



# Moral Value and Character Education in the “Cars” Movie

Anabella Rosalina Purba<sup>1</sup>, Nidya Ayu Ningtias<sup>2</sup>, Lulu Sepiani Br Ginting<sup>3</sup>, Merry Susanty Br  
Tarigan<sup>4</sup>, Elita Modesta Br Sembiring<sup>5</sup>

<sup>1</sup>[Anabellarosalina168@gmail.com](mailto:Anabellarosalina168@gmail.com), <sup>2</sup>[Nidyaayuningtyas5@gmail.com](mailto:Nidyaayuningtyas5@gmail.com),

<sup>3</sup>[gintinglulu@gmail.com](mailto:gintinglulu@gmail.com), <sup>4</sup>[merrysusantytarigan@unprimdn.ac.id](mailto:merrysusantytarigan@unprimdn.ac.id),

<sup>5</sup>[elitamodesta@gmail.com](mailto:elitamodesta@gmail.com)

<sup>1,2,3,4</sup>Faculty of Teacher Training and Education, Prima University of Indonesia, Medan,  
Indonesia

<sup>5</sup> English Literature, Methodist University of Indonesia, Medan, Indonesia

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## Abstract

Cars is a film that tells about the life of a racer named Lightning McQueen who has big ambitions to win the prestigious racing event, the Piston Cup. Apart from being an entertainment medium, Film Cars has moral values and character education in it. The aims of this research are to (1) analyze the movie Cars to find out the moral values and character education contained in it, (2) also want to know the relevance of the moral values and character education of class X students to the film Cars. The method used in this research is a descriptive qualitative method, with mobile phones, laptop as research instruments, and materials such as, journals, and books as references. After the data was analyzed, it was found that the car movie actually has moral values like honesty, tolerance, fairness, wisdom, discipline, compassion, helpfulness, courage, cooperation, and democratic. It also has character educations such as honesty, tolerance, hard work, curiosity, respect of achievement, love for the homeland, love of peace, social care, sociable/talkative, responsibility. The relevance of Cars movie to the moral values and character education of students can be seen from each student, and its application in everyday life.

**Keywords:** Cars movie; Character education; Moral values

## Introduction

Indonesia is known worldwide as a country rich in character values. This is reflected in the philosophy of life of the Indonesian people (Pancasila). Pancasila as an ideology has significance in every precept in the foundation of the state, namely

divinity, humanity, unity, democracy and justice, which can develop along with the dynamic of Indonesian nation's life. These values are passed on from generation to generation through families, communities, educational institutions. As Lickona (2013:48) said, parents are their first teachers of moral education. They are also the ones who have the longest influence on children's moral development. The second environment is school, the task of a teacher is not only to teach, but also to educate children to be moral children. Considering the reality of life today, it can be said that Indonesia is in a character crisis. For example, almost every day we hear and see news in print and electronic media about cases of conflict between groups of teenagers. This behavior clearly shows a decrease in the moral values of adolescents, their low ability to communicate and interact with the environment causes conflict. Their duties and duties as learners are not performed, but used to fulfill personal emotions, which does not reflect the behavior of good citizens. Throwing each other responsibility for the problem of moral degradation, principally in the world of education in Indonesia.

Character education has been rethought, to overcome these matters. To develop students with character, moral values are the most important part. Character education is closely related to moral values. According to Lickona (2013: 64-65), two basic moral values that must be taught in schools are responsibility and respect. Helpfulness, compassion, honesty, wisdom, fairness, tolerance, cooperation, courage, discipline, democratic are other examples of moral values. Respectful and responsible attitude or completion of actions performed with respect and responsibility is formed from these values.

Because of this, the Ministry of National Education quickly responded to the problem of the deterioration of these students' moral values by proposing the concept of character education for all levels of education in Indonesia. Regarding efforts to develop character education curriculum materials, the Curriculum Center has formulated eighteen pillars of character education values to be developed for students in Indonesia. Religious, creativity, honesty, tolerance, discipline, love for the homeland, hard work, independent, democratic, curiosity, national spirit, respect for the achievement, social care, sociable/talkative, like to read, love of peace, environmental protection, also responsibility are the eighteen values of character education.

Innovation in the practice of character education is needed considering the importance of moral values in character education of the Indonesian nation to internalize moral values to students at all levels of education. Internalizing character values in students can be done through a variety of pathways and environments. Comprehensive progress in all aspects has been experienced by the world in this era of the industrial revolution 4.0. The world of education cannot be separated from the progress of the times. Internalizing values can also be done through educational resources. Learning resources such as guides, worksheets, instructional videos, picture books, novels and films have been developed.

Education is a process of changing behavioral and attitudinal, individually or as

a group, in pursuit of self-development through teaching and training efforts, action processes and search processes. While the position of the film is as an educational medium in the field of education. Although in the form of a spectacle, the film makes a big impact. Thus, the film performs the function of education, entertainment, information and development of other creative industries. Thus, film touches various aspects of a person's life in society, nation and state. Films are very effective in order to instill noble values, moral messages, didactic elements and other as learning media.

One of the films that children like are animation films because such films are full of interesting humor and fun atmosphere. Cars is one of the animated films that is very popular and in demand among children. Cars is an American film directed by John Lasseter, produced by Pixar Animation Studios and released by Walt Disney Pictures on June 9, 2006. This movie tells about the life of a racer named Lightning McQueen who has big ambitions to win the prestigious racing event, the Piston Cup. But in the middle of his journey to California for the final round, Lightning McQueen who was in a cargo truck named Mack, suddenly fell. He tries to catch up to Mack but he catches the wrong truck and gets lost in an old town called Radiator Springs.

Cars movie is not only an entertainment medium, but also has an aspect of character building and values based on the behavior, characters and scenes of the characters in the film. Students learn from the things they observe every day. By observing, they try and behave in everyday life. Seeing the right spectacle and accordance with character education can directly or indirectly form the students character.

As technology and information develop rapidly and continue in the present era, human knowledge is increasing due to the rapid advancement of science and technology. The ease with which people obtain information can also influence their perspective, their lifestyle in society, for example in relation to behavior and speech. On the other hand, the emergence of deviant behavior, violent behavior, promiscuity, deviant sexual behavior, alcohol that can cause moral deterioration of the nation is a negative impact of information technology on the moral of the current generation.

Anyone who access a lot of information from mass media such as the internet, television and films without good filters will have an impact misunderstands the information obtained. Sometimes a person's imagination, feelings, emotions, and experiences can be represented by films. According to Rufer (2014), parents should choose a movie for kids carefully because a movie can have good or bad effects for viewers, especially kids. Therefore, researchers are interested in conducting a study entitled "Moral Value and Character Education in Cars Movie", so that students can find out what moral values and character education can be taken from the film and see its relevance for students.

Similar studies have also been carried out by several researchers. First, Muhammad Indra Khoirul Fatikhin (2021). The title of the research is Nilai-Nilai Budi Pekerti dalam Film Animasi Cars dan Relevansinya dengan Pendidikan Karakter. The similarity of the study is that both of them use the same approach,

namely qualitative, also the object observed is also the same, namely the Cars movie. His study with this study has differences as in previous research is related to character values that are relevant to character education for elementary school students. Meanwhile, this research relates to the moral values and character education of the Cars movie for high school students. The next difference is that the previous research used literature/documentation as data collection, while this research used interview and note-taking as data collection techniques.

Second is by *Immawati, S., & Nurbiyati, A. (2017)*. The title of their research is *Membiasakan Perilaku Prosocial pada Anak melalui Film Cars*. The similarity of this research is that they both use qualitative methods, with the same object namely the Cars movie. The differences are that the subjects of this previous study were children aged nine to eleven years consisting of boys and girls in RW 05 Jalan Sanggrahan, North Meruya Village, Kembangan District, West Jakarta. Meanwhile, the tenth grade students of SMA Gajah Mada Medan became the subject of this study. The next difference is in this study using observation, interview, field note, and documentation as data collection techniques. While in this research only use interview and note-taking as data collection techniques. The next difference is the previous research on problem with prosocial behavior in children from the movie Cars, while the current research deals with the moral value and character education in high school students from the movie Cars.

Third is by *Sari, R. F., Wardana, M. Y. S., Widyaningrum, A. (2021)*. The title of their research is *Analisis Implementasi Pendidikan Karakter di SDN Keputran 06 Pekalongan*. The similarity between this research is that both use descriptive qualitative methods. The differences, among others, in this previous study, the data collection procedures used were interview, observation, questionnaire, and documentation, and note-taking. While in this study only use interview also note-taking as data collection techniques. Previous researcher examined the *Rumah Tanpa Jendela* movie as the object of research, while the current study uses the Cars movie as the object of research. Previous research was conducted at SDN Rejosari 02 Semarang with the research subjects being fifth grader at SDN Rejosari 02 Semarang, while this research was carried out with the research subjects of class X students at Gajah Mada Medan senior high school.

Fourth is *Analysis of Moral Values in the Animated Film "The Boss Baby" by Dreamworks Animation bagi Siswa Sekolah Dasar* is the title of research from *Lukmantoro, D., Prasetyo, S. A., Hadi, H. (2018)*. The similarity of this research is that both use descriptive qualitative research methods. In addition, the similarities with this research are both looking for the moral value of a film. The differences are in previous studies using the *The Boss Baby* animated movie as the object of research, while the current study uses the *Cars* animated movie. The data collection procedure used by previous research used the technique of note-taking, questionnaire, interview, observation, and documentation, while the current study only used interview and note-taking. Elementary school students were the subject of the

previous study, while high school students were the subject of this study.

And the fifth is *An Analysis of Human Values and Character Building in Indonesia Reflected in Hancock's the Blind Side Movie* by Marcelina Boleng (2018). Both use a descriptive qualitative design is the similarity of this research. The difference is that previous research related to dialogue film *The Blind Side* that contains human values, while now it is related to the *Cars* film which contains moral values and character educations.

### **Method**

Descriptive qualitative research is the research approach employed in this study. In this study, the data obtained is data or information that corresponds to the reality in the field and processed with a qualitatively descriptive approach, from which the how is deduced "Moral Value and Character Education in *Cars* movie" for students of Gajah Mada Medan. The 10th grade students of SMA Gajah Mada Medan are the subjects of this research. The students were asked to watch the animated film *Cars* first, then the researcher interviewed them regarding the moral value and character education in the *Cars* movie. "Moral value and character education in the *Cars* movie" contain primary research data obtained from interviews with students. Secondary data used in this research were journal documents, and *Cars* animation movie.

The instruments used in this study were mobile phone, laptop. There are several references to find out materials such as, journals, and books. Interview and note-taking became data collection techniques in this research. The interview used is a structured interview, where the researcher knows for sure what information will be obtained. Therefore, the researcher has prepared written questions for the research instruments. Interviews were conducted with students. The method of note-taking is very suitable for researching a work literature in the form of stories in films, because researchers are directly involved in the research. Researchers also observe and pay attention to the data source in the form of the movie *Cars*, then record the results in a table containing moral values. the method used by researchers to analyze the moral values and character education of *Cars* movie is a qualitative method. The data is obtained through several steps. First, watch the *Cars* movie. The goal is for researchers to understand enough about the content from this movie. Second, ask the students to watch the film. Third, perform data retrieval. After that, the researcher analyzed to determine conclusions based on the data collected.

### **Results**

#### **Synopsis of *Cars* Movie**

Veteran strip racer The King Weathers who is due to retire, shrewd Hicks Chick, and Lightning McQueen the cocky new racers all won the final race of the Piston Cup Championship at the same time. Therefore, a week later, a competition was held at the Los Angeles International Speedway to determine the winner. Excited to start training in California, McQueen forces Mack, his the transport vehicle, to travel non-stop to California. Unwittingly, McQueen fell off Mack and was left in the middle of

the highway. Because not knowing the way home, McQueen gets lost in a town called Radiator Spring and also make a mess with destroy the town's street. Therefore, he got punished for repairing the damaged roads. At first, McQueen tried to finish the job quickly, but the roads he was repairing became messy and bumpy, forcing him to start over.

Several days have passed, McQueen befriends the citizen and learned from them. On Route 66 was once a famous stop but due to the I-40 surrounding it and allowing people to take shortcuts, Radiator Springs was virtually wiped off the map, prompting many businesses and citizens to abandon it.

McQueen becomes motivated and successfully completes a roadwork task because his new friends are always entertaining as well as trip with Sally around town. He also added a day in town to set up new tires and gear. After being notified by Doc of McQueen's whereabouts, the media and Mack find McQueen in town that evening. Actually, circumstances forced McQueen to go to California despite his reluctance. Sally is crestfallen with what Doc did because he is all he thinks about. Not only that, but other townspeople sad McQueen left, just as McQueen was sad to leave them.

The deciding race has begun. McQueen still remembers about Radiator Springs. As such, he does not focus on the race until he discovers that his new pals from Radiator Springs with Mack have gathered and become his pit crew. Also, Doc is McQueen's new crew chief and is back in his racer attire. McQueen finally remembers the tricks they told him because their presence touched him deeply, just like Marter taught reverse driving and dirt walking skills that Doc taught him, the dirty tactics of the Hicks Chicks were overcome by McQueen and led the race.

Chick, tired of being second on the last lap, purposely bumped into The King to send him off the track and rolled over in an accident that shocked many there. McQueen, who also saw the crash of The King, stopped even a few inches to reach the line so as to let Chick win. Remember the accident that caused Doc to stop racing, McQueen finally decided to step down to help push The King to the line so he could complete his final race and retire with more honor. Unlike Chick's victory, he was ridiculed for deliberately nudging The King. In the end, Chick's title and the Piston trophy became meaningless.

#### Moral Values and Character Education in Cars Movie

The results of the analysis performed showed that the Cars movie contains ten moral values.

*Table 1. Moral Values in Cars Movie*

<b>Moral Values</b>	<b>Description</b>
Honesty	Doc Hudson's dishonest attitude. He claimed to be a doctor to the residents of the town of Radiator Springs so no one would know his identity as a racer. But eventually he realized and wanted to show his true identity by helping McQueen in the

	Piston Racing Championship.
Fairness	Although it was Chick who became champion, the audience preferred to see McQueen's sportsmanship. Chick wasn't fair either. So Dinoco would rather be a sponsor of McQueen than the cheating Chick.
Tolerance	Guido is a wheel replacement car, he is laughed at by the pit crew from Chick for his funny appearance. It was time for Guido to change McQueen's wheels, he did it in a flash. Until the laughing crew fell silent and opened their mouths to see Guido's action.
Wisdom	When Doc informs that McQueen is in Radiator Springs, he is picked up by Mack. Knowing this, Sally said to Doc, "Good for everyone or good for you?" because Doc wants McQueen out of Radiator Springs.
Discipline	When McQueen vandalizes a street in Radiator Springs, he tries to escape and avoid responsibility. But in the end, he wanted to make amends. Every day he has to pull Bessie (road asphalt machine) to pave the road. He worked his punishment to completion.
Helpfulness	Sally says McQueen has helped by being the first customer in every store in the city of Radiator Spring.
Compassion	McQueen chose not to take his winnings to help The King who had an accident because of Chick.
Cooperation	His new friends along with Mack come from Radiator Springs to get together and become McQueen's pit crew. Unexpectedly, Doc also returns to his past racer look and serves as McQueen's new crew chief.
Courage	Doc dares to try his racing skill again on the ground when alone, not knowing McQueen saw it.
Democratic	Sally and the townspeople of Radiator Spring finally agree that McQueen must repair the road he damaged.

The moral values contained in the car movie are:

1. Honesty

Suitability between what is delivered or spoken in accordance with the action. Honesty must consistent with the facts and has nothing to hide. Honesty is an effort to establish oneself as a person who can always be trusted in word, action, also work. Honesty will make us feel more comfortable with other people because there is nothing to hide or cover up from anyone. From the Cars movie, there is a scene where Doc Hudson shows dishonesty. He claimed to be a doctor to the residents of the town of Radiator Springs so no one would know his identity as a racer. He did this so that

his escape from the racing world would not be known to the media and could be well received by the townspeople. But McQueen's arrival made him realize that lying to hide his identity is not right. Doc has tricked everyone to calm him down and disappearing from the world that once raised his name. The presentation of the data above indicates the moral value and character education that we can take is honesty.

## 2. Fairness

A result of activities that can be accepted by each individual in accordance with the portion without any coercion in the heart. Fairness here can be associated with without there is a bias towards each other.

## 3. Tolerance

Actions and attitudes that respect the differences between other people and themselves, such as differences in race, religion, ethnicity, attitudes, opinions, and actions. Tolerance is an attitude in putting aside differences to achieve a common goal. By respecting each other, a harmonious and happy life will be created.

## 4. Wisdom

A self-awareness to live the truth. What is good and what is bad we must be able to differentiate.

## 5. Discipline

Obedience to respecting and implementing a system that requires people to abide by applicable decisions, orders and regulations. The moral value of discipline means showing an orderly attitude and obey assorted provisions also rules.

## 6. Helpfulness

Implementing it should be based on sincerity and helping each other to achieve a common goal, because humans cannot live alone without the help of others. The spirit of helping will do good in itself if we can do some good.

## 7. Compassion

Compassion for others will certainly cause compassion in us to help. So it's as if we can feel what other people are going through.

## 8. Cooperation

Humans are social creatures who cannot work alone and need the help of others. all things if done together will definitely be lighter.

## 9. Courage

Having the courage to stop when we know we are on the wrong path, even when hundreds of thousands of people are heading in one direction. We can know there is courage when the path we are walking is not the path for us. Courage is a passion quality that enables you to face danger or pain without showing fear. It takes our



scary leap, swim upstream or wander unknown paths.

## 10. Democratic

How to behave, act, and think in assessing the rights and duties of oneself and a person. Found several principles in the context of moral values that can be developed to encourage the spirit of democracy. First, respect the opinion of others. That is, giving others the same right to have an opinion according to the characteristics and qualifications of their own understanding. Second, be kind to the opinions of others. If he had a bad opinion of others from the start, everything he said was always considered false. Third, a fair attitude to the opinions of others. This attitude is part of the operational framework of tolerance towards dissent.

In addition to moral values, there are some character education, such as religious, love for the homeland, honesty, creativity, tolerance, discipline, democratic, hard work, independent, curiosity, national spirit, respect for achievement, like to read, sociable/talkative, love of peace, environmental protection, social care, also responsibility.

### 1. Religious

Obedience in execute the teachings of the religion which they belong, living in harmony together with adherents of other faiths, and being tolerant of the worship of adherents of other faiths.

### 2. Hard work

Demonstrate the behavior of serious effort in overcoming various obstacles to tasks and learning, as well as finishing tasks as well as possible. This character education shows that there must be hard work to achieve something. Hard work character education is shown by the scene of MacQueen trains hard on the ground to make perfect turns.

### 3. Creativity

Think and do things that can find new ways or results from something that has exists.

### 4. Independent

It's not easy to depend on other people to do their job. Independence is an attitude also behavior in completing tasks that are not easily dependent on people. The importance of independence must be taught to children.

### 5. Curiosity

Always trying to cognize more broadly and deeply from something that is seen, heard, and learned. Curiosity is called behavior to know and continue to find out a problem. In the learning process, the initial capital for students is curiosity. In order to fulfill the thirst for knowledge to be known, students will learn more with their high curiosity. Students will begin to study and find thorough their curiosity. The scene showing the character education of curiosity is MacQueen asked Sally out of curiosity after Sally said cars used to run on different roads

#### 6. National spirit

How to act, think, and have insight by prioritizing the interests of the nation and state before the interests of oneself and the group. In addition, spirit of nationalism is important to be a character-building value because it confirms the meaning of being a citizen.

#### 7. Love for the homeland

Show faithfulness, concern, and high respect for the social, cultural, language, environment, physical, economic, and political aspects of the nation. Love for the environment where we live is the same as love for the homeland. Character education of love for the homeland is shown in the scene of Sally falls in love with the town of Radiator Spring.

#### 8. Respect of achievement

Attitude and behavior that boost him to recognize and appreciate the success of others and to produce something useful for community. An attitude of loving the process and upholding the process of achieving something and respecting the achievements of others is appreciating the process. The scene showing the character education of respect of achievement is MacQueen compliments Doc for secretly trying his racing skills saying Doc is doing well.

#### 9. Sociable/talkative

Behavior that shows enjoyment in speaking, socializing, and collaborating with others. The scene showing the character education of sociable/talkative is McQueen and Mater are two friends who recently met. However, in their relationship, they already knew each other well. Weaknesses and strengths of each friend already know and accept each other well. In the end, Mater admits that McQueen is his best friend.

#### 10. Love of peace

Others feel pleased and secure with his presence. Loving peace is expressing and maintaining harmony over those who try to maintain harmony with others. The scene showing the character education of love of peace is McQueen brought to justice. Maybe he will get a severe punishment. However, Sally defended McQueen in court by inviting the residents of Radiator Springs to have a discussion to lighten McQueen's sentence by ordering him to repair the Radiator Springs.

#### 11. Like to read

Spend time reading various readings that give him primacy. People with character are those who are always persistently seeking knowledge. There are many ways to acquire knowledge, including reading.

#### 12. Environmental protection

Actions to prevent damage to the surrounding natural environment also expand efforts to repair the damage to nature.

#### 13. Social care

Always want to assist the community and others in need. Whatever help we give to other people who will help that person a little or a lot. The scene showing the

character education of social care is McQueen helps people in Radiator Springs city as Sally said he helps like reviving the lights and making Radiator Springs city back to its former glory and making people come back to visit Radiator Springs city again.

#### 14. Responsibility

The fulfillment of his tasks and duties that carried out for himself, the state, public, the environment (social nature), and Almighty God. McQueen is responsible for what he has done, namely repairing the road in Radiator Spring town that he damaged and he repairing it back into a good road, showing the scene of character education responsibility.

In this movie, the researcher found ten character educations, namely honesty, tolerance, hard work, curiosity, love for the homeland, respect of achievement, responsibility, sociable/talkative, social care, love of peace.

In addition to the note-taking technique, the researcher also performed an interview technique as a data collection technique. Interviews were conducted with the students of class X after being given a car film. All students watch Cars movie quietly and with full concentration. From the interviews, it was found that most students answered that they found seven moral values from the Cars movie, such as honesty, tolerance, discipline, cooperation, helpfulness, compassion, democratic.

The students also answered that they found six character educations from the Cars movie, like hard work, honesty, discipline, tolerance, democratic, also responsibility.

#### The Relevance of Car Films to Students' Moral Values and Character Education

The relevance of student's moral value and character education with the Cars film is that each student has moral value and character education from the Cars movie they have watched. For example, in honest behavior, when the exam takes place, students take the exam honestly without asking the friend next to them or opening a book. Furthermore, the moral value of tolerance, students have understood and can apply it in life daily. For example, students remain friends with each other even though there are various ethnicities, races, religions, and others in the same class. Furthermore, discipline, students are disciplined in collect assignments given by the teacher. Then there is cooperation, in group work students usually work together so that it can be completed quickly and well. Then helpfulness, when at home students helping parents is like helping mom clean the house. Because moral values are not only practiced in schools, but everywhere like at home. Compassion, students love each other even though they are in trouble. democratic, students always listen to their friends' opinions during group work. Hard work, for example students who live far away will wake up early so they don't come late to school. And the last is responsibility, students are responsible for doing each task that has been given to them.

#### Discussion

From this condition, the researcher found that the Cars movie is a light film for high school students in terms of analyzing the moral values and character education

contained in it. It is hoped that students can also implicate moral values also other character education in everyday life.

### **Conclusion**

Based on the data on moral value and character education in the Cars movie that has been collected and the analysis that has been carried out by researchers, the following conclusions can be drawn:

1. This Cars movie contains moral values like wisdom, honesty, courage, fairness, helpfulness, tolerance, cooperation, discipline, compassion, democratic. Also, curiosity, sociable/talkative, responsibility, respect of achievement, honesty, social care, tolerance, love of peace, love for the homeland, hard work are character educations.
2. The relevance of Cars movie to the moral values and character education of students can be seen from each student, and its application in everyday life.

It is hoped that the next researcher can complete and provide a new analysis for Cars films or other animated films. Researchers hope that this research can be used as a reference for new knowledge and can motivate other researchers who will research further. The results of this study are also expected to motivate reader.

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