

REPRESENTATION OF BASIC EMOTIONS OF CHARACTERS IN *JUMBO* CHILDREN'S ANIMATED FILMS A STUDY OF LITERARY PSYCHOLOGY THEORY OF PAUL EKMAN

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Abstract

Animated films are often considered an effective educational medium in helping children understand and appreciate the importance of managing emotions in daily life. *The Jumbo* film is an example of an animated film in which there is one of the characters who experiences various forms of basic emotions. Basic emotions are a form of psychological response that arises directly as a result of stimuli, both from the environment and from birth in children. This study aims to describe the basic emotional form of the main character in *the Jumbo* animated film using a literary psychology approach, based on Paul Ekman's theory of basic emotions, namely sad, angry, surprised, afraid, disgust, and happy. In addition, this study also aims to analyze the educational value of the characters contained in the film. The research method used is qualitative descriptive. The data source was obtained from video footage, scenes, and expressions of the main characters in *the Jumbo* film, with data collection techniques namely recording, observation, and repetitive footage techniques. The technique of checking the validity of the data in the form of source triangulation techniques and data analysis techniques is carried out using the steps as stated by Moleong, (2022). The analysis process is carried out through: identifying the dialogues, expressions, and actions of the main characters in the *Jumbo* film that show emotions; classifying the data into six basic emotions according to Paul Ekman; interpreting the meaning of these basic emotions to find the educational value of the characters contained in them. From the data found, there were fifty-two data consisting of six classifications of basic emotions, namely basic emotions of sadness in the form of sadness due to the loss of nine data, sadness due to disappointment two data, sadness due to despair two data, and sadness due to regret three data; basic emotions of anger, the types are anger at the loss of two data, anger directly or spontaneously one data, defensive anger one data, and prejudiced anger five data; basic emotions are surprised, in the form of spontaneity seven data; basic emotion of fear is in the form of realistic fear two data and neurotic fear one data; underlying emotions are insulting in the form of irritation one data; Happy basic emotions are in the form of happy joy two data, happy joy nine data, happy satisfaction three data, and happy enthusiasm two data. In addition, four character education values were also found that are in line with the Ministry of National Education, namely the value of responsibility, the value of hard work, the value of friendship, and the value of social care. With the results of this research, children can be introduced to the concept of basic emotion management and the application of good character education values.

Keywords: Basic emotions, characters, movies, literary psychology

INTRODUCTION

The development of children's animated films in Indonesia has experienced rapid progress since 2015. In the ten-year period, there were nine titles of children's animated films that were shown in Indonesian cinemas. The film with the highest number of viewers in that period was *Si Juki The Movie: The Last Day Committee* by director Faza Meonk. According to Noviandi Ferry (2025), quoted from *the suara.com website*, this film was released on December 28, 2017 and managed to attract more than 640 thousand viewers in theaters. The success of this film was driven by a unique story, full of humor, and relevant moral messages, so that it was well received by audiences from all walks of life.

In 2025, the Indonesian film industry has again recorded an important milestone with the release of the children's animated film *Jumbo* by director Ryan Adriandhy on March 31, 2025. Reported by CNN Indonesia (2025), this film managed to reach more than 10.076 million viewers within about two months of airing on the big screen. This success places *Jumbo* as the highest-grossing Indonesian animated film in history, with a genre that combines elements of fairy tales, fantasy, family, drama, and comedy, so that it is able to attract the attention of audiences of all ages.

Jumbo animated films contain values that can introduce children to local cultural wisdom. This is important to ensure that children are not only exposed to westernized genre spectacles that are often not appropriate for their age and developmental needs. In addition, this film also represents various forms of basic emotions that can be integrated with the values of character education for children.

Basic emotions are psychological reactions that arise directly as a response to a stimulus, whether it is from the environment or has existed since birth in children. According to Carrol E. Izard (1991), children's basic emotions are part of the innate adaptive system that helps children interact with their environment. No one is able to fully control the emotions that are felt. However, one can determine the action to be taken based on those feelings.

This is in line with the opinion of Sarwono Sarlito W., (2013:124), that emotions can be understood as complex evaluative reactions, both positive and negative, of the individual's nervous system to stimuli that come from the external environment as well as from within themselves. This definition shows that healthy emotions basically grow from the existence of complete self-acceptance and appreciation of one's potential and existence (in Sukatin et al., 2020).

One of the factors that has a great impact on children's emotional development and growth today is environmental factors. If the child's environment has a negative impact, this will also affect the emotions in the child. Children tend to experience irritation or anger more easily, when faced with situations that are directly related to their desires or needs (Lestari et al., 2023). In the journal Etivali & Alaika M (2019) explained that the maturity of child development can be realized comprehensively if the family environment pays attention to several aspects which include cognitive, language, physical and motor, moral, religious, and social-emotional aspects.

The ability to recognize basic emotions in themselves plays an important role for a child, because through this skill they can understand every feeling that arises in them and express them appropriately (Muliasari, 2023). According to Sigmund Freud (in his thesis Rahmadhani, 2024), animated films have great potential as a means to introduce children to various emotional concepts and understand their influence on their behavior and thought processes. Animated film is a technique for processing images or objects so that they appear to move by following certain movement patterns that are arranged sequentially as the unit of time increases. Animated objects can be in the form of illustrations of humans, animals, plants, texts, buildings, or other visual forms (Putra & Novita, 2025).

According to Ermawati & Mahmudah (2015:2), it is stated that animated films are an effective means to channel imagination and fantasy for children. This is because it can increase children's appreciation, increase their understanding and response to their environment (Family Library Team, 2010). In addition, through animated films, children can better recognize and understand the various forms of basic emotions that exist in them through the intermediary of the characters shown in the story. Animated films also

function as a means of entertainment that can reduce boredom while providing a relaxing effect for children.

In this study, the researcher raised the *Jumbo Children's Animation Film* by director Ryan Adriandhy which aired on March 31, 2025. This children's animated film airs an animation program that contains educational values, self-acceptance, and moral messages about a life, so this Children's Animated Film is very suitable for children to watch. This *Jumbo Children's Animated Film* tells the story of one of the characters named "Don". Don is the main character as well as a boy who has a big body and is often called "Jumbo" by his friends. The main characters in the *Jumbo* film experience various emotional dynamics, so this research focuses on the basic form of children's emotions and what character education values can be taken from it.

This film also has the potential to instill character education values that are in line with the Ministry of National Education releasing several character education values. The values of character education include: (1) religious; (2) honesty; (3) tolerance; (4) discipline; (5) hard work; (6) creative; 7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love for the homeland; (12) appreciating achievements; (13) friendly/communicative; (14) love of peace; (15) love to read; (16) caring for the environment; (17) social care; (18) responsibility (in Suprpto et al., 2014). In this film, the researcher focuses more on the value of character education in the character of Don in the form of the value of responsibility, the value of hard work, the value of friendship, and the value of social care.

Characters are fictional individuals presented by the author or director in the work to carry out events, convey ideas, and form storylines. According to Nurgiyantoro (in Kemal, 2014), the first mentioned character is the main character in a story, while the second is an additional character. According to Semi (in Manao, 2021), the main character is a character who has an important role in a story event.

In this study, the main character is analyzed through a literary psychology approach to uncover the representation of the basic emotions he displays. Literary psychology is an approach that studies psychological phenomena in which new ideas are contained in a literary work. According to Atkinson (in the book Minderop Albertine, 2011), literary psychology is a psychological science that studies human behavior. This is reinforced by

the argument of Aini & Mas'odi (in Aprilia & Israhayu, 2025), literary psychology is a study that focuses on how characters in literary works represent psychological dynamics as well as appreciation of emotional experiences.

According to Roekhan (in Endraswara Suwardi, 2013), there are three approaches in literary psychology research, namely textual, receptive-pragmatic, and expressive approaches. The textual approach emphasizes on the analysis of the psychological aspects of the characters in the work, the receptive-pragmatic approach examines the psychology of the reader formed due to the influence of literary works, while the expressive approach focuses on the psychological condition of the author when creating the work. In the study of *the Jumbo animated film*, the researcher focuses more on the textual approach, because the analysis is directed at the psychological aspects of the characters contained in the work.

One of the relevant theories in literary psychology for analyzing basic emotions is the theory of basic emotions put forward by Paul Ekman. Paul Ekman (2009:106) classifies the six basic emotions of sadness, anger, surprise, fear, contempt, and happiness. These six emotions were first discovered by Paul Ekman, a psychologist who became a pioneer in the study of emotions. Using this theory, researchers will be able to dig deeper into the emotional form of the character "Don" in the *animated film Jumbo*.

Based on the background that has been described, the formulation of the problem of this study is how the basic emotions experienced by the main character in the animated film *Jumbo* (2025) are analyzed through Paul Ekman's approach to literary psychology and how the value of character education arises from the dialogue of the main character with other characters.

The purpose of this research is to find out how the basic emotions are experienced by the main character in the animated film *Jumbo* (2025) and to find out the value of character education reflected in the main character of the film. Thus, this study is expected to provide clarity about the direction and focus of the study carried out.

LITERARY REVIEWS

A lot of research has been done on basic emotions in animated films. The previous research that is relevant to this research is a study written by Nuraini et al., (2024), with the title "Classification of Emotions and Character Values of Characters in *the*

Mangkujiwo Film by Dirmawan Hatta and Erwanto Aphadullah (Literary Psychology Study)." The result of this study is to examine the classification of emotions and character values of characters with David Krech's theory. The similarity of this research with the previous research is that it both examines the basic forms of emotions and character values of film characters. The difference between this research and the previous research lies in the theory used and the object of the film studied. In the previous study, David Krech's theory was used, while in the current study, Paul Ekman's theory is used.

The thesis was written by Dita Rahmadhani (2024), with the title "Representation of Basic Emotional Control in Inside Out Animated Films". The results of this study discuss basic emotional control in early childhood in the Inside Out Animated Film using Riley's theory. The similarity of this research with the previous research is that it both researches Children's Animation Films by examining basic emotions. The difference between this research and the previous research lies in the theory used. In the previous study, Riley's theory was used, while in the current study, Paul Ekman's theory is used.

The proceedings written by Anggraini (2025) in "*The 3rd Iconities International Conference On Islamic Civilization and Humanities* with the title *Analysis of Character Dyynamics and Educational Values in the 2025 Animated Film Jumbo*". The results of this study discuss the process of analyzing character actions through Sigmund Freud's theory, namely id, ego, and superego. The similarity of this research with the previous research is that it both researches Jumbo Film and the study of Literary Psychology. The difference between this research and the previous research lies in the theory used. In previous research, Sigmund Freud's theory was used, while in the current study, Paul Ekman's theory was used.

From the three studies above, it can be concluded that the similarities of the three studies above are both researching film and the study of literary psychology. The difference lies in the theory used, the first study uses David Ksch's theory with 5 emotions that appear, the second study uses Riley's theory to examine basic emotional control in the movie *Inside Out*, and the third study of Sigmund Freud's theory analyzes id, ego, and superego in characters in *the film Jumbo*. Meanwhile, in the current study, the researcher uses Paul Ekman's theory of literary psychology, so the approach taken is different from previous studies.

RESEARCH METHOD

The research method used is qualitative descriptive with a focus on the approach of literary psychology study of basic emotion analysis in *Jumbo animated films*. Through a qualitative approach, researchers can comprehensively examine texts without using numeric-based data (Adiwijaya et al., 2024). The data source was obtained from video footage, scenes, and expressions of the main characters in the animated film *Jumbo* by director Ryan Adriandhy. Data collection techniques use observation, recording, and snippet techniques. Researchers watched *Jumbo* films repeatedly in order to identify data related to the research problem, classify the forms of emotions that appeared, record relevant data, and classify the characters' utterances according to the focus of the study. The footage technique is in the form of a *purposive sampling* collection technique, which is a sampling technique by considering the selection of the main character in *the Jumbo film* who is considered to best represent basic emotions and character education values in accordance with the focus of the research.

The technique of examining the validity of the data in this study uses source triangulation. The researcher analyzed the data by listening to *Jumbo* film videos repeatedly to find data relevant to the focus of the study. In addition, the researcher also paid attention to viewers' reviews and comments related to *the Jumbo* film, as well as compared with similar studies on the same film but using different theories. This aims to make the data obtained more valid and scientifically accountable. The data analysis technique in this study uses the steps as stated by Moleong, (2022). The analysis process is carried out through: (1) Analyzing all data is done by watching *Jumbo animated films* repeatedly, then recording each dialogue based on the duration or minutes of its appearance; (2) Data reduction is carried out by classifying the data according to the form of basic emotions and character education values that appear in the film; (3) Preparation in units is carried out by making a table for each basic sub-emotion that contains data in the form of the main character dialogue; (4) Categorization and coding are carried out by providing a code on each basic emotional data; (5) Checking the state of the data is carried out by reviewing whether the data is in accordance with the basic emotion category and character education value (6) Data interpretation is carried out by providing an

explanation of each basic emotion table, then describing each type of basic emotion, and writing a conclusion at the end of the paragraph.

RESULTS AND DISCUSSION

The results of the study show that emotions are an important element in the main character of the *Jumbo animated film*. Based on Paul Ekman's theory which classifies basic emotions into six types, namely: sad, angry, surprised, afraid, insulting, and happy. Of the six types of emotions, they are depicted through the behavior, speech, and thoughts of the character Don. Each emotion that arises is analyzed through quotations, dialogues or narratives in Jumbo animated films and classified according to the type of emotion.

A. Classification of Basic Emotional Forms of the Main Character of *Jumbo Animated Films*

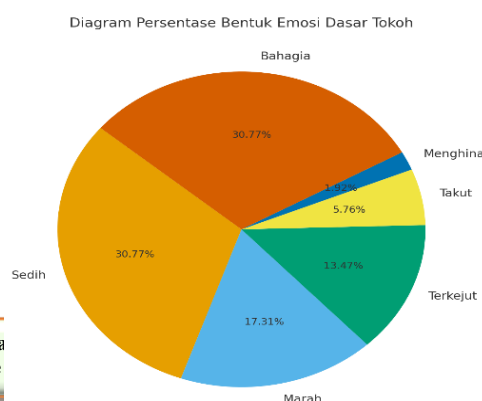


Gambar 1.0 Pamflet Film Animasi Anak *Jumbo*

Sumber: <https://radarjogja.jawapos.com/entertainment/655638458/jumbo-film-animasi-indonesia-pertama-yang-akan-ditayangkan-secara-global-di-17-negara>

Based on the results of data analysis, the basic emotions experienced by the main characters in the *animated film Jumbo* can be classified into six categories of emotions according to Paul Ekman. The classification is then visualized in the form of a diagram to make it easier for readers to understand the proportions of each emotion.

Figure 1.1 Diagram of the Basic Emotional Form of the Character



Based on the data in the diagram above, it can be seen that the most dominant form of basic emotions shown by Don characters is sad and happy emotions, each with a percentage of 30.77%. Meanwhile, the least common emotion appeared was insulting emotions with a percentage of 1.92%. These findings suggest that Don's character tends to display a balance between sad and happy emotions. The emergence of these emotions is triggered by situational stimuli experienced throughout the storyline, so that as a form of internal response, the character expresses various emotions when facing challenges, failures, successes, encounters, or losses.

1. Sad Basic Emotions

According to Krech (in Nafisa & Subandiyah, 2024), feelings of sadness are closely related to the experience of losing something that is considered important or valuable. If what is lost means a lot, then the grief felt can be very strong. On the other hand, if the missing thing is not very meaningful, then the sadness that arises tends to be light.

The basic emotions of sadness can basically be differentiated in different forms. Based on the results of the classification in the table, there are 4 types of basic sad emotions shown by the characters, namely sadness due to loss, sadness due to disappointment, sadness due to despair, and sadness due to regret.

Table 2.0 Basic Emotions of Sadness

No.	Quotation	Minute	Jenis
1.	"Man, I'm tired of being teased all the time. Is it right for me to lose?"	11:44 / EDS-01	Basic emotions sadness disappointment
2.	"I'm going to sit down in front of the kids and get my ass kicked. I'm not sure."	12:40 / EDS-02	Basic emotions of sadness despair
3.	"My mother's song is in the book, Mae."	20:55 / EDS-02	Basic emotions of grief loss

4.	"Meri, you're the only one who can make my performance cool. Come on, please."	35:16 / EDS-04	Basic emotions of sadness despair
5.	"Mom, tell me how you and your mother made this book"	37:36 / EDS-05	Basic emotions of grief loss
6.	"I like to feel like the one who sent them both was my mother's father from heaven"	44:19 / EDS-6	Basic emotions of grief loss
7.	"This, this knight is just like me. Left behind by his parents on the island"	45:28 / EDS-07	Basic emotions of grief loss
8.	"Don makes a lot of people sad"	01:06:41 / EDS-08	Basic emotions of sadness regret
9.	"I'm sorry too, I told you your sister was bad"	01:09:47 / EDS-09	Basic emotions of sadness regret
10.	"Nurman, Mae, I'm sorry. I'm not a good friend yet. Yesterday I thought about the performance. I forgot that there are friends who have been very good to me from the past."	01:11:36 / EDS-10	Basic emotions of sadness regret
11.	"Meri, goodbye home in peace"	01:30:38 / EDS-11	Basic emotions of grief loss
12.	"I'll remember you forever Meri."	01:31:21 / EDS-12	Basic emotions of grief loss
13.	"Don didn't want to play the game. Don just wants to help."	01:31:59 / EDS-13	Basic emotions sadness disappointment
14.	"Mom, Dad, how are you?"	01:34:01 / EDS-14	Basic emotions of grief loss
15.	"Don promised to be more diligent in praying for your father, Mom, promise. I'm sorry Don if at that time Don was listening to his friends, this radio may not be broken, Daddy and Mom can now be seen, sorry"	01:34:19 / EDS-15	Basic emotions of grief loss
16.	"Don loves Mom and Dad"	01:35:30 / EDS-16	Basic emotions of grief loss

a. Basic emotions of grief over loss

The basic emotion of sadness due to loss amounts to 9 data with one of the following example quotes:

"Don promised to be more diligent in praying for your father, Mom, promise. I'm sorry Don if at that time Don was listening to his friends, this radio may not be broken, my father and mother can now be seen, I'm sorry." (EDS-15)

The above quote describes the sad feelings that Don experienced due to a very deep feeling of longing for his parents, especially in the phrase *"I'm sorry Don if Don listened to his friends at that time, this radio may not be broken"* Don shows remorse and guilt for the actions he has done himself so that he cannot see his parents directly.

b. Basic emotions are sad because of feelings of disappointment

The basic emotion of sadness due to feelings of disappointment amounts to 2 data with one of the following example quotes:

"Man, I'm tired of being teased all the time. Is it right for me to lose?" (EDS-01)

The above quote describes the feelings of sadness and disappointment that Don experiences over himself that is always lacking and with his existence always brings defeat while playing. Don is always mocked and even insulted by his friends because if he plays with Don, he always loses. From the perspective of his friends, it makes Don feel tired of the jokes.

c. A Sense of Despair

This emotion arises because of the feeling of disappointment by the character Don. This emotion amounts to 2 data with one of the following example quotes:

"I'm going to sit down in front of the kids and get my ass kicked. I'm not sure" (EDS-02)

The above quote shows the disappointment that Don experienced because of the negative comments he received, so that Don's confidence decreases and makes him unsure of what he will do.

d. Basic emotions of sadness due to feelings of regret

This emotion amounts to 3 data with one of the following example quotes:

"Nurman, Mae, I'm sorry. I'm not a good friend yet. Yesterday I thought about the performance. I forgot that there were friends who had been very good to me from the past" (EDS-10)

The above quote shows Don's remorse for the behavior he has committed, thus impacting those closest to him. Don's selfish attitude that suddenly appears because he is often underestimated by the people around him makes Don indirectly want to prove to these people that he is capable of telling good stories with his abilities.

Based on the description of some of the basic types of sad emotions above, the most common emotion is sadness because of loss with a total of 9 data. Meanwhile, the least common type of sad underlying emotion found was sadness due to feelings of disappointment and sadness due to despair with the sum of 2 data each. More dominance of sad emotions because of this loss is inseparable from the storyline of the film which depicts the main character who lost his parents since childhood, so that it has a big influence on his character and emotional expression in daily life. The emotions of sadness due to disappointment and despair appear in small amounts, because in the storyline the main character only occasionally feels disappointment or despair as a result of the words or treatment of his friends.

2. Basic Emotions of Anger

According to Wetrimudrison (in Zalfaa Azzah & Eko Sri Israhayu, 2024), anger is a form of expression that appears when a person expresses dissatisfaction or disappointment due to emotional turmoil that is difficult to control. Basic emotions of anger basically have a wide variety of forms. The types of basic emotions of anger are the basic emotions of anger of loss, the basic emotions of anger directly or spontaneously, the basic emotions of defensive anger, and the basic emotions of prejudice.

Table 2.1 Basic Emotions of Anger

No.	Quotation	Minute	Jenis
1.	"Come on, bring it back! It's from my mother's father"	20:15 / EDM-01	Underlying emotions of anger loss
2.	"Atta.... Woy!"	01:01:27 / EDM-02	Basic emotions of anger directly or spontaneously
3.	"This book is the only one I have!"	01:01:55 / EDM-03	Underlying emotions of anger loss
4.	"Hhhh, it's all because of you atta, meri was arrested, what about my performance?"	01:03:56 / EDM-04	Basic emotions, anger, prejudice
5.	"Huh? "Why are you blaming me, it's your fault?"	01:04:15 / EDM-05	Basic emotions of defensive anger
6.	"I don't trust him. He must be lying."	01:04:39 / EDM-06	Basic emotions, anger, prejudice
7.	"Surely he reported Meri to Mr. Kades, so that Meri would not help us perform. yes, right? His brother also participated in the arrest of Meri, his brother is evil"	01:04:49 / EDM-07	Basic emotions, anger, prejudice
8.	"Okay, that's going to run away."	01:05:02 / EDM-08	Basic emotions, anger, prejudice
9.	"Huhh, you guys don't care about me."	01:05:09 / EDM-09	Basic emotions, anger, prejudice

a. Underlying emotions of anger loss

The underlying emotion of anger loss amounts to 2 data with one of the following example quotes:

"Hey, bring it back! It's from my mother' s father" (EDM-01)

The quote shows that the character experiences a deep loss of basic emotions due to external stimuli that trigger the venting of his emotions. Sensitivity to the experience of loss makes the character express his emotions to people who are considered to be bothering him.

b. Basic emotions of spontaneous anger

The basic emotions of spontaneous or direct anger are contained in a table with the code EDM-02. The example of the quote is as follows:

"Atta.... Woy!" (EDM-02)

In the quote above, it really shows the angry emotions that Don experienced. Judging from the words spoken, they tend to be full of emphasis and louder. Don screams spontaneously because there is an emotional urge from him caused by the stimulus factor of the people around him, making Don speak loudly.

c. Basic emotions of defensive anger

The underlying emotions of defensive anger (rejecting rebuttal) are found in a table with the EDM-05 code. The example of the quote is as follows:

"Huh? "Why do you blame me, it's his fault." (EDM-05)

The quote above shows Don's emotional attitude in the form of rebuttals spoken by the people around him. He felt that what he was doing at that time was the right thing to do and that there was nothing to blame for him. This selfish emotional reaction arises as a result of Don's attitude of wanting to prove to his friends that he is capable of telling stories with a fairy tale book given by his parents, so that what he thought at that time was the right thing. These emotions arise directly because the character is dissolved in the situation he is experiencing.

d. Basic emotions, anger, prejudice

The underlying emotion of anger of prejudice amounted to 5 data with one of the following example quotes:

"Surely he reported the meri to Mr. Kades, so that meri would not help our performance. "Yes, right? His brother also participated in the arrest of Meri, his brother was evil" (EDM-07)

In the quote above, it shows Don's emotional feelings blaming the people around him. This attitude appears as a result of offensive remarks, resulting in a loss of trust. This reaction is present directly as a form of the emotions

experienced, where bad treatment is always received by Don repeatedly so that Don tends to judge every action and speech done by the character Atta to be incorrect.

Based on the description of some of the basic types of anger emotions above, the most common emotion is prejudiced anger with a total of 5 data. Meanwhile, the least found types of underlying sad emotions were spontaneous anger and defensive anger with 1 data each. The dominance of anger due to this prejudice is caused by the experience of Don who was previously often treated poorly by several other characters, thus forming an attitude of vigilance and suspicion of the kindness shown by others to him. As for spontaneous and defensive anger, there are only a few, because these emotions arise in certain conditions when the main character is unable to control himself due to pressure.

3. Basic Emotions of Shock

Shocked emotions (according to Dewi & Yusri, 2023) feelings of fear within oneself can push the eyebrows up, the eyebrows widen so that more light enters the retina. In this case, the emotions that come are only brief and can even happen in just a matter of seconds. The basic type of shock emotion in the data is spontaneous shocked emotion.

Table 2.2 Basic Emotions of Surprise

No.	Quotation	Minute	Jenis
1.	"HAA...HAA...., heh embek ih"	06:19 / EDTJ-01	Spontaneous shock emotions
2.	"Ha? Register what?"	12:34 / EDTJ-02	Spontaneous shock emotions
3.	"Ha? Mommy Sings Me Song? Wahhh"	16:27 / EDTJ-03	Spontaneous shock emotions
4.	"HAAA"	22:50 / EDTJ-04	Spontaneous shock emotions
5.	"Hahh fantastic? That's called Gemastik"	33:13 / EDTJ-05	Spontaneous shock emotions

6.	"Hah? Perform again?"	52:38 / EDTJ-06	Spontaneous shock emotions
7.	"Hah? "Look what.?"	01:20:55 / EDTJ-07	Spontaneous shock emotions

The quotes in the table above belong to the spontaneous shock emotion, namely:

"Huh? Are you going to sing me a song? Wahhh" (EDTJ-03)

The quote describes Don's shock when he found out that his mother made a song for him before his mother left him. The song is already in a fairy tale book that was also made by his mother. Through his gestures and expressions, Don not only felt surprised, but he also showed his joy because the book and song could slightly treat his longing for his parents. This shocked emotion arises because of a direct response in the character due to an incident that was previously unexpected.

4. Basic Emotions of Fear

According to Sarwono, (in Zalfaa Azzah & Eko Sri Israhayu, 2024) fear is a form of emotion that encourages a person to stay away from or avoid a certain thing. Fear usually makes a person break out in cold sweat and panic. Basically, fear can be classified into several types. However, in this study, researchers only found two basic forms of fear, namely realistic fear and neurotic fear.

Table 2.3 Basic Emotions of Fear

No.	Quotation	Minute	Jenis
1.	"Who are you?"	23.00 / EDT-01	Realistic basic fear emotions
2.	"My book is not broken, don't break it, don't break it"	01:02:38 / EDT-02	Realistic basic fear emotions
3.	"Nurman, Mae, we have to help Meri. But I can't be alone. All I can do is help Nursing. I'm sorry man, I'm sorry Mae"	01:12:03 / EDT-03	Basic emotions of fear neurotic

a. Realistic basic fear emotions

Realistic basic fear emotions amount to 2 data with one of the following example quotes:

"Who are you?" (EDT-01)

This realistic fear arises directly because the character thinks there is a real threat from the outside that must be watched out. This fear is characterized by the tone of the character who is a little hesitant and trembling to ask and confirm who he sees at that time. This fear is adaptive because it helps the character be better prepared to face danger.

b. Basic emotions of fear neurotic

The basic emotion of neurotic fear is contained in the EDT-03 code, the excerpt of which is as follows:

"Nurman, Mae, we have to help Meri. **But I can't be alone. All I can do is help Nursing.** I'm sorry man, I'm sorry Mae" (EDT-03)

The neurotic fear that arises in Don is caused by feeling anxious and unable to face things alone without the support of others. This is also based on the fact that Don has felt the loss of someone he cares about so much, that at that time he did not want to lose his two best friends. Don felt that if he didn't have a best friend, he couldn't do anything because he was used to doing everything with them.

Based on the analysis of the data above, it can be classified that the most dominant basic emotion of fear is realistic fear with a sum of 2 data, while neurotic fear only amounts to 1 data. Realistic fear is more prevalent in Don because he experiences excessive fear related to vigilance and threats because he thinks the only thing he has has been damaged. Meanwhile, neurotic fear only appears in small quantities because it is present when Don is unable to do things on his own due to his frequent reliance on his friends. The dialogue that reflects this only

appears at the end of the story, namely the climax, so only some data is found.

5. Underlying Emotions Are Insulting

According to Ekman (in Aprilia & Israhayu, 2025), insulting behavior is generally accompanied by an expression of anger, although it can take the form of mild anger such as irritation or disgust, and can sometimes be done without angry emotions. In addition, anger can appear in place of disgust, especially when a person feels offended by being made to feel disgusted. Insulting behavior is divided into several types. However, in this study, researchers only found one form of basic insulting emotion, namely insulting in the form of irritation.

Table 2.4 Basic Emotions of Insults

No.	Quotation	Minute	Jenis
1.	"No, it would have been a slap in the face."	31:26 / EDJ-01	Basic emotions insult irritation

"No, I don't want to be distracted" (EDJ-01)

The basic form of insulting emotion above is expressed through the look of disgusted and irritated face. This arises due to Don's loss of trust in other parties who often mock him, resulting in trauma and the assumption that every action taken by the other character is just a pretense.

6. Basic Emotions of Happiness

According to Zulfika, (2020) happiness is related to joy, because when a person feels happy, feelings of happiness are usually present at the same time. The same is true of smiling and laughing expressions which are often a sign of happiness or pleasure in something. Basically, the basic emotions of happiness can be classified into several types. However, in this study, researchers only found 4 forms of happy basic emotions, namely the basic emotion of happy happiness, the basic emotion of happy happiness, the basic emotion of happy satisfaction, and the basic emotion of happy enthusiasm.

Table 2.5 Basic Emotions of Happiness

No.	Quotation	Minute	Jenis
1.	"Wah, Don wants to hear it, let's get started."	01:43 / EDB-01	Basic emotions happy enthusiasm
2.	"Wah, There is a bubble hehe"	02:21 / EDB-02	Basic emotion happy cheerfulness
3.	"It's Very Exciting"	02:53 / EDB-03	Basic emotion happy cheerfulness
4.	"Ehh ee hallo, aku aja, aku aja, aku aja"	06:55 / EDB-04	Emotions Basic Happiness Joy
5.	"Heyy, i'm playing., ha ha ha"	07:12 / EDB-05	Emotions Basic Happiness Joy
6.	"This, here it is. "I can sing this song with my mother."	16:35 / EDB-06	Emotions Basic Happiness Joy
7.	"Imagine it. If this song is staged. Wow, there must be a lot of people watching. If we win, I'm going to have to get my <i>hands</i> dirty again. I have a lot of friends., hehehehe..."	16:57 / EDB-07	Emotions Basic Happiness Joy
8.	"Yeay stage, We Stage"	19:25 / EDB-08	Emotions Basic Happiness Joy
9.	"I want to perform this tale at the Seruni Village Festival. Watch."	34:34 / EDB-09	Emotions Basic Happiness Joy
10.	"Meri help us to stage yeay"	36:12 / EDB-10	Emotions Basic Happiness Joy
11.	"Wehehehehe, succeed"	42:38 / EDB-11	Basic emotion happy satisfaction
12.	"Genggg, <i>Jumbo</i> "	52:56 / EDB-12	Basic emotion happy satisfaction
13.	"Already., hehehehe"	58:15 / EDB-13	Emotions Basic Happiness Joy
14.	"Mom, I know where you are. Come on."	01:11:06 / EDB-14	Basic emotions happy enthusiasm

15.	"Meri, succeed HAHA"	01:19:01 / EDB-15	Basic emotion happy satisfaction
16.	"Woy wait for <i>the jumbo</i> to come along. AHAHA"	01:36:54 / EDB-16	Emotions Basic Happiness Joy

a. A basic emotion of happiness in the form of cheerfulness

The basic emotion of happiness in the form of cheerfulness amounted to 2 data with one of the following example quotes:

"Wow, there's a bubble hehe" (EDB-01)

The statement of the basic emotion of happiness in the form of cheerfulness in the dialogue quote above shows the cheerful and cheerful expression of the character when he sees something that catches his attention at that moment. Spontaneous expressions accompanied by light laughter indicate the existence of happy emotions in the form of cheerfulness.

b. The basic emotion of happiness is joy

The basic emotion of happiness in the form of joy totals 9 data with one of the following example quotes:

"Yeay Stage, Kita Stage" (EDB-08)

The above quote represents the basic emotion of happiness in the form of deep joy in the character of Don. This phrase shows that the happiness that Don experienced was not just a momentary pleasure, but a special experience that made an impression on his life. This joy arose because Don managed to realize his desire to perform on stage, as well as prove that he is able to perform fairy tales well.

c. The basic emotion of happiness is satisfaction

A basic emotion of happiness in the form of satisfaction amounted to 3 data with one of the following example quotes:

"Wehehehehe, it worked" (EDB-11)

The basic emotion of happiness in the form of satisfaction above shows the expression of relief and pride that Don felt after successfully performing his performance well on stage. This feeling of satisfaction arises not only because of success, but also because Don was able to overcome the challenges he was previously worried about.

d. A basic emotion of happiness in the form of enthusiasm

The basic emotion of happiness in the form of enthusiasm amounted to 2 data with one of the following example quotes:

"Mom, I know where you are. (EDB-14)

The dialogue excerpt above shows that the basic emotion of happiness is Don's enthusiasm for acting after finding clues about the existence of the character Meri. He was very excited and showed an optimistic attitude to invite other figures to save Meri.

Based on the description of some of the basic types of happy emotions above, the most dominant emotion is happiness in the form of joy with a total of 9 data. Meanwhile, the least found basic happy emotion was happiness in the form of enthusiasm with the sum of 1 data. This dominance of joy can be seen from the expression shown by the main character, namely Don, who in daily activities more often expresses happiness through joy than other forms of happiness. As for happiness, enthusiasm only appears a little because the enthusiasm shown by the main character is only seen in some dialogues, especially when he faces a new situation that gives rise to momentary enthusiasm. This shows that the form of happiness that Don experiences is more stable in the form of joy, while enthusiasm is only situational.

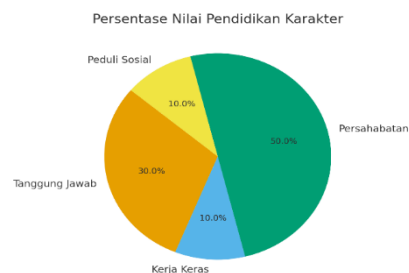
B. The Educational Value of *Jumbo* Film Characters

Character education is an effort to form personality through the cultivation of values, which includes knowing, loving, and doing good to humans (Achسانی & Inderasari, 2021). Character education values that are in line with the Ministry of National Education include: (1) religious; (2) honesty; (3) tolerance; (4) discipline;

(5) hard work; (6) creative; 7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love for the homeland; (12) appreciating achievements; (13) friendly/communicative; (14) love of peace; (15) love to read; (16) caring for the environment; (17) social care; (18) responsibility (in Suprpto et al., 2014).

Based on the results of the research that has been carried out, there are 4 character education values in the main character of *the Jumbo animated film* which is in line with the Ministry of National Education. The classification is then visualized in the form of a diagram to make it easier for readers to understand the proportion of each character education value.

Figure 1.2 Character Education Value Diagram



Based on the data of the diagram above, it can be seen that the most dominant value of character education is the value of friendship shown by the main character Don with his friends. The description of the educational values raised in *the Jumbo* animated film are:

1. Value of Responsibility

The value of responsibility is a person's ability to complete obligations and keep promises. In the animated film *Jumbo*, this value is illustrated through the character Don who keeps his promise to help Meri despite having to leave his ongoing second stage. In addition, Don also shows responsibility by taking care of his parents' belongings, such as books given by his father and mother. The value of responsibility is also seen when Don plays with his friends, he responsibly tries to pick up the ball that bounces far away and finally he manages to get it. Thus, the total value of character and responsibility education found amounted to 3 data. The examples of dialogue quotes that are in accordance with this value of responsibility are:

"Come on, bring it back! It's from my mother's father"

The dialogue excerpt above shows that Don is trying to retrieve a fairy tale book given to him by his parents that was seized by Atta. Don's expression showed anger because the book was the only precious relic of his parents. Don's actions represent the value of responsibility, which is the awareness to protect and protect something that is considered important and has an important meaning in his life.

2. The Value of Hard Work

The value of hard work is a form of enthusiasm in trying everything optimally to achieve the desired goals. This value is reflected in Don's character who continues to practice diligently to prepare for the stage, even though he is often ridiculed and belittled by his peers. Don doesn't give up easily, even when faced with insecurity, he still tries to show his best abilities. Don's efforts illustrate that hard work is not only shown through physicality, but also through a strong determination to achieve success. The examples of dialogue quotes that are in accordance with the value of this hard work are:

*"This, this is it. I was able to sing this song with my mother. **Nurman, Mae can help. Later we will practice it at the headquarters.** Mae makes her costume and plays the music, Nurman you decorate the stage."*

The dialogue excerpt above shows the passionate expression of the way Don invites his friends to work together, as well as arranging the preparation of a fairy tale performance from a book given to him by his parents along with a song made by his mother. This shows that Don has a high enthusiasm and seriousness in preparing everything for the stage to run well.

3. The Value of Friendship

The value of friendship is the ability to establish positive relationships and support each other in doing something. This attitude is illustrated through the character of Don and his friends who support each other, for example when Don's friends support him to participate in a fairy tale performance competition, and on the other hand, Don provides support for the performance carried out by Mae, Nurman, and Atta with the title *"The Witch and the Three Magical Goats"*. The value of friendship is also seen when Nurman volunteers to keep Don's book while

Don is playing. In addition, when Don tries to retrieve his fairy tale book that was taken by Atta, he gets help from his friends who unanimously help him. The examples of dialogue quotes that are in accordance with the value of friendship are:

*"Hehehe, Don didn't come to play hehehe. **Don just helped.**"*

From the dialogue above, it shows that Don did not participate in the performance, because he only wanted to help and support his friends who wanted to perform. In this case, Don's character provides an opportunity for others to express his friends' skills by performing them on stage.

4. The Value of Social Care

The value of social care is an attitude that is reflected in concern for others and the surrounding environment. In *the Jumbo* film, this value can be seen in the character Don who tries to help Atta and Meri's brother when he is brought by Pak Kades, even though at that time he will perform the second performance. This shows that Don is able to put the interests of others above his own. The examples of dialogue quotes that are in accordance with the value of social care are:

*"This story needs your role... **Help me to help you and your family.** The promise of a new knight."*

From the dialogue excerpt above, Don shows an attitude of caring for others by inviting his friends to help those who are experiencing difficulties. In these conditions, Don works with Atta, Mae, and Nurman to help Meri and Atta's brother. This action not only reflects the value of social concern, but also fosters a spirit of togetherness because of the solid cooperation between figures in facing problems.

Based on the elaboration of some of the values of character education above, the most dominant is the value of friendship between the main character and other characters. Their cohesiveness in carrying out an activity is an example for life today. This is important because the value of friendship in today's children tends to decrease due to the influence of the development of the digital world which makes direct interaction increasingly limited. The value of

friendship in the technological era serves as a counterbalance to the tendency of individualism that arises due to the use of digital technology. These values encourage children to continue to uphold social interaction, empathy, and cooperation, so that they are not only skilled in technological aspects, but also have emotional and social intelligence. Meanwhile, the value of hard work and the value of social care appear in a smaller amount, because the storyline emphasizes more on the friendship between the characters.

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that *the Jumbo animated film* displays 6 representations of the basic emotions of Paul Ekman's theory of literary psychology, namely sad, angry, surprised, afraid, insulting, and happy. From the results of the classification, it was found that as many as 52 basic emotion data, namely basic emotions of sadness in the form of sadness due to loss, sadness due to disappointment, sadness due to despair, and sadness due to regret; basic emotions of anger, the types of which are anger at loss, anger directly or spontaneously, defensive anger, and prejudiced anger; basic emotions are surprised, in the form of spontaneity; basic fear emotions of the type are realistic fear and neurotic fear; basic emotions are insulting in the form of irritation; The basic emotions of happiness are in the form of happy cheerfulness, happy joy, happy satisfaction, and happy enthusiasm. Based on the basic form of emotions, the most dominant are happy and sad emotions with a percentage of 30.77% each. Furthermore, angry emotions were 17.31%, followed by shocked emotions at 13.47%, fear emotions at 5.76%, and the lowest was insulting emotions with a percentage of 1.92%. In this study, it was found that there are four values of character education that are in line with the Ministry of National Education, namely responsibility, hard work, friendship, and social care. Of the four character education values, the friendship value occupies the most dominant position with a percentage of 50.0%. The value of responsibility is in second place with a percentage of 30.0%, while the value of social care and hard work is the lowest value with a percentage of 10.0% each. The character education value that emerges not only serves to enrich the meaning of the film, but can also be an educational means for

children to recognize the importance of managing emotions while instilling positive characters.

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