

Exploring Independence Values through Character Development in the Luck Movie

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ABSTRACT

This study examined how the animated film "Luck" depicted independence. The protagonist of the tale was Sam Greenfield, a young lady who initially had little luck. As the narrative progresses, she develops self-reliance, makes wise choices, and overcomes obstacles. While moral messages in animated films have been the subject of some prior studies, independence as a fundamental ideal has received less attention. The purpose of this study was to investigate how Sam's choices, behaviors, and personal development demonstrate independence principles. A qualitative descriptive method was employed in the study. By watching the film and identifying key moments, dialogue, and character actions, they gathered information. The data was arranged into four primary categories that demonstrated independence: being independent and in charge, making wise decisions, exhibiting bravery and perseverance, and developing via self-discovery. The findings demonstrated that Sam's independence comes from acting independently, making deliberate choices, displaying emotional fortitude in trying circumstances, and discovering more about herself via her experiences. According to the study, independence is a multifaceted trait that is cultivated via diligence, thorough consideration, and perseverance. Additionally, it was believed that pupils could learn valuable life skills from animated films, such as independence and self-reliance.

Keywords: character, independence values, luck, movie

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INTRODUCTION

The values of independence that students have learned are often difficult to accept. Today's children or students can understand the values of independence through various media, one of which is film. In today's digital age, the development of film has grown rapidly, and film has now become one of the most effective learning media.

Literature was born from man's fundamental urge to express his existence, his great concern for man and humanity, and his attention to the real world that continues throughout the day and throughout the ages (Hasanah, 2022). Literature is a social institution that uses language as its medium. Literature "presents life," and "life" is largely made up of social realities, while literary works "imitate" nature and the subjective world of humans (Subagiharti et al., 2023).

Movies are one of the best ways to tell stories in modern times. Movies are learning tools that can show people things, so people who have such tools will find it easier to receive education (Anisa' et al., 2019). They mix fun with lessons that help people learn about right and wrong (Khalish & Hanami, 2025). Besides being enjoyable, movies share important values like morality, society, and culture, which can change how people think. Because they use pictures and stories, movies let viewers think about real-life problems, how people connect, and what choices are important. Taking into account that humans have the ability to actively develop their potential, humans also have spiritual strength, self-control, self-identity, and intelligence (Erlidawati & Rahmah, 2022).

Film is often used as a way to help students learn better. It makes learning more engaging and helps them understand ideas more clearly (Utomo & Maratus, 2021). Watching films in class can make a big difference in how well students learn. Through films, students learn important things like the importance of being independent. They can also use these lessons in their everyday lives (Souad, 2024).

With an emphasis on the character's growth, this study examines how independence is portrayed in the animated movie *Luck* (2022). Prior research has looked at moral and educational ideals in movies, but the majority of these studies have viewed independence as a supporting topic in larger conversations about morality, character education, or social values. Few studies have explicitly made independence the main focus, especially when it comes to modern animated movies. This suggests a research gap in the methodical investigation of independence as a unique moral concept in movie stories.

In general, independence refers to a person's ability to act, think, and make decisions without having to rely on others. An individual's ability to carry out daily activities without depending on others encompasses various aspects, including emotional, behavioral, moral, and intellectual dimensions (Fitriani et al., 2024). These values encourage individuals to learn, think critically, and act in the right way (Lolang et al., 2023). Furthermore, independence plays a crucial role in learning how to be a moral person. It provides individuals with the opportunity to take responsibility for their actions, feel confident, and make decisions aligned with the values of truth (Kleemans et al., 2017). This study is guided by Cognitive Evaluation Theory (Deci & Ryan, 1985), which emphasizes how individuals interpret experiences and develop motivation based on personal meaning. This framework is relevant in understanding how the protagonist constructs independence through decision-making, resilience, and self-reflection.

Based on this framework, the study addresses the following research question, which focuses on how independence values are represented through the character development of Sam Greenfield in the animated film *Luck* (2022). Independence as a moral value means being able to rely on oneself, make responsible decisions, and face problems without relying too much on others. *Luck* shows how these values are realized through its characters and their experiences in both the human and magical worlds. The movie *Luck* (2022) shows the importance of independence through the story of its main character, Sam Greenfield. Sam is a young woman who has had a lot of bad things happen in her life. Even though she keeps facing challenges, she learns to depend on herself, make her own choices, and keep working hard to improve her situation instead of relying on others or blaming her problems on fate. The film shows independence in a few important ways (Lemire, 2022).

Moral values are ideas and rules that guide people in knowing what is correct and what is incorrect. A key value is self-reliance, which involves making wise decisions, believing in oneself, and having the bravery to act right even when things get tough. In the field of moral education, self-reliance is connected with confidence and independence, since people build their moral character by making free and responsible decisions. Along with moral values, other elements influence how

people behave and choose. These include cultural practices, the actions of those around us, our personal beliefs, and how our minds function. Morality is about understanding and finding meaning in each person's actions as part of a larger story or social context, a story that helps us describe the ethical nature of human beings. This idea of story becomes clearer when we consider how perception and the concept of self work together, as they explain how our experiences create thoughts and ideas in our minds.

Independence principles refer to the beliefs that guide people toward being self-sufficient, accountable, and capable of making their own decisions without relying too heavily on others. Self-sufficiency, which includes making wise decisions, depending on one's abilities, and having the will to move forward even in difficult situations, is a key component of independence. Character analysis and moral value theory are used in this study, with a special emphasis on independence as a fundamental moral value. The capacity to make choices, accept accountability, and act independently is referred to as independence (Warsah et al., 2024). In the realm of personal growth, independence is intricately linked with confidence and self-governance, as individuals develop their identity through making free and accountable decisions. In addition to the notion of independence itself, numerous elements shape how people cultivate this principle, such as cultural influences, social contexts, personal convictions, and thought processes.

Moreover, independence entails not just solitary action, but also comprehending one's function and significance in diverse life circumstances, where individual experiences play a crucial role in the development of beliefs, perspectives, and actions (Sabin, 2015). The value of independence, or the freedom to act independently, is one of the character values emphasized in character studies and films. In films, the main character typically experiences a transition from being dependent or experiencing hardship to being able to make their own decisions, take responsibility, and live independently. Film can be an effective vehicle for demonstrating character development, including aspects of self-reliance (Chang & Zhao, 2024). Independence appears not just in learning at school but also in real-life experiences. It can also mean that education is changing in a better way. At first, science was the main focus, but ethics were ignored. So, education needs to include both knowledge and good values to be balanced (Lelloltery et al., 2025).

The film *Luck* (2022) tells the story of the main character, who faces various negative events and then tries to change his situation by thinking and acting independently. This study aims to identify and analyze how the values of independence are reflected in the character's attitudes and actions, including their speech, decisions, problems, and moral consequences. Film adaptations of literary works, such as *Lust*, *Caution*, show that character independence is not only a personal trait but also the result of the relationship between historical context and social environment (Fan, 2024).

The animated movie *Luck* (2022), made by Skydance Animation and directed by Peggy Holmes, follows the story of Sam Greenfield, a young woman who thinks she is the unluckiest person in the world. Her adventure to the Land of Luck shows important lessons about staying strong, being brave, working with others, and learning about herself (Vaidya & Osman, 2024). One of the main ideas in the story is independence, which is shown through her thoughts and actions. Understanding the theme of independence in the movie *Luck* is important because it shows how animated films can be useful for teaching self-reliance and helping characters grow. This study looks at and explains how the values of independence is shown in the movie.

The adventure is not easy. Sam uses many different methods to deal with how happiness and unhappiness can hurt people. The story and message can be a bit confusing, even though the characters are fun and likable. It is clear that luck, both good and bad, is hard to understand. But the movie makes you feel uneasy when it shows people from unlucky places as good and people from lucky places as bad. Basically, the movie shows good and bad as opposites and ends up mixing

them up in the end. The story becomes a big mix of ideas by the end (matthew richard, 2022).

Independence values in Luck are important because they provide insight into how animated films can serve as effective educational tools to promote self-reliance and character development. This study aims to identify and describe how the independence values are portrayed in the movie. The film Luck serves as an example of how independence requires self-confidence, sound judgment, and the ability to bounce back from setbacks. It demonstrates that luck is more than just chance. It's also about how we approach life's obstacles with our mindset, diligence, and self-reliance. We can use these concepts of independence in our daily lives.

METHOD

This study employs a qualitative research design. The study uses a methodology based on a story-like structure, looking at how the researcher sees the values of using technology in film to explain and teach concepts to the students. qualitative research relates to ideas, opinions, or beliefs of the person being studied, and all of them cannot be measured by numbers. This study investigates the representation of independent ideals in the animated film Luck (2022) using a qualitative descriptive design. Because the study focuses on interpreting meanings, behaviours, and character development dialogue, and narrative events. Rather than numerical data, a qualitative method is acceptable.

The main source of data came from the movie "Luck", focusing on the dialogue of the main character (Sam Greenfield, the protagonist). These dialogues were written down and sorted to find examples of breaking the cooperative communication rules, as outlined by Grice. Additional information was taken from the movie script to make sure the analysis was accurate and consistent. This involved carefully listening, reading, and matching the spoken words with the script to understand subtle expressions and meanings.

The technique for collecting data, in order to ensure comprehensive and high-quality analysis, employed various systematic procedures for gathering information in this research. First, we watched the movie Luck (2022) several times. In order to fully comprehend the plot, character growth, and contextual subtleties in the movie, this stage was crucial. The researcher was able to catch nuanced features, emotional expressions, and implicit meanings that might not be seen in a single viewing by watching the movie several times. Second, the researcher identified pertinent language and scenes that exemplify independence values. At this point, the main character's choices, actions, and interactions that show elements of independence, accountability, resiliency, and self-discovery received special emphasis. To guarantee that only information pertinent to the research subject was included, the chosen scenes and discussions were meticulously noted and recorded. Third, types of independence values were created from the gathered data. Using the conceptual framework of independence as a guide, the identified situations and discussions were categorized into theme groups. The researcher was able to methodically examine trends and connections between various facets of independence as depicted in the movie by classifying the data. In addition to improving the analysis's clarity, this methodical technique facilitates a deeper understanding of how independence ideals are created and portrayed through character development.

The research instrument, a tool used to gather data in this study, was a documentation method such as dialogue, movie scenes, and script analysis because it allows for a thorough and organized look at how people talk in a particular situation. This study looked at the words spoken by the main character in "Luck Movie". These dialogues were written down and sorted to find examples of breaking the cooperative communication rules, as outlined by Grice. The process of

gathering data entails a number of phases, including viewing the movie numerous times to have a thorough comprehension, recognizing pertinent speech and scenes that exemplify independence values, and categorizing the data into several independence categories.

Additional information was taken from the movie script to make sure the analysis was accurate and consistent. This involved carefully listening, reading, and matching the spoken words with the script to understand subtle expressions and meanings. The documentation method was selected because it allows for a thorough and organized look at how people talk in a particular situation. This study looked at the words spoken by the main character in “Luck Movie”. To analyze the data, we first watched and understood the film. After that, the researcher noted the scenes, dialogues, or behavior of the characters that showed the nature of independence. Then, we collected the data and transcribed the relevant parts of the film using a table or worksheet to record and identify the category of independence values, analyze and interpret, and finally, the researcher drew conclusions from the findings in the film.

FINDINGS AND DISCUSSION

This section contains strong representations of independence through the actions and development of the main character, Sam Greenfield. The researcher divides it into four categories: personal traits, responsibility, resilience, and self-discovery.

TABLE 1 Independence Values

No	Independence Values	Action
1	Personal Traits	<ul style="list-style-type: none"> a. “Sam keeps trying to make his own life, even though he's always facing bad luck. He keeps working, searching for a place to stay, and striving to live on his own, even though things are really hard for him.” b. “Sam helped Hazel, a young girl from an orphanage, even though his own life was very hard.” c. “Even though he had bad luck, Sam still thought he could find a solution by trying.”
2	Responsibility	<ul style="list-style-type: none"> a. “After leaving the orphanage, he takes charge of his own life. He finds work and manages his daily life on his own, without relying on others.” b. “Sam feels it's his job to help Hazel find happiness and a family, even though it's not officially his responsibility.” c. “When Sam's actions created a mess in the world of Luck, he didn't try to escape the problem but decided to solve it instead.”
3	Resilience	<ul style="list-style-type: none"> a. “He kept getting up even though he was always unlucky. His bad luck never made him give up, even when he missed chances or messed up his plans.” b. “Sam changes things when he gets confused in the world of Luck and keeps searching for answers.” c. “He never stopped trying, even after he failed many times. For example, when his idea to get a lucky penny didn't work, he kept looking for a different way to make it happen.”

- 4 Self discovery
- a. "Sam revealed that he always felt inadequate because of his own bad luck. Bob responded by saying that luck isn't the only thing that determines a person's life - sometimes character and personal choices are far more important."
 - b. "Sam tells Bob that he doesn't care about his own luck— what matters is that Hazel finds happiness. Bob says that Sam's actions reveal a strength within him that he hadn't previously realized."
 - c. "Dragon explains that bad luck also serves an important purpose - it helps creatures learn resilience and how to bounce back. Sam finally understands that he is not broken or deficient, but special because of his experiences."
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The results show that independence in Luck is depicted as a dynamic process requiring accountability, resiliency, and self-discovery rather than just as self-reliance. Despite her ongoing misfortune, Sam's character exhibits independence via relentless efforts to overcome hardship. In terms of personal traits, Sam demonstrates initiative in her personal qualities by consistently working to better her life without depending on other people. Instead of passive acquiescence, this shows proactive independence. In terms of responsibility, Sam's behaviour toward Hazel shows that moral accountability is a necessary component of independence. In addition to making decisions on her own, she also accepts the results of those choices. In the aspect of resilience, the movie highlights the tight relationship between independence and persistence. Sam's repeated failures do not discourage her; instead, they strengthen her determination. Finally, self-discovery emphasizes how internal development leads to independence. Sam understands that her worth is based on her decisions and deeds rather than chance. This suggests that independence is both an inward realization and an external behaviour. The discussion is based on the findings of the study, which emphasizes independence as a core moral value that shapes strong and responsible individuals. The film demonstrates that true independence involves both freedom and responsibility. The results of the literature review above drew some discussion. of self-reliance and initiative, decision-making and responsibility, courage and resilience, and personal growth and self-discovery. The study's discussion, which highlights independence as a fundamental moral principle that supports the growth of resilient and accountable people, serves as the foundation for its discussion. The 2022 movie Luck serves as an example of how true independence includes both individual freedom and accountability for choices and actions. Four essential aspects of independence are found in the analysis: personal traits, responsibility, resilience, and self-discovery.

The value of independence is seen through Sam's character, who, since childhood, has been accustomed to facing his own difficulties because his life has always been faced with disaster (Cahyani & Hasbi, 2024). Rather than relying on others, Sam tries to find a way out when he wants to help Hazel find a foster family. His decision to follow Bob to the Land of Luck shows a proactive action, reflecting a high spirit of initiative. Although Sam does not have special abilities or luck, he still works hard and perseveres to achieve his goals. This film shows that independence does not always come from a perfect situation, but from a person's willingness to act, seek opportunities, and take steps despite many limitations. The initiative shown by Sam explains that the values of independence come from a person's ability to initiate action without waiting for help from others.

This aligns with Kleman's (2017) statement, which describes *explaining the role of character development in the evaluation of morally ambiguous characters in entertainment media*. Throughout the story, Sam has to make some big choices that affect both himself and other people. One example is when he decides to put his own safety in danger to fix the Bad Luck Stone, even though he knows it might make his situation worse (Sarah et al., 2025).

This choice shows how much he cares about Hazel, who is the main reason Sam is trying to change his bad luck. By taking responsibility for what he does, the film shows that being independent isn't just about making your own decisions. It's also about being ready to face the risks and results of those decisions. The movie reminds us that truly independent people think about how their actions affect others and are ready to take on the moral duty that comes with them.

The explanation above is similar to Connor Sabrin's (2015), which *describes how films shape the audience's morals through the actions of the characters, including the decisions made in the story*. This is very relevant to discussing how Sam makes decisions, takes responsibility, and learns from the consequences of his actions. Additionally, Sam's willingness to take chances and accept the repercussions of her actions demonstrates the dimension of decision-making and responsibility. For instance, her decision to endanger herself in order to fix the Bad Luck Stone highlights not only her autonomy but also her moral accountability (Khalish & Hanami, 2025). This illustrates that being independent involves more than just making decisions for oneself; it also entails knowing how those decisions will affect other people and being ready to deal with the fallout. This perspective aligns with the view that films can shape moral understanding through character actions and narrative consequences, as suggested by previous studies. In addition, the value of courage and resilience is strongly portrayed through Sam's persistence in facing repeated failures.

The value of independence is also shown through Sam's courage and resilience as he faces uncertain situations in the Land of Luck. Sam's bravery doesn't come from being physically strong or being lucky, but from his strong will to keep those he cares about safe. Even when his actions accidentally break the world's luck system, Sam shows resilience by finding a way to fix it. His resilience is clear when he keeps getting back up after many failures. This shows that resilience is a big part of independence because resilient people don't give up easily when things get hard, and they learn from their mistakes to move forward. The movie Luck shows that courage and resilience aren't just feelings; they're important parts of becoming independent.

The discussion above is consistent with (Fan, 2024) which describes that *A person's independence comes from how they deal with challenges in life*. Sam's character demonstrates the need of self-reliance; she has been used to overcoming obstacles on her own since childhood as a result of her constant exposure to tragedy. Sam constantly shows initiative rather than relying on others, especially when it comes to helping Hazel locate a foster family. Her choice to accompany Bob to the Land of Luck is an example of proactive conduct, showing that independence results from a person's readiness to take action in spite of obstacles.

Sam's journey is all about learning more about himself and growing as a person. At first, he feels like he's always unlucky and doesn't have any real values. But as he goes through different experiences in the Land of Luck, he starts to see that being lucky isn't what makes someone worthwhile (Nuur Adila Kumala Dewi, Indri Kustantinah, 2023). Instead, it's the decisions he makes, how hard he tries, and how he handles challenges that really define who he is. By talking and working with Bob, Hazel, and Dragon, Sam gains a new understanding. He learns that even bad things can help shape who he becomes. Through all this, Sam grows in important ways. He finally accepts himself for who he is and realizes he has a special power he didn't know about—the ability to bring about good changes without needing luck. The movie Luck shows that finding out

who you are is a journey that helps you become more independent by understanding your own abilities and how you fit into the world.

It is related to Kleeman's (2017), which describes *how a person's character develops through an internal process, such as learning, reflecting, and experiencing change*. This is consistent with Sam's understanding of freedom, discovering his identity, and growing into a stronger person. Significantly, this result builds on earlier research by showing that independence is a developmental process impacted by experience and personal development in addition to being a moral value. This study especially emphasizes independence as a key narrative engine that affects the story's development and character transformation, in contrast to earlier research that mostly concentrates on broad moral principles. Additionally, since Sam's motivation and actions are shaped by her interpretation of her experiences rather than by outside variables like chance, the results validate the Cognitive Evaluation Theory. This suggests that meaningful involvement with obstacles fosters independence, supporting the notion that human behaviour and identity are significantly shaped by personal interpretation.

CONCLUSION

The analysis of "Luck" shows that the movie shows a deep look at what independence means through the character of Sam. Her story shows that independence is not just about doing things on your own, but it is made up of many things, like taking charge of your own life, making smart choices, being strong emotionally, having courage, and knowing yourself. The film shows that Sam keeps trying to improve her life even though she faces a lot of hardship from a young age. This shows she is very self-reliant and takes action without waiting for luck or help from others. Sam is also ready to make tough decisions and face the results, which shows that independence and being responsible are connected. She makes choices that care about others, especially Hazel, proving that independent people care about more than just themselves.

The film also shows that courage and staying strong are important parts of being independent. Even when things keep going wrong, Sam keeps pushing forward, showing that strength isn't something you're born with—it grows through hardship. The story also shows that real independence comes from growing and learning about yourself. Sam's time in the Land of Luck helps her understand her own worth, and she learns that bad things don't define who she is. Instead, it's her choices and how she deals with challenges that shape her. Through this, the movie suggests that independence is about knowing your own potential, accepting who you are, and building inner strength. In the end, "Luck" teaches that independence is built through making thoughtful choices, being responsible, being emotionally strong, and knowing yourself. These ideas not only help Sam grow but also show how people can build their own independence in their everyday lives.

There are significant ramifications for education and literature from this study. It highlights, in theory (broadens comprehension of independence as a fundamental ethical principle in film studies), how animated films can serve as valuable resources for exploring ethical concepts and character evolution in literary studies, educationally (backs the utilization of animated films as resources for teaching character education), as effective instructional aids in classrooms to foster students' autonomy, practically (motivates teachers to incorporate film analysis into education to enhance critical thinking and ethical growth).

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