

Volume 12
No. 3, 2025
page 269-279

Article History:

Submitted:

31-08-2025

Accepted:

02-10-2025

Published:

25-10-2025

AN ANALYSIS OF MORAL VALUES IN MOVIE ENCANTO

Rumi Sarah^{1,*}, Ikhsanudin², Eni Rosnija³

^{1,2,3}English Education, Universitas Tanjungpura

Email: rumi@student.untan.ac.id¹, ikhsanudin@fkip.untan.ac.id²,
eni.rosnoija@fkip.untan.ac.id³

URL: <https://jeell.upjb.ac.id/index.php/files/article/view/89>

DOI: <https://doi.org/10.32682/jeell.v12i3.89>

*Corresponding Author

Abstract

This study explores the moral values portrayed in the animated film Encanto. Using a qualitative approach and structural analysis based on Pavis (1998), the research examines key scenes and dialogues to identify the film's underlying moral themes. Data were collected through close analysis of the movie's script, focusing on character behavior and narrative structure. The findings show Encanto highlights several important moral values, including love, positivity, perseverance, resilience, and wisdom. These values are reflected through the characters' personal struggles and family dynamics. The emotional intelligence demonstrated by the characters also presents opportunities for educators to teach emotional regulation and resilience in the classroom. As a result, Encanto can serve as an effective tool in moral education, helping students connect fictional experiences to real-life situations. This study encourages learners to reflect on ethical messages and apply them in their daily lives, contributing to their personal and social development.

Keywords: *moral values, movie analysis, Encanto*

To cite this article: Sarah, R., et al. (2025). An analysis of moral values in movie Encanto. *JEELL: Journal of English Education, Linguistics and Literature*, 12(3), 269-279. <https://doi.org/10.32682/jeell.v12i3.89>

Introduction

The moral development of Primary school students is one of the important aspects of education, as this age is a crucial phase in the formation of character and ethics. At this age, children begin to understand the concepts of right and wrong and the importance of social values, such as empathy, honesty, and responsibility. Finding engaging and relevant ways to teach these values to pupils



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2025 by author(s).

is one of the challenges faced by educators. Film is one medium that can be used to convey moral lessons in a way that is more easily understood by young audiences. It does this by combining narrative and visual aspects.

One such movie that teaches kids moral lessons is *Encanto*, which is produced by Walt Disney Animation Studios. The Madrigal family, who reside in a magnificent home in Colombia's highlands, is the subject of this movie. All members of the family have magical talents, with the exception of the main character. *Encanto*'s story illustrates a number of moral lessons that are pertinent to elementary school curriculum, including self-acceptance, the value of family, teamwork, and overcoming obstacles with bravery and tenacity. Character education through films like *Encanto* can help students understand moral values in the context of everyday life. Additionally, *Encanto* also teaches the importance of facing uncertainty and personal shortcomings with a positive and hopeful attitude, a valuable lesson for the mental and emotional development of Primary students.

According to Putri (2020) A film can elegantly encapsulate events linked to religion, education, social issues, and culture in society's life, making it a valuable resource for entertainment. Additionally, according to Elsaesser and Hagener (2015), the transition from analog to digital, photographic to graphic cinema, and representation to presentation is allegorically represented by films. A movie's attraction is mostly derived from its audio and visual components. Despite this, the movie's actual value or content is what matters most. Certainly, movies can be a medium of learning. These are some benefits of movies as learning media: provide constructive messages, add insight to students, give a deep impression that can affect students' behavior, and make students more extracted and enthusiastic about studying as a stated by Fitriyani (2022).

The first is from the thesis of Wulandari (2021) The results of the study found that they are self-confident, serious, independent, patient, optimistic, courageous, humble, persistent, caring, kind-hearted, wise, respectful, honest, responsible, and loving. These moral values are founded by researchers. The second is a study by Putri et al. (2021), who claim that the moral values from the *Upin Ipin* film are religious, nationalism, independence, cooperation, and integrity. The researcher found that religious value is found in character and dialogue. Meanwhile, Windriani (2020) the researcher found seven types of moral values in the movie. They are never giving up, respectful, altruistic, loving, loyal, happy to help each other, courageous, and self-disciplined. This means that this movie tells about the love and loyalty of a widower who still loves and

will always be loyal to his late wife. The data are taken from dialogue in the “UP” movie.

In addition to previous empirical findings, theoretical perspectives reinforce the role of film as an educational medium. According to Berkowitz and Bier (2004), movies provide an engaging platform where complex ideas and concepts can be visualized, making them more accessible and relatable to learners. Mayer (2001) argues that multimedia learning, which includes the use of movies, can improve students’ retention and understanding of information by presenting concepts through both verbal and visual forms. Consequently, integrating films such as *Encanto* into classroom practice can enrich both cognitive and affective dimensions of learning.

The intrinsic elements of a movie are theme, plot, character and characterization, setting, and point of view. The central theme of *Encanto* revolves around family, self-acceptance, responsibility, and overcoming personal challenges. The Casita (magical house) symbolizes the family’s unity and strength. As the house begins to crack, it represents the emotional fractures within the family, and its restoration symbolizes healing and reconnection. Butterflies are a recurring symbol representing transformation and change, particularly in Mirabel’s journey of self-discovery. These elements collectively position *Encanto* as a culturally rich and pedagogically valuable text for character education.

Values themselves can be understood as guiding principles that influence decisions, relationships, and social interactions (Sharma, 2015). Lickona (2016) identifies ten core moral values wisdom, justice, courage, self-control, love, positive attitude, diligence, integrity, gratitude, and humility that character education. Similarly, *Pendidikan Karakter* framework distinguishes between universal values, such as fairness and respect for diversity, and non-universal values, which are culturally specific. Examining how such values are represented in *Encanto* allows for a deeper understanding of its relevance to moral and character development in primary education.

Against this background, the present study analyses the moral values conveyed in *Encanto* using a qualitative approach informed by structural theory. Structural theory, rooted in Aristotle’s classic three-part model of narrative (Pavis, 1998), provides a lens for understanding the interconnectedness of a film’s intrinsic elements. By applying this framework, the study focused on answering the following research question and analyzing moral values through qualitative research methods.

Research Methods

Design

This research employed a qualitative descriptive method to analyze moral values in the *Encanto* movie. Qualitative research is research that emphasizes quality or the most essential thing about the nature of an item. Creswell (2014) stated that qualitative researchers select one of the possibilities like narrative, phenomenology, ethnography, case study, and grounded theory.

Object/Data Sources

This study used the video and script of the “Encanto ” movie. The primary data video of the Encanto movie was downloaded from *IDLIX*. The movie was the object of this research to analyze moral values and secondary data. Data were collected through documentation techniques as suggested by Creswell (2014), involving repeated viewing of the film and reading of the script to identify dialogues and scenes that reflect moral values.

Techniques of Data Collection

The researcher used documentation techniques for collecting the data, therefore for this reason used the script of the movie as a document. Documentation technique is a technique to collect data from a transcript, book, newspaper, magazine, script, etc. as stated by Creswell (2014). In developing the data from the data source, the researcher will adapted from Creswell (2013) also follow downloading the movie script, watching “Encanto” movie, reading and understanding the movie script, collecting the data by watching a movie and reviewing the data.

Data Collection

The data was collected from the document. In this research, the document is a script of an Encanto movie. To indicate the moral value in the script and analysis of some conversation that contains sentences and phrases, the researcher took note and to understand visual language, the researcher used mise-en-scene. In accordance with the development of the theory and according to Bordwell et al. (2001), mise-en-scene is divided into four aspects. The main components are setting, costumes, lighting, and staging. As stated by Saputra (2022).

Data analysis

According to Cutting (2016), narrative representation in films is divided into four stages, especially for feature films: 1) Prologue, this prologue is introduced in a film, then the prologue is used to introduce the characters, and convince the audience that the story will be interesting, 2) Setting, The difference with the prologue, this section will raise the issue at hand by the character on his or her journey in the film. 3) Complications and Development, the audience will begin to witness the worst experiences of the characters in the film. Kindly plot, the story also becomes more complex than the other parts and 4) Climax and Epilogue, In this part, the whole story reaches its endpoint and the character's goal is reached. Like the prologue, the epilogue is not always in the film.

Table 1 Table specifications of ten characters

Moral values	Indicators
1. Wisdom	<ul style="list-style-type: none"> - Good judgment - They are careful in their actions - Be able to stay calm in difficult situations. - An inspiring leadership
2. Justice	<ul style="list-style-type: none"> - Treating all individuals fairness and without discrimination.
3. Courage	<ul style="list-style-type: none"> - They are not afraid to be patient - They are confidence in standing up alone - Standing up for what is right
4. self-control	<ul style="list-style-type: none"> - be able managing emotions such as anger, frustration or anxiety. - Can motivate themselves to stay on track
5. Love	<ul style="list-style-type: none"> - Empathy for other - Service - Loyalty
6. positive attitude	<ul style="list-style-type: none"> - hope - empathy - sense of humor
7. hard work	<ul style="list-style-type: none"> - initiative - perseverance - goal setting
8. integrity	<ul style="list-style-type: none"> - following moral principles - having moral awerness
9. thankful	<ul style="list-style-type: none"> - happy life not easy to complain
10. humility	<ul style="list-style-type: none"> - responsibility for mistakes - admitting mistakes - making amends

Results and Discussion

The researcher used a narrative structure, starting from the prologue, setting, conflict, development, climax, and epilogue.

Results

Love

Love was illustrated through expressions of care and sacrifice within the Madrigal family. For example, Mirabel's determination to "save the miracle" reflects her devotion to protecting her family, while the reunion between Abuela and Bruno emphasizes the importance of reconciliation and deep familial bonds. Visual cues, such as tight embraces and supportive gestures, reinforced these themes of compassion and loyalty. The dialogue in the scene at minute 00:03:10 demonstrates love. Abuela tells Mirabel to make her family proud by helping others, and young Mirabel nods and repeats, "Make my family proud." This exchange shows that they care deeply for each other.

Another scene at minute (00:30:15) in which Abuela turns and heads back into her room demonstrates "love". At night, Mirabel went to the window and found Abuela there. She listens carefully and hears Abuela's words. Abuela felt worried about the magic and asked for help to protect the family and the miracle. When Mirabel heard that, and said "*I will save the miracle*". It means they love their family and want to help others. Moreover, the scene in which Mirabel reaches for the candle, but falters. The House supports her in the nick of time, propping her back up. The dialogue above demonstrates "love". Felix and Pepo yelling to Mirabel need to get out of the house. They are worried that something bad will happen to Mirabel.

Scene 5 also shows love. There are two characters in the foreground in which the character talks about something and this is the first time. She was upset that Bruno had not really left the family and always wondered why. The dark lighting is also reflected through facial expressions, as the depressed man looks sad.

Positive Attitude

A positive attitude emerged in Mirabel's ability to remain calm, humorous, and optimistic despite challenges. Scenes of her interacting with family and peers demonstrated resilience, self-confidence, and the capacity to encourage others. It is shown in the dialogue 1 that demonstrates a "positive attitude". Mirabel nodded her head and listened to her grandma. Abuela smiles and stares at her when talking with Mirabel.

In scene 3, there are three characters: one in the foreground, and two in the background. From this place, we can assume that is in the village. The

girl in the foreground tells about the two characters in the background. Overall, they are so confident in the ability and power they have. Furthermore, this scene demonstrates a “positive attitude” where there are two characters. From that, we can assume that Mirabel gets a gift from a guy. In this situation, Mirabel still accept the gift and act calm and smile showing a good attitude to a guy.

This scene highlights the positive attitude displayed by Mirabel through her calm and gracious response. Despite the situation possibly being unexpected or emotionally charged, Mirabel chooses to respond with kindness and composure, accepting the gift with a genuine smile. Her behavior illustrates emotional maturity and respect toward others, reinforcing the importance of maintaining positivity even in uncertain or awkward moments. The confidence shown by the surrounding characters further amplifies the atmosphere of optimism and self-assurance within the community. Altogether, the scene communicates that a positive attitude involves not only confidence in oneself but also the ability to treat others with warmth, gratitude, and respect.

Fortitude/Courage

Fortitude/Courage was evident in Mirabel’s bravery to confront family tensions and explore dangerous places like Bruno’s hidden room, even without magical powers. Her willingness to speak the truth to Abuela, despite others’ silence, further illustrates moral courage. It is supported by dialogue 1 in which Mirabel shows her bravery just by looking for a fact to save the miracle even in a dangerous way. she went to Bruno's room, where Casita couldn't help her in the dangerous situation, but she still did it.

The courage is also demonstrated through a scene where there are three characters in the foreground. Here, Mirabel is trying to explain something that happens. And in the background, Isabela looks messy with worried expressions. This scene portrays courage through Mirabel’s willingness to confront a difficult situation despite uncertainty and emotional tension. Her attempt to explain what has happened reflects not only bravery in facing possible misunderstanding or blame but also a strong sense of responsibility toward her family. Meanwhile, Isabela’s messy appearance and worried expression in the background highlight the emotional stakes of the moment, contrasting Mirabel’s composed yet determined demeanor. The visual composition emphasizes that courage does not always appear as physical strength but as moral fortitude and openness to address uncomfortable truths, even when others may be anxious or fearful.

Hard Work

Hard work was most strongly embodied by Luisa, who tirelessly supported her family and community despite exhaustion. It is supported by the scene in which Luisa struggles in a hurricane to make her family proud. This scene clearly illustrates Luisa's perseverance and dedication as she continues to push herself beyond her physical limits in the face of adversity. Her struggle in the hurricane symbolizes the immense pressure she feels to uphold her family's expectations and to be the pillar of strength for everyone around her. Despite her exhaustion, Luisa's determination to keep going reflects an admirable sense of duty and selflessness. This depiction of hard work goes beyond mere physical labor—it embodies emotional resilience, persistence, and an unwavering commitment to others. Through this portrayal, the film communicates that true hard work often involves enduring challenges for the sake of love, responsibility, and the well-being of those we care about.

Mirabel also demonstrated perseverance when navigating obstacles independently, symbolizing determination and goal-setting. There is a scene in which she was going up the high stairs to save the miracle; it indicates that she is optimistic and hardworking. Mirabel's effort to climb the high stairs to save the miracle vividly represents her hard work and strong determination. This moment reflects her willingness to face challenges head-on, even without external help, showing her persistence and courage in pursuing what she believes in. The physical act of climbing symbolizes the uphill struggle she endures to protect her family's legacy and restore hope. Despite the difficulties she encounters, Mirabel remains optimistic and focused on her goal, embodying the essence of perseverance. Her actions demonstrate that hard work is not only about physical effort but also about maintaining faith, motivation, and resilience in the face of obstacles.

Wisdom

Wisdom was reflected in Mirabel's calm responses to difficult questions and her ability to persuade family members during conflict. Her leadership in guiding the family through adversity highlighted judgment, fairness, and thoughtful decision-making. The scene features children with curious expressions asking about Mirabel's gift, and the fact is Mirabel didn't get one. In a hard situation, Mirabel did not get angry with sensitive questions. She is still calm and answers wisely.

Mirabel's calm and composed reaction to the children's sensitive questions demonstrates her inner strength and emotional endurance, which

can also be seen as a form of hard work. Maintaining self-control and responding wisely in a difficult situation requires persistence, patience, and maturity. Despite the emotional weight of not having a gift—a fact that could easily make her feel inferior or frustrated—Mirabel chooses understanding over anger. Her ability to stay composed reflects her ongoing effort to manage emotions and maintain harmony within the family. This scene highlights that hard work is not only physical effort but also the continuous mental and emotional labor of staying positive, thoughtful, and fair, even when faced with personal challenges.

Discussion

The film successfully presents an engaging story filled with life lessons that can be applied to character education in schools. Based on the analysis, the following key aspects are discussed further : The Influence of Visuals and Narrative on Moral Understanding : *Encanto* uses strong visual and narrative elements to implicitly convey moral messages. For example, the symbolism in the film, such as the cracking of the magical house (Casita), serves as a metaphor for the family's deteriorating relationships. This helps students understand moral concepts in a more concrete way. Teachers can use this visualization in class discussions to help students relate these moral situations to their own lives.

Moreover, the film contributes to both social-emotional learning and multicultural education. Characters such as Luisa highlight the importance of emotional regulation, while the Colombian cultural setting provides opportunities for students to appreciate diversity and respect different cultural values. Thus, *Encanto* serves not only as an engaging story but also as a pedagogical tool that fosters empathy, resilience, and cultural awareness. However, as this study is limited to a single case analysis, further research is needed to explore the broader applicability of film-based approaches in diverse educational contexts.

The findings of this study align with previous theoretical and empirical perspectives emphasizing the educational value of film in promoting students' moral understanding. As stated by Berkowitz and Bier (2004), films serve as engaging platforms that visualize complex moral ideas, allowing students to connect emotionally and cognitively with ethical concepts. Similarly, Mayer's (2001) multimedia learning theory supports the idea that combining visual and verbal elements enhances students' comprehension and retention, making films like *Encanto* effective tools for moral and character education. The moral values reflected in the film—such as courage, self-acceptance, cooperation, and perseverance—are consistent

with Lickona's (2016) ten core moral values framework, which underscores the importance of developing students' wisdom, justice, and positive attitude. These findings are also supported by prior studies, including Wulandari (2021), Putri et al. (2021), and Windriani (2020), who demonstrated that animated films effectively convey various moral dimensions, such as responsibility, integrity, and empathy, through relatable characters and narratives. Thus, *Encanto* not only embodies moral values relevant to elementary education but also provides a concrete, culturally rich medium for fostering social-emotional learning, multicultural awareness, and ethical reflection among students.

Overall, this analysis shows that the moral values conveyed through *Encanto* are highly relevant to character education in elementary schools. Teachers can use this film as an interactive and enjoyable learning tool to teach students about self-acceptance, cooperation, and the courage to face challenges.

Conclusion

The *Encanto* movie has valuable moral values, such as love, positive attitudes, fortitude/courage, hard work, and wisdom. It can be seen from specific scenes and dialogues. These findings highlight the film's potential as an engaging medium for character education, particularly in primary school contexts, by fostering empathy, resilience, and responsibility. The study also offers a novel contribution by positioning animated films not merely as entertainment, but as pedagogical resources that can enrich affective learning through guided discussions, storytelling, and role-playing.

Teachers should facilitate guided discussions, the movie help students reflect on the moral lessons and how they apply to real-life situations. Creative activities, such as role-playing and storytelling, can further engage students by allowing them to express and internalize these values in a fun and interactive way. Educators can also use the film to foster multicultural understanding, encouraging students to explore and appreciate cultural diversity. Additionally, the emotional intelligence portrayed by the characters presents an opportunity for teachers to incorporate lessons on managing emotions and building emotional resilience. Group projects analyzing specific scenes or characters can encourage critical thinking, teamwork, and the application of moral values in daily life. Finally, schools should consider the regular use of films as a dynamic and relatable method for moral education, offering students a more accessible way to engage with complex moral concepts. Nevertheless, *Encanto* emerges as a valuable resource for educators seeking to promote moral education and cultural awareness in a dynamic and relatable way.

References

- Berkowitz, M. W., & Bier, M. C. (2004). Research-based character education. *The Annals of the American Academy of Political and Social Science*, 591(1), 72–85. <https://doi.org/10.1177/00027162032600822>
- Bordwell, D., & Thompson, K. (2001). *Film art: An introduction* (7th ed.). McGraw-Hill.
- Creswell, J. W. (2013). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Cutting, J. E. (2016). Narrative theory and the dynamics of popular movies. *Psychonomic Bulletin & Review*, 23(6), 1713–1743. <https://doi.org/10.3758/s13423-016-1051-4>
- Elsaesser, T., & Hagener, M. (2015). *Film theory: An introduction through the senses*. Routledge.
- Encanto (2021) | Transcript. (2021, December 26). Scraps from the Loft. <https://scrapsfromtheloft.com/movies/encanto-transcript/>
- Fitriyani, W., & Solihati, N. (2022). The effect of Powtoon-based audiovisual media on Indonesian language learning outcomes. *MIMBAR PGSD Undiksha*, 10(1), 148–154. <https://doi.org/10.23887/jjpgsd.v10i1.46996>
- Lickona, T. (2016). Character matters (pp. 16–21). *Bumi Aksara*.
- Pavis, P. (1998). *Dictionary of the theatre* (C. Shantz, Trans.). University of Toronto Press.
- Putri, R., Murtono, M., & Ulya, H. (2021). Nilai-nilai pendidikan karakter film animasi Upin dan Ipin. *Jurnal Educatio FKIP UNMA*, 7(3), 1253–1263. <https://doi.org/10.31949/educatio.v7i3.1401>
- Sharma, M. (2015). Social harmony for being social. *Global Journal of Human-Social Science: C Sociology and Culture*, 15(6), 3–7.
- Windriani. (2020). An analysis of moral values in Up movie. *Repository UMSU*.
- Wulandari, Y. (2021). The analysis of moral values in the Front of the Class movie and its implication on education.