



Character Education Values In The “Upin & Ipin: Keris Siamang Tunggal” Film and Their Relevance to 21st-Century Character Competencies

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Abstract: Animated films can function as educational media for developing children’s character because moral values are conveyed through engaging narratives, characters, and conflicts. This study aimed to analyze the character education values and moral messages represented in *Upin & Ipin: Keris Siamang Tunggal* (2019) and examine their relevance to children’s character development in 21st-century education. A qualitative descriptive content analysis was employed. Data were obtained through repeated observation, documentation, and note-taking of dialogues, character behaviors, visual representations, and narrative events. Data were analyzed through data reduction, data display, and conclusion drawing using thematic categorization. The analysis identified six dominant character education values: hard work, curiosity, friendship, peace-loving attitudes, social care, and courage. The film also conveys moral messages concerning cultural preservation, cooperation and helping others, courage and perseverance, forgiveness and compassion, and humility and kindness. These findings indicate that the film has potential as an educational resource for character education in family and elementary school settings.

Abstrak: Film animasi dapat berfungsi sebagai media edukatif untuk mengembangkan karakter anak karena nilai-nilai moral disampaikan melalui narasi, tokoh, dan konflik yang menarik. Penelitian ini bertujuan menganalisis nilai pendidikan karakter dan pesan moral yang direpresentasikan dalam film *Upin & Ipin: Keris Siamang Tunggal* (2019) serta mengkaji relevansinya terhadap perkembangan karakter anak dalam konteks pendidikan abad ke-21. Penelitian menggunakan analisis isi deskriptif kualitatif. Data diperoleh melalui observasi berulang, dokumentasi, dan pencatatan dialog, perilaku tokoh, representasi visual, serta peristiwa naratif dalam film. Data dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan dengan kategorisasi tematik. Hasil analisis mengidentifikasi enam nilai pendidikan karakter dominan, yaitu kerja keras, rasa ingin tahu, persahabatan, cinta damai, kepedulian sosial, dan keberanian. Film juga memuat pesan moral tentang pelestarian budaya, kerja sama dan saling menolong, keberanian dan ketekunan, pemaafan dan kasih sayang, serta kerendahan hati dan kebaikan. Temuan menunjukkan bahwa film berpotensi menjadi sumber edukatif untuk pendidikan karakter di keluarga dan sekolah dasar.

A. Introduction

Character education has become an important dimension of contemporary elementary education because schools are expected not only to develop academic knowledge but also to foster moral dispositions, social responsibility, and positive behavior. Educational media can therefore provide opportunities to introduce and reinforce character values through situations that are concrete, engaging, and relevant to children's experiences. Animated films are particularly promising because they combine visual narratives, dialogue, characterization, conflict, and resolution to communicate moral meanings in accessible forms. Syamsi & Khamim (2022) further emphasize that animated films can facilitate character formation because values presented through characters and storylines can be understood and imitated by children. In this perspective, media selection is important because children may engage more deeply with narratives that reflect familiar cultural identities, social relationships, and everyday moral situations. Culturally relevant media can also help teachers connect abstract character concepts with observable behaviors and concrete narrative examples (Wardhani et al., 2022).

The relevance of character education has become increasingly important in 21st-century education. Contemporary learning requires students to develop not only knowledge but also competencies that support participation in complex social environments, including critical thinking, collaboration, communication, creativity, adaptability, and social awareness (Quratul 'Aini et al., 2024; Kemendikbudristek, 2021; Azis & Tamimi, 2025). Accordingly, character education should be connected with broader 21st-century competencies. Media that present culturally meaningful situations may provide useful resources for linking moral learning with children's social and cultural experiences. Values such as perseverance, empathy, responsibility, respect, courage, and willingness to cooperate can provide a behavioral foundation for applying cognitive and social competencies meaningfully. Therefore, educational resources that simultaneously represent moral values and culturally grounded social situations deserve greater scholarly attention, particularly in elementary education where children are developing fundamental patterns of social interaction and moral reasoning.

Animated films therefore offer more than entertainment. Their narratives can function as cultural texts through which children encounter representations of relationships, social norms, conflict resolution, cooperation, responsibility, and respect. However, much existing research has focused on internationally popular Western productions, including *Frozen* and *Moana*, and has generally examined moral or ethical values in broad terms. Research on local and regional animated productions remains comparatively limited, particularly concerning the relationship between culturally embedded character values and contemporary educational competencies. Examining Southeast Asian animated films can therefore broaden research on culturally responsive character education by providing perspectives rooted in cultural contexts that may be more familiar to children in the region. Such analysis is also relevant to efforts to develop educational media that connect character

formation with local cultural identity rather than relying predominantly on externally produced narratives (Vaidya & Osman, 2024; Zhang et al., 2020; Pratama, 2025).

One relevant example is *Upin & Ipin: Keris Siamang Tunggal* (2019), produced by Les' Copaque and widely known among children in Indonesia and Malaysia. The film presents a fantasy adventure involving challenges, conflicts, cooperation, and interpersonal relationships within a culturally recognizable Southeast Asian setting, making it suitable for examining culturally situated character representations. Previous research has indicated that the *Upin & Ipin* narrative contains values related to courage, cooperation, responsibility, cultural appreciation, and social awareness. Nafisah (2023), for example, reported values supporting children's social development, while Putri et al (2021) & Cahyaningrum et al (2022) identified honesty, religious attitudes, and social care in the *Upin & Ipin* series. These findings demonstrate the educational potential of the franchise but also indicate the need for a focused analysis of character values and moral messages embedded specifically in *Keris Siamang Tunggal*. The feature film provides a distinct narrative context that combines fantasy, cultural representation, interpersonal relationships, and moral conflicts (Zhayoga et al., 2020; Arsyad et al., 2021).

The present study addresses this need by treating the film as a cultural and educational text rather than merely as entertainment. Character education values are examined through dialogues, character behaviors, visual scenes, and narrative events, while moral messages are identified from recurring situations and interactions. The study uses qualitative descriptive content analysis because the research seeks to interpret meanings, symbols, and behavioral representations rather than measure the effects of the film on students. This approach enables the researchers to identify recurring patterns, classify character values, and interpret moral messages represented throughout the narrative. The analytical focus is therefore placed on the values and messages represented in the film and their potential relevance to children's character development. This methodological orientation is consistent with the study's purpose of understanding educational meanings embedded within a media text.

The research gap lies in three areas. First, studies of animated films have tended to emphasize general moral values, while comparatively limited attention has been given to regional animated films as culturally grounded resources for character education. Second, previous research on *Upin & Ipin* has identified individual moral or character values, but relatively little attention has been directed toward systematically identifying dominant character education values in *Keris Siamang Tunggal*. Third, studies have rarely examined character education values and moral messages simultaneously and interpreted their relevance within a 21st-century character competency framework. Thus, an integrated analysis connecting culturally embedded character representations with contemporary educational perspectives is still needed.

The novelty of this study lies in integrating three analytical dimensions within one framework: the identification of dominant character education values, the interpretation of moral messages, and their relevance to 21st-century character competencies. Rather than

claiming that the film directly improves students' competencies, this study examines its potential as a culturally contextualized educational resource. The analysis contributes an understanding of how a Southeast Asian animated film represents values such as hard work, curiosity, friendship, peace-loving attitudes, social care, and courage through relatable narrative situations. It also highlights moral messages concerning cooperation, forgiveness, cultural preservation, and helping others, extending previous descriptive analyses toward a contemporary character-education perspective. These six character values are consistent with the categories ultimately identified through the study's coding process.

Based on this research gap and novelty, the study addresses two research questions: (1) What character education values are represented in the film *Upin & Ipin: Keris Siamang Tunggal* (2019)? and (2) What moral messages are conveyed through the film? Accordingly, this study aims to analyze the character education values represented in the film and examine the moral messages embedded in its dialogues, character behaviors, and narrative events, particularly in relation to children's character development and 21st-century education. These objectives are aligned with the research questions stated in the revised manuscript.

B. Method

This study employed a qualitative descriptive content analysis to examine character education values and moral messages represented in *Upin & Ipin: Keris Siamang Tunggal* (2019), an animated film produced by Les' Copaque. A qualitative approach was considered appropriate because the study focused on interpreting meanings, behaviors, interactions, and moral representations embedded within a narrative media text. Rather than measuring the effectiveness of the film on students' character development, the study examined the values and messages represented through the film's storyline, characters, dialogues, and relevant scenes.

The object of research was the animated film *Upin & Ipin: Keris Siamang Tunggal* (2019), with a duration of approximately 100 minutes. The unit of analysis consisted of dialogue, character behavior, visual scenes, and narrative events that represented character education values or conveyed identifiable moral messages. A scene or narrative episode was considered relevant when it contained an observable action, statement, interaction, conflict, response, or resolution that could be interpreted as representing one or more-character values or moral messages.

The initial analytical framework consisted of six-character education indicators: hard work, curiosity, friendship, peace-loving attitudes, social care, and courage. These categories were derived from the research focus and supporting literature and were used as initial coding categories. Moral messages were subsequently identified inductively from recurring meanings emerging across relevant scenes and interactions. This distinction was maintained to differentiate between character values represented through behaviors and broader moral lessons conveyed by the narrative.

The study used primary and secondary data. The primary data consisted of scenes, dialogues, character actions, interactions, and narrative events obtained directly from repeated observation of the film. The secondary data consisted of books, scholarly articles, and previous studies related to character education, animated films, moral values, children's media, and 21st-century education. Secondary sources were used to provide conceptual support for interpreting the findings rather than as substitutes for the primary film data.

Data was collected through repeated observation, documentation, and systematic note-taking. First, the researchers watched the film to obtain an overall understanding of its storyline, characters, conflicts, and major events. The film was then rewatched to identify scenes potentially related to the research focus. During subsequent observations, relevant dialogues, character behaviors, visual situations, and narrative events were documented and recorded according to their scene or narrative context.

Each relevant data segment was subsequently assigned to an initial character-value category when evidence indicated a correspondence with the predefined indicators. The researchers also recorded the contextual meaning of each scene to avoid interpreting isolated statements without considering the surrounding narrative. After the initial categorization, the recorded data were reviewed repeatedly to identify recurring patterns and to distinguish character education values from broader moral messages.

Data analysis followed the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. During data reduction, irrelevant scenes and information were excluded, while dialogue, actions, and narrative events relevant to the research questions were retained. The data retained was then coded according to the initial character-value indicators and examined for emerging moral messages.

During data display, the coded findings were organized into thematic categories and descriptive tables containing the identified value or moral message, supporting scene or dialogue, character behavior, and interpretation. The researchers then compared data across scenes to identify recurring patterns and determine the dominant character education values represented throughout the film.

In the conclusion-drawing stage, recurring patterns were interpreted in relation to character education and 21st-century educational perspectives. The interpretation considered not only individual statements but also the relationship between characters, actions, conflicts, and narrative resolutions. The final categories were established after repeated examination of the coded data to ensure that the interpretations were supported by observable evidence from the film.

To strengthen the trustworthiness of the analysis, the researchers conducted repeated review of the coded data and comparison with relevant scholarly literature. Scenes categorized under a particular character value were reexamined to determine whether the interpretation was supported by the character's observable behavior, dialogue, or narrative context. Ambiguous data were reconsidered in relation to the surrounding scene and storyline before being included in the final thematic categories. Supporting literature was

also used to compare and contextualize the interpretations. This procedure was intended to minimize subjective interpretation and maintain consistency between the research questions, coding categories, empirical evidence, and conclusions.

The overall research procedure consisted of five interconnected stages: (1) identification of the research problem and literature review, (2) repeated observation of the film, (3) identification and coding of relevant data, (4) classification and thematic interpretation, and (5) conclusion drawing. The procedure ensured that the findings were derived systematically from the film rather than from general assumptions about character education. The research flow is presented in Figure 1.

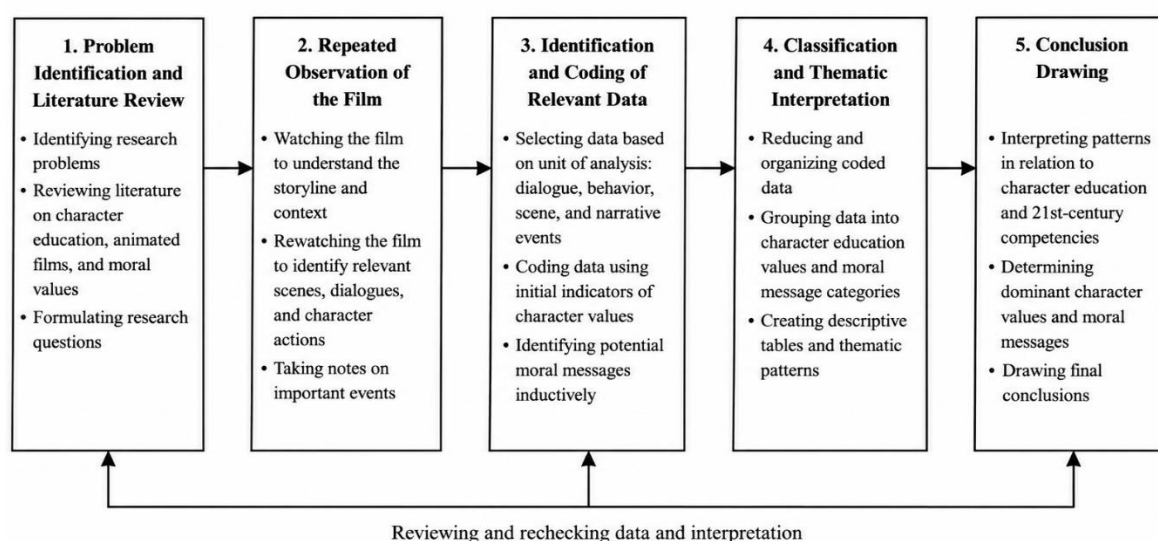


Figure 1. Research Flow of the Character Education Content Analysis

C. Result

The analysis identified several character education values represented throughout the film *Upin & Ipin: Keris Siamang Tunggal* (2019). Based on the coding and categorization process, six dominant values were found: hard work, curiosity, friendship, peace-loving attitudes, social care, and courage (Nurmala et al., 2024; Lestari & Hs, 2022; Muhammadiyah et al., 2023).

The Value of Hard Work

Hard work was identified as one of the dominant character values represented in the film. This value is reflected through the characters' persistence, determination, and willingness to continue their efforts despite various obstacles encountered throughout the storyline.



Figure 2. Hard Work Value in Upin & Ipin: Keris Siamang Tunggal (2019)

Hard work is reflected through the characters' persistence and determination in facing challenges and achieving their goals (Rahmawati, 2022; Maghfiroh, 2024). Examples of this value found in the film are presented in Table 1.

Table 1. The Value of Hard Work

Scene/Data Excerpt	Code	Category	Character Value
Upin and Ipin ran after Atok Dalang's Rembo chicken.	Chasing the chicken	Persistence in action	Hard work as a character education value
Upin: "Rembo!!!"	Calling repeatedly	Strong determination	Hard work and perseverance
Upin: "Tunggu Rembo!!!!"	Trying not to give up	Persistence in achieving goals	Hard work in difficult situations
Ipin: "Cepat, Upin cepat!!!!"	Encouraging each other	Cooperation and motivation	Spirit of struggle
Upin: "Jage kau"	Confidence to keep trying	Fighting spirit	Never giving up attitude
Ipin managed to catch Rembo and Upin got his slippers back.	Success after effort	Result of persistence	Hard work leads to achievement

Table 1 shows that hard work is reflected through the persistence and determination demonstrated by Upin and Ipin in achieving their goals despite various challenges. Similar expressions of hard work are also found in other scenes throughout the film, as presented in Table 2.

Table 2. The value of hard work

Scene/Data Excerpt	Code	Category	Character Value
Belalang: "Nakhoda Ragam mesti ada di sini, mari!"	Encouraging others to continue searching	Persistence in achieving goals	Hard Work
Ipin: "Jom lah"	Willingness to continue the journey	Participation in collective effort	Hard Work

Scene/Data Excerpt	Code	Category	Character Value
Fizi: "Hahh... Buat ape?"	Expressing fatigue and doubt	Challenges during the process	Hard Work
Mail: "Jalan lagi, ikut je lah"	Motivating the group to keep moving	Perseverance despite obstacles	Hard Work
They walked together looking for Nakhoda Ragam	Continuing the search effort	Consistent effort and determination	Hard Work

The findings indicate that hard work is consistently portrayed through the characters' perseverance, determination, and willingness to overcome challenges. Besides hard work, the film also highlights curiosity as an important character value, which is reflected in the characters' efforts to seek information and understand new experiences.

Curiosity Value

Curiosity is reflected in the characters' desire to seek new information, ask questions, and explore unfamiliar situations. In the film, this value appears through various interactions that encourage learning and discovery, as presented in Figure 3.



Figure 3. Curiosity Value in Upin & Ipin: Keris Siamang Tunggal (2019)

Curiosity is reflected in the characters' desire to seek information, explore new situations, and understand unfamiliar experiences (Chen et al., 2025). Several scenes in *Upin & Ipin: Keris Siamang Tunggal* (2019) demonstrate this value, as presented in Table 3.

Table 3. Curiosity value

Scene/Data Excerpt	Code	Category	Character Value
Upin: "Dari mana Atuk dapat semua ini?"	Asking questions	Information seeking behavior	Curiosity
Upin and Ipin pay attention to Atuk's explanation about the keris heritage	Exploring new knowledge	Interest in historical objects	Curiosity
Atuk explains that the keris is an ancestral inheritance	Responding to curiosity	Learning through interaction	Curiosity
Upin and Ipin continue listening enthusiastically to Atuk's story	Active engagement	Desire to understand new things	Curiosity

The findings in Table 3 show that curiosity is reflected through the characters' efforts to ask questions, explore their surroundings, and seek explanations for unfamiliar situations. In addition to curiosity, the film also portrays friendship as an important character value, which is demonstrated through cooperation, mutual support, and positive social interactions among the characters, as presented in Table 4.

Table 4. Curiosity Value

Scene/Data Excerpt	Code	Category	Character Value
Upin: "Apakah benda itu?"	Asking about an unfamiliar object	Seeking new information	Curiosity
Upin points at the split stone	Observing strange phenomena	Attention toward unfamiliar events	Curiosity
Mat Jenin explains the legend of the stone	Receiving explanatory information	Learning through interaction	Curiosity
The children react to the mysterious stone phenomenon	Interest in mysterious situations	Exploration of unknown experiences	Curiosity

The findings in Table 4 further illustrate that curiosity is demonstrated through the characters' active inquiry into unfamiliar objects and phenomena. By asking questions, observing their surroundings, and engaging with explanations provided by other characters, Upin and Ipin display sustained curiosity as an active and exploratory process.

The Value of Friendship

Friendship is demonstrated through the characters' cooperation, loyalty, and mutual support. Examples of this value identified in the film are presented in Table 5.



Figure 4. Friendship Value in *Upin & Ipin: Keris Siamang Tunggal* (2019)

Friendship is reflected through the characters' cooperation, communication, and mutual support in various situations (Adhiningsih & Rokhmaniyah, 2024). Several scenes in *Upin & Ipin: Keris Siamang Tunggal* (2019) demonstrate this value, as presented in Table 5.

Table 5. The Value of Friendship

Scene/Data Excerpt	Code	Category	Character Value
Fizi: "Tak habis kemas lagi? Kata nak main"	Showing concern for group activity	Social interaction among friends	Friendship
Upin: "Tolonglah kemas sama sama"	Inviting friends to help together	Cooperation and teamwork	Friendship
Mei-Mei: "Ya, cepat kemas, boleh cepat pergi main"	Encouraging collaborative work	Mutual support in completing tasks	Friendship
Susanti: "Boleh, boleh"	Agreeing to participate	Positive response to cooperation	Friendship
Upin, Ipin, and friends clean the warehouse together	Working together	Collective responsibility and solidarity	Friendship

The findings in Table 5 indicate that friendship is reflected through cooperation, mutual support, effective communication, and caring relationships among the characters. These interactions demonstrate the importance of building positive social relationships and working together to overcome challenges.

In addition to friendship, the film also portrays peace-loving attitudes through behaviors that promote harmony, respect, and conflict resolution. Examples of this character value identified in the film are presented in Table 7.

Table 6. The Value of Friendship

Scene/Data Excerpt	Code	Category	Character Value
Ipin: "Tapi nanti kawan-kawan akan....."	Worrying about friends' safety	Emotional concern for others	Friendship
Upin: "Apa-apapun kita mesti selamatkan mereka"	Intention to rescue friends	Sense of responsibility toward friends	Friendship
Ipin: "Betul, betul, betul"	Supporting group decision	Mutual agreement and solidarity	Friendship
Belalang: "Jangan takut. Aku sahabat kau berdua, aku akan tolong"	Offering help as a friend	Loyalty and social support	Friendship
"Sama-sama kita kalahkan Raja Bersiong"	Inviting teamwork against danger	Cooperation to achieve common goals	Friendship

The findings in Table 6 further demonstrate that friendship is reflected through the characters' cooperative spirit, mutual concern, and willingness to support one another in difficult situations, including facing challenges and taking collective action to protect their companions.

The Value of Loving Peace

Peace-loving attitudes are reflected through behaviors that promote harmony, respect, tolerance, and peaceful conflict resolution among individuals. Several scenes in *Upin & Ipin: Keris Siamang Tunggal* (2019) demonstrate this character value, as presented in Table 6.



Figure 5. Representation of Peace-Loving Attitudes in *Upin & Ipin: Keris Siamang Tunggal* (2019)

Peace-loving attitudes refer to behaviors that promote harmony, safety, and mutual respect in social interactions (Rosyada, 2023). In *Upin & Ipin: Keris Siamang Tunggal* (2019), this value is reflected in several scenes where the characters resolve conflicts peacefully and maintain harmonious relationships with others, as presented in Table 7.

Table 7. The Value of Loving Peace

Scene/Data Excerpt	Code	Category	Character Value
Ipin: "Walau Kak Ros marah sekali pun, dia tetap sayang kami."	Expressing affection despite conflict	Maintaining family harmony	Love of Peace
Upin: "Kalau kami buat salah, dia mesti maafkan sebab dia kakak."	Emphasizing forgiveness in family relationships	Reconciliation and understanding	Love of Peace
Ipin embraces Upin	Showing emotional support	Strengthening peaceful relationships	Love of Peace
Bawang Merah: "Kakak mesti maafkan adik."	Willingness to forgive	Conflict resolution through forgiveness	Love of Peace
Bawang Merah: "Merah maafkan Putih"	Declaring forgiveness openly	Restoring family unity	Love of Peace

Table 7 shows that peace-loving attitudes are demonstrated through respect, harmony, and peaceful conflict resolution among the characters. These behaviors emphasize the importance of maintaining positive and respectful social relationships.

The Value of Social Care

Social care is reflected through the characters' willingness to help others, show empathy, and provide support to those in need. Several scenes in *Upin & Ipin: Keris Siamang Tunggal* (2019) demonstrate this value, as presented in Table 8.



Figure 6. Social Care Value in *Upin & Ipin: Keris Siamang Tunggal* (2019)

Social care refers to the willingness to help others and show concern for those in need (Handri & Nuraeni, 2024; Fitriani & Rusman, 2024). In *Upin & Ipin: Keris Siamang Tunggal* (2019), this value appears most frequently and is reflected in various scenes showing empathy, helping behavior, and concern for others, as presented in Table 8.

Table 8. The Value of Social Care

Scene/Data Excerpt	Code	Category	Character Value
Upin: "Bersepanya!!"	Noticing untidy surroundings	Awareness of environmental condition	Social Care
Ipin: "Macam bilik kita"	Recognizing shared responsibility	Reflection on personal behavior	Social Care
Atuk: "Atuk ajak tolong kemas"	Requesting help to clean	Encouraging helping behavior	Social Care
Upin dan Ipin: "Siap"	Willingness to help immediately	Positive response to helping others	Social Care
Upin and Ipin help clean the warehouse	Participating in cooperative action	Caring through concrete assistance	Social Care

The findings in Table 8 indicate that social care is reflected through the characters' empathy, willingness to help others, and concern for the well-being of those around them. These behaviors highlight the importance of fostering compassion and social responsibility in everyday life.

In addition to character education values, the film also conveys several moral messages that can serve as important lessons for children. These moral messages identified in the film are summarized in Table 9.

Table 9. The Value of Social Care

Scene/Data Excerpt	Code	Category	Character Value
Ehsan: "Tolongggggg!"	Asking for help	Expression of need and emergency	Social Care
Jarjit, Upin, and Mei-Mei ran to help Ehsan	Responding quickly to help a friend	Empathy and helping behavior	Social Care
Mei-Mei fell while running	Facing difficulty during helping process	Shared struggle in social interaction	Social Care
Upin: "Mei-mei" and helps her get up	Caring for a friend in trouble	Concern and support for others	Social Care
Friends help each other during danger	Mutual assistance in difficult situations	Cooperative social responsibility	Social Care

The findings in Table 9 indicate that *Upin & Ipin: Keris Siamang Tunggal* conveys various moral messages that are relevant to children's character development. These messages emphasize the importance of cooperation, helping others, courage, forgiveness, and respect for cultural values. Through the characters' experiences and interactions, the film provides meaningful lessons that can support the development of positive attitudes and behaviors in everyday life.

The findings indicate that *Upin & Ipin: Keris Siamang Tunggal* (2019) conveys several moral messages that are relevant to children's character development. These messages include the importance of preserving culture and history, courage and perseverance in facing challenges, cooperation and helping others, forgiveness and compassion, as well as humility and kindness. Through the characters' experiences and interactions, the film presents meaningful lessons that encourage positive attitudes and behaviors in everyday life. These moral messages complement the character education values identified in the film and strengthen its potential as an educational medium for children.

Table 10. Summary of Character Values and Moral Messages

No	Character Education Values / Moral Messages	Description of Findings	Representative Scenes
1	Hard Work	The characters demonstrate persistence, discipline, and determination in facing challenges and completing goals without giving up easily.	Duck Cage Scene, Megah Harbor 1, Inderaloka Kingdom 5
2	Curiosity	Characters actively seek answers, explore unfamiliar situations, and show strong interest in discovering new things.	Atuk's Warehouse, Inderaloka Forest 1, Pak Belalang's House, Megah Harbor 2, Angan Makanda Island

No	Character Education Values / Moral Messages	Description of Findings	Representative Scenes
3	Friendship / Cooperation	The film emphasizes teamwork, solidarity, communication, and helping one another to overcome obstacles together.	Atuk's Warehouse, Megah Harbor 3, Inderaloka Waters, Inderaloka Kingdom 5
4	Peace-Loving Attitude	The story highlights forgiveness, reconciliation, and harmonious relationships among family members and friends.	Smoked Banana Stall 1, Inderaloka Kingdom Prison 1
5	Social Care	Characters display empathy, concern, and willingness to assist others who are experiencing difficulties.	Atuk's Warehouse 1, Inderaloka Forest 1, Pak Belalang's House, Smoked Banana Stall 1, Inderaloka Waters
6	Courage	The characters bravely confront danger and defend their friends despite fear and uncertainty.	Inderaloka Kingdom, Inderaloka Kingdom 5
7	Importance of Preserving Culture and History	The film teaches children to appreciate ancestral heritage, traditional culture, and historical values as part of national identity.	Atuk Dalang's Warehouse Scene
8	Cooperation and Mutual Help	Success is achieved through collective effort and mutual assistance rather than individual action.	Atuk Dalang's Warehouse Scene
9	Forgiveness and Compassion	The film conveys moral lessons about forgiving others sincerely and maintaining family affection despite conflict.	Mak Deruma and Tanggang Scene
10	Humility and Kindness	Characters demonstrate sincerity, kindness, and willingness to forgive despite being hurt by others.	Angan Makanda Island Scene
11	Educational Implication	The animated film can function as an effective educational medium for strengthening children's character education in the 21st century.	Overall narrative and character interactions through

D. Discussion

The findings demonstrate that *Upin & Ipin: Keris Siamang Tunggal* (2019) represents character education through a combination of individual dispositions, interpersonal relationships, prosocial actions, and responses to challenges. Six dominant character education values were identified, namely hard work, curiosity, friendship, peace-loving attitudes, social care, and courage. In addition, the film conveys broader moral messages concerning cultural preservation, cooperation and mutual help, courage and perseverance, forgiveness and compassion, and humility and kindness. These findings indicate that character education in the film is not presented through explicit moral instruction alone but is embedded within characters' actions, interactions, conflicts, and narrative resolutions.

This finding is consistent with previous studies suggesting that animated films can provide meaningful contexts for children to encounter and interpret moral values through relatable characters and situations (Islammiyati, 2022; Wardani, 2021; Rahayu, 2020).

The representation of hard work is primarily constructed through persistence, determination, and continued effort when characters encounter obstacles. Rather than portraying achievement as an immediate outcome, the film repeatedly places the characters in situations that require them to continue acting despite difficulties. This representation is pedagogically meaningful because children are exposed to the idea that achieving a goal involves sustained effort rather than instant success. In this sense, the value of hard work is closely connected with perseverance and resilience. The finding complements previous research emphasizing the importance of character development through behavioral examples that children can observe and discuss (Islammiyati, 2022; Wardani, 2021). However, the contribution of the present study lies in demonstrating how this value is constructed narratively through repeated challenges and the characters' responses to those challenges rather than merely identifying the presence of the value.

The finding of curiosity further demonstrates that the film positions children as active seekers of knowledge. The characters ask questions, observe unfamiliar objects and situations, listen to explanations, and attempt to understand phenomena that they encounter. Curiosity is therefore represented not simply as a personality trait but as a sequence of behaviors involving questioning, observation, information seeking, and engagement with new experiences. This interpretation is supported by Chen et al (2025), who highlights the relevance of curiosity and metacognitive processes in learning. Within the narrative of *Keris Siamang Tunggal*, curiosity also functions as a mechanism that moves the storyline forward because the characters' questions and exploration lead them toward new information and experiences. Thus, the film provides a narrative representation in which curiosity is associated with active engagement and learning rather than passive reception of information.

The representation of friendship is strongly associated with cooperation, communication, mutual support, loyalty, and collective action. The characters frequently respond to challenges as a group rather than attempting to overcome difficulties independently. This finding is consistent with Putri et al (2021), who identified character education values in the broader *Upin & Ipin* series. The present study, however, shows that friendship in *Keris Siamang Tunggal* is particularly visible through concrete collaborative behaviors, such as helping friends, encouraging one another, making collective decisions, and working toward shared goals. Friendship therefore extends beyond emotional attachment and becomes a social practice through which characters learn to coordinate their actions with others. This pattern is particularly relevant to contemporary education because collaboration and communication require individuals to recognize the needs and perspectives of others while working toward common objectives.

The value of peace-loving attitudes is represented primarily through forgiveness, reconciliation, affection, tolerance, and the restoration of harmonious relationships.

Importantly, the film does not construct peace merely as the absence of conflict. Instead, peace is represented as an active process of managing interpersonal tensions and restoring relationships through communication, affection, and forgiveness. This finding is important because it broadens the understanding of character education beyond individual behavioral discipline toward relational and emotional dimensions. The representation is also compatible with the findings of [Padiatra \(2022\)](#), who identified the potential of *Upin & Ipin* as a medium for transmitting values related to tolerance and social harmony. In the present film, peaceful relationships are repeatedly constructed through interactions among family members and friends, making the value accessible through situations that children can recognize in their everyday lives.

Among the identified values, social care demonstrates a particularly strong qualitative presence across the analyzed scenes. The characters do not merely express concern for others; they frequently transform concern into concrete helping behavior. This pattern can be seen when characters recognize another person's difficulty, respond to a request for help, provide physical or emotional support, and participate in collective efforts to overcome a problem. Social care is therefore represented as a progression from awareness of another person's condition to prosocial action. Such a representation is consistent with [Fitriani & Rusman \(2024\)](#) and [Handri & Nuraeni \(2024\)](#), who emphasize helping behavior, empathy, and social responsibility as important dimensions of social care. The finding also strengthens the educational interpretation of the film because children are presented with observable examples of how caring attitudes can be translated into actions within social relationships.

The representation of courage complements the other character values by showing how characters respond to danger, uncertainty, and challenging circumstances. Courage in the film is not constructed as the absence of fear but as the willingness to act despite difficult or uncertain conditions, particularly when the safety or well-being of others is involved. This distinction is important for character education because it positions courage alongside responsibility and concern for others rather than as individual heroism alone. In the narrative, courage is frequently connected with friendship, cooperation, and social care: characters demonstrate bravery not only for personal achievement but also to protect or assist others. Consequently, courage functions as a relational value that reinforces several of the other character values identified in the study.

An important finding of this study is that the six character education values do not operate independently. Hard work and courage, for example, are connected when characters persist despite challenging circumstances. Curiosity provides motivation for characters to explore unfamiliar situations and seek explanations, while friendship and social care are expressed through cooperation and mutual assistance. Peace-loving attitudes become particularly meaningful when characters encounter interpersonal conflict and attempt to restore harmonious relationships. This interconnectedness suggests that the film presents character education as a network of mutually reinforcing dispositions rather than as isolated moral categories. Such a finding strengthens the argument that animated

narratives can provide contextualized opportunities for children to encounter multiple character values simultaneously.

The findings also reveal several broader moral messages, particularly concerning cultural preservation, cooperation and mutual help, courage and perseverance, forgiveness and compassion, and humility and kindness. The message concerning cultural preservation is particularly relevant because the narrative introduces children to cultural heritage, folklore, traditional symbols, and historical elements through the story of the magical *keris* and the Kingdom of Inderaloka. Padiatra (2022) similarly highlights the potential of *Upin & Ipin* to communicate cultural and social values through animated narratives. In *Keris Siamang Tunggal*, cultural elements are not merely decorative components of the fantasy setting; they contribute to the construction of the narrative world and provide contexts through which values concerning heritage and identity can be discussed. Thus, the film has potential to function as a culturally situated educational resource.

The moral messages concerning forgiveness, compassion, cooperation, and helping others also demonstrate an important connection with Islamic moral education. The values represented in the film are compatible with moral principles emphasizing empathy, forgiveness, patience, mutual assistance, and harmonious social relationships. This interpretation is consistent with Musa (2023), who emphasizes the importance of moral values in Islamic educational contexts. It also supports Syamsi & Khamim (2022), who argue that animated films can provide accessible media for introducing character values to children. Nevertheless, these findings should be interpreted as representations that are compatible with Islamic moral teachings, rather than as evidence that the film was explicitly designed as an Islamic educational medium. This distinction is important to maintain the analytical boundaries of the study.

The findings further indicate the relevance of the film to 21st-century character competencies. The connection, however, should be understood as a potential pedagogical relevance rather than an empirical demonstration of learning outcomes. The characters' curiosity can provide contexts for questioning and information seeking; friendship and social care can provide contexts for collaboration and communication; courage and hard work can provide contexts for perseverance and responsible action; while peace-loving attitudes can provide contexts for empathy, conflict resolution, and social awareness. These dimensions correspond with the broader emphasis of 21st-century education on the integration of knowledge, life skills, and character development (Trilling & Fadel, 2009). Therefore, the contribution of the film lies not in directly producing 21st-century competencies but in providing narrative situations that teachers can use to facilitate discussion, reflection, and contextualized character learning.

This distinction is important in interpreting the educational implications of the findings. Because the present study analyzes the content of a film rather than its effects on learners, it cannot conclude that watching *Keris Siamang Tunggal* directly improves students' character or 21st-century competencies. Instead, the findings indicate that the film contains representational resources that may be pedagogically utilized. Teachers, for example, may

select scenes involving cooperation, courage, curiosity, or forgiveness and use them as prompts for classroom discussion, reflective questions, role-playing, or problem-based activities. In family settings, parents may similarly use selected scenes to initiate conversations about helping others, resolving conflicts, respecting cultural heritage, and making responsible decisions. This interpretation is consistent with the previous literature emphasizing the educational potential of animated media for character development (Islammiyati, 2022; Wardani, 2021; Rahayu, 2020; Syamsi & Khamim, 2022).

The study therefore extends previous research on *Upin & Ipin* by moving beyond the identification of isolated moral values toward an integrated interpretation of character education values, moral messages, and their potential relevance to contemporary educational competencies. Previous research by Putri et al (2021), for example, identified character education values in the *Upin & Ipin* animated series, while Padiatra (2022) emphasized the potential of the animation to communicate tolerance and moderation-related values. The present study focuses specifically on *Keris Siamang Tunggal* as a feature-length narrative and examines how character values and broader moral messages are constructed through dialogues, behaviors, interactions, conflicts, and narrative events. The study consequently contributes a more focused understanding of the educational meanings embedded within this particular film.

Overall, the findings suggest that *Upin & Ipin: Keris Siamang Tunggal* represents character education through behavioral modeling, interpersonal relationships, cultural narratives, and moral resolution. Its educational potential lies in the combination of relatable characters, challenging situations, culturally embedded narratives, and observable prosocial behaviors. Rather than functioning only as entertainment, the film can be positioned as a complementary educational resource through which teachers and parents facilitate children's reflection on character and social behavior. However, its educational value should be realized through guided engagement rather than passive viewing. The film itself provides a narrative stimulus, while meaningful character learning depends on how educators and parents select, contextualize, discuss, and reflect upon the values represented in the scenes.

E. Implication

The findings of this study imply that *Upin & Ipin: Keris Siamang Tunggal* can be utilized as an effective educational medium for promoting character education among children. The film conveys important character values, including hard work, curiosity, friendship, peace-loving attitudes, social care, and courage, through engaging narratives and relatable situations. In addition, the film integrates local cultural values and Islamic moral teachings, such as cooperation, compassion, forgiveness, and helping others, making it relevant to the development of 21st-century character competencies. Therefore, the film has considerable potential to support character education in family, school, and community settings.

F. Limitation and Suggestion for Further Research

This study has several limitations. First, the analysis focused on a single animated film, *Upin & Ipin: Keris Siamang Tunggal* (2019), which may limit the generalizability of the findings to other animated films or educational media. Second, the study employed a qualitative content analysis approach that primarily examined dialogues, character behaviors, and narrative events. Other elements, such as visual design, music, sound effects, and cinematographic techniques, which may also contribute to the delivery of character education values and moral messages, were not analyzed in depth. Third, the interpretation of character values and moral messages relied on the researchers' analysis, which may involve a degree of subjectivity despite the use of systematic coding procedures and supporting literature.

Future research is recommended to compare *Keris Siamang Tunggal* with other local and international animated films to identify similarities and differences in the representation of character education values. Further studies may also incorporate multimodal analysis by examining visual, audio, and narrative elements simultaneously to obtain a more comprehensive understanding of how educational messages are conveyed through animated media. In addition, empirical studies involving students, teachers, and parents are needed to investigate how animated films influence the development of character values, social awareness, and 21st-century competencies in real educational settings. Such studies would provide stronger evidence regarding the effectiveness of animated films as educational media for character development.

G. Conclusion

This study concludes that the animated film *Upin & Ipin: Keris Siamang Tunggal* (2019) contains character education values and moral messages that are relevant to children's character development. The findings identified six dominant character values, namely hard work, curiosity, friendship, peace-loving attitudes, social care, and courage. These values are represented through the characters' dialogues, interactions, and responses to various challenges throughout the storyline.

In addition to character education values, the film conveys several moral messages related to cultural preservation, cooperation and helping others, courage and perseverance, forgiveness and compassion, as well as humility and kindness. These messages are presented through contextual narratives and relatable situations, making them accessible and meaningful for children.

The findings suggest that *Upin & Ipin: Keris Siamang Tunggal* can serve as an educational medium that supports character formation by integrating local cultural values, Islamic moral teachings, and positive social behaviors. Therefore, the film has the potential to be utilized in family, school, and community settings as a complementary resource for character education and the development of positive attitudes among children.

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