysis used in this study is content analysis, documentation in images, sounds, writings, scenes, and dialogues that are interpreted descriptively. Analyzing the meaning, moral values, and social values as material for reflection using a phenomenological approach to dissect phenomena that refer to life.

Data analysis techniques used Van Manen's hermeneutic phenomenological model, consisting of three stages, namely 1) Data reduction: selecting, identifying, and grouping film segments relevant to moral and social values, 2) Data presentation: compiling the analysis results in the form of tables or thematic descriptions based on character value categories, and 3) Drawing conclusions and verification: interpreting the meaning of the analyzed data in the depiction of the Jumbo film as a medium for reflection and learning basic moral and social values (A'yun et al., 2025).

The research was conducted online with Netflix as the main platform source. The research was conducted over a period of one month, covering the stages of data

collection, analysis, and compilation of research results. Data validity was ensured through source and theory triangulation. Source triangulation was carried out by comparing the researcher's analysis of the film with the interpretations of viewers from various sources, while theory triangulation was carried out using value and character education theories as the basis for interpretation. The researcher conducted peer discussions to ensure consistency of interpretation.

C. Result and Discussion

Secara singkat dan jelas uraikan hasil yang diperoleh dan dilengkapi dengan pembahasan yang mengupas tentang hasil yang telah didapatkan dengan teori pendukung yang digunakan.

This study analyses the animated film Jumbo (2025), directed by Ryan Adriandhy, using a qualitative approach that combined content analysis and document study. The observation focused on the storyline, dialogues, scenes, characters, and recurring visual-symbolic elements throughout the 97 minute film. Data were processed through data reduction, thematic presentation, and

meaning interpretation using a hermeneutic-phenomenological approach adapted from Van Manen and tailored to the context of elementary education.

In-depth examination of the entire film revealed that Jumbo consistently presented four major moral and social values across multiple layers of narrative and character interaction: (1) courage, (2)

friendship, (3) responsibility, (4) self-confidence. These values were not merely conveyed through verbal dialogue but were embodied in the emotional journey of the protagonist, Don an orphaned child with a large physique who experienced bullying, loss, and a quest for self-identity.

Table 1. representation of moral and social values in the animated film Jumbo (2025)

No.	Value category	Sample scene (duration)	Scene description	Educational interpretation
1.	Courage	Don entered a house yard with his friends to retrieve his missing book (minutes 28–33)	When Don tried to escape, he was stuck and unable to get out. Nurman then helped him by encouraging him to jump. Although initially doubtful, Don gathered his courage, jumped, and whispered to himself, "I have to get that book for Mom and Dad."	This scene illustrated that courage does not mean the absence of fear but the decision to act despite it. For elementary students, it served as a concrete example that courage arises from personal meaningful motives, encouraging them to face bullying or challenges independently.
2.	Friendship	Mae, Nurman, and Meri worked together to help Don prepare for his stage performance (minutes 50–58)	Mae and her friends planned several stages of preparation for Don's performance, which began with vocal training, set decoration, and costume design. However, they faced a	Friendship was portrayed as mutual cooperation that compensates for individual weaknesses. This value proved highly relevant for elementary

			major obstacle: a lack of funds. To overcome this, they worked together to raise money by participating in various competitions and gave their full effort to win the prizes, using the earnings to cover all the necessary props and materials.	students learning to build healthy relationships, demonstrating that differences can become strengths when mutual help and loyalty exist.
3.	Responsibility	Don admitted his mistake to Meri for being overly dependent on the storybook (minutes 54–55 and 70–74)	Midway through the mission, Don realized his dependence on the book had distracted him from fully helping Meri. He knelt, lowered his head, and sincerely said, “I’m sorry, I was wrong. From now on, I take full responsibility for my promise,” then immediately sought another way to complete the task.	The scene taught that responsibility begins with the courage to acknowledge faults and the commitment to correct them. For elementary children, it provided a mirror for the importance of keeping promises, fulfilling group duties, and reducing reliance on objects or others during difficulties.
4.	Self-confidence	Don performed on stage without the book and delivered an outstanding performance (minutes 45–48)	In front of hundreds of initially mocking spectators, Don trembled at first but gradually smiled broadly and declared confidently, “This story comes from my heart, not from a book.” He successfully improvised his own	The moment demonstrated the process of self-acceptance and the growth of confidence born from personal experience and reflection. For children who often feel insecure about appearance or ability, this scene

adventure tale and proved that everyone earned thunderous possesses valuable applause even from his uniqueness worthy of former bullies. being shown to the world.

The five core values appeared repeatedly and progressively throughout the film, resulting in a firm, coherent, and natural presentation. The recurring pattern Don being ridiculed for his body size, receiving support from friends, and eventually rising again created a rhythmic flow that enabled elementary age children to grasp the messages intuitively without lengthy explanations from teachers or parents.

These results are in line with the theoretical framework used in the study, namely that children aged 6-12 years are at the conventional moral stage according to Kohlberg (1984). At this stage, children interpret morality based on conformity with social norms and the appreciation or acceptance of their environment. The values of courage, friendship, responsibility, and self-confidence experienced by the character Don are presented in a clear social context, making it easier

for children to assess which actions are “good” or “acceptable.” They are also very sensitive to examples of behavior presented concretely through pictures and stories. The conflicts faced by Don, namely bullying due to physical differences, loss of parents, and low self-esteem, are very similar to the daily experiences of students in Indonesia, making it easier for them to recognize themselves and engage in personal reflection.

Methodologically, the phenomenological reduction technique allowed researchers to select only scenes genuinely rich in value content, avoiding forced interpretations. Triangulation comparing analytical results with children’s comments on the official YouTube channel and parental reviews on social media confirmed consistency: the majority of children reported feeling touched and

motivated to “be braver” after watching the film.

Practically, the results strengthened the position that *Jumbo* could serve as an effective reflective tool in character education at the elementary level through three simple steps validated conceptually with elementary teachers:

- Guided screening using a value-observation worksheet (teachers marked 4–7 key scenes),
- Reflective discussion sessions with open-ended questions (e.g., “If you were in Don’s position, what would you do?”),
- Follow-up activities such as feeling journals, short dramas, or drawings titled “I Am Brave Because...”.

Research findings that elementary school-aged children are sensitive to concrete examples are reinforced by the UNESCO report “Education for Sustainable Development: Learning Objectives Update” (2020), which confirms that teaching values to children aged 6–12 is more effective when based on real-life situations and

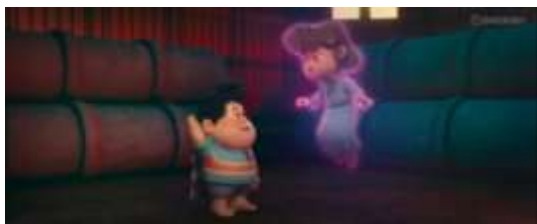
presented through visual-emotional media. In addition, the latest developmental psychology study by Killen & Smetana (2022) shows that elementary school children in the digital age experience faster moral development when they are exposed to stories that realistically portray social conflicts, such as bullying, physical differences, and the dynamics of friendship, which are also seen in Don’s journey. Thus, *Jumbo* does not merely serve as entertainment, but also functions as an accurate psychological and social mirror for elementary school children, while offering an affordable, easily accessible character education medium that aligns with the digital habits of the current generation.



Picture 1. Courage



Picture 2. Friendship



Picture 3. Responsibility



Picture 4. Seld-confidence

E. Conclusion

Based on content analysis of Ryan Adriandhy's animated film *Jumbo* (2023), this study confirms that the film strongly and consistently promotes moral and social values, aligning them with the developmental characteristics of elementary school students. Through an emotional storyline and the portrayal of Don as the central character, the film highlights five core values courage, empathy, friendship, responsibility, and self-confidence in a concrete and child-friendly manner. The film conveys these values not only through dialogue, but also through conflict, character actions, and attitude changes that build a more profound learning experience.

The values in the film *Jumbo* appear repeatedly and in layers, depicting Don's psychological process as an orphan who experiences bullying, loss, and a search for identity. The presence of characters such as Nurman and Mae reinforces the values of empathy and friendship through interactions that reflect solidarity and emotional support. Don's journey in facing fear, acknowledging mistakes, and building self-confidence illustrates moral development appropriate for children aged 6–12, who are learning to understand the consequences of their actions and form positive social relationships.

In addition to its psychological relevance, *Jumbo* also provides a great opportunity as a medium for character education in elementary schools. Teachers can utilize this film in guided viewing activities, reflective discussions, or follow-up activities such as mini-dramas and reflective journals to encourage students to internalize values in a meaningful way. This approach invites students to actively interpret the message rather than just watch. These findings are in line with previous research showing that animation helps improve

attention, information retention, and understanding of abstract concepts through powerful story visualization.

Overall, Jumbo offers effective and inspiring learning media for elementary education. The film provides entertainment as well as moral messages that are relevant to children's daily lives, and supports the implementation of character education in the school curriculum. With the right learning strategies, the use of this film has the potential to strengthen the moral, social, and emotional development of students.

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