



Character Educational Values in Paddington Movie

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Abstract

Character educational values represent initiatives implemented by schools and governments to improve the moral and behavioral aspects of students, with the goal of fostering positive impacts on both individuals and their surroundings. In this study the researchers aimed to analyze a movie Paddington (2014) to identify the types of character educational values in it so that the movie can be integrated into lessons at school. This study used a Descriptive Qualitative Method. From this research the researchers found 13 out of 18 types of Educational Values namely: social care, curiosity, hard work, honesty, discipline, appreciate achievement, friendly/communicative, responsibility, tolerance, creative, independent, democratic, and love peace. "Paddington" portrays a wide range of Character Educational Values that are skillfully woven into its storyline and characters, making this movie an excellent tool to be used for learning character educational values.

Keywords: *character educational values; literary analysis; paddington movie*

Introduction

Character educational values initiatives taken by schools and governments to enhance the character of students, aiming to have a positive impact on both themselves and their environment. Character, in this context, refers to a unique way of thinking and behaving that enables individuals to live and work harmoniously, whether it be within the family, community, nation, or state. It encompasses attitudes and actions displayed in everyday life. Character education is a deliberate effort to cultivate virtues that are objectively good qualities for individuals and society as a whole. The Ministry of National Education also states that character education is an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become part of their personality.

The government started emphasizing character education values in 2011 with the publication of the "Guidelines for the Implementation of Character Education" by the Curriculum Center of the Research and Development Agency of the Ministry of National Education. This publication formulated 18-character educational values that serve as a framework for teaching character education in schools.

Table 1. 18 Character Educational Values

No.	Character Educational Values	Description
1.	Religious	Demonstrating obedience to the teachings of one's religion, tolerance towards other religious practices, and living harmoniously with followers of other religions.
2.	Honest	Behaving in a trustworthy manner in words, actions, and work.
3.	Tolerance	Showing respect for differences in religion, race, ethnicity, opinions, attitudes, and actions of others.
4.	Discipline	Displaying orderly behavior and compliance with rules and regulations.
5.	Hard work	Putting in serious effort to complete tasks, problems, work, and other responsibilities.
6.	Creative	Thinking and doing something to generate new ideas or results from existing resources.
7.	Independent	Demonstrating self-reliance and not easily depending on others to accomplish tasks.
8.	Democratic	Evaluating the equal rights and obligations of oneself and others in thought, behavior, and action.
9.	Curiosity	Having an attitude of seeking deeper and broader knowledge from what one learns, sees, and hears.
10.	National spirit	Prioritizing the interests of the nation and state over one's personal and group interests.
11.	Love of country	Placing the interests of the nation and state above one's personal and group interests.
12.	Appreciate	Encouraging the production of something

	achievements	beneficial for society and acknowledging and respecting the success of others.
13.	Friendly/communicative	Encouraging communication and fostering positive relationships with others.
14.	Love peace	Promoting attitudes and actions that contribute to peace and recognizing the value of peaceful coexistence.
15.	Likes to read	Cultivating the habit of dedicating time to reading various literature that brings positive benefits.
16.	Environmental care	Demonstrating attitudes and actions that prioritize the prevention of damage to the natural environment and efforts to repair existing damage.
17.	Social care	Displaying a willingness to assist and support individuals and communities in need.
18.	Responsibility	Taking personal accountability for fulfilling duties and obligations towards oneself, society, the environment (natural, social, and cultural), the country, and God Almighty.

Character educational values have been widely recognized since the implementation of the 2013 Curriculum. This curriculum introduced character education values as one of its key innovations, setting it apart from the previous curriculum. Despite the introduction of the Merdeka Curriculum, character education values continue to hold significant importance.

The government's release of character educational values is an effort to improve and shape the moral ethics of students who are susceptible to deviation. One of the causes of moral decadence in students is the rapid flow of globalization. With easy access to information through the internet and social media, students might shape their values and morals based on the content they consume, or the social groups they interact with. It is important for students to have a strong foundation in character education to distinguish between right and wrong. One of the ways to tackle this challenge is through education, our government has started character educational values in 2011 and Kurikulum 2013, and strengthen it through Kurikulum Merdeka. Kurikulum Merdeka has a strong emphasis on students' character developments, allowing the students and even teachers to

explore additional materials that relate to the topic. Paddington being one of the films that has strong character values depicted in the film can be the said addition of materials that the teachers and students need.

In addition to moral and ethical reasons, character educational values are necessary to mold students into virtuous and successful future leaders of the nation. Success in life is not solely dependent on academic abilities, but also on drive and attitude. Therefore, it is crucial for character educational values to be taught alongside academic learning in schools. It is further supported by Sulhan (2010) who stated that one of the ways to include character educational values is to integrate them into the learning process, by adding the type of values and creating reasons and motivations to do good deeds.

In this era of technological development, school learning incorporates various media sources. Movies, in particular, serve as supplementary materials in the learning process. Movies combine moving images, camera technology, color, and sound to convey messages. These messages are delivered through stories, dialogue, and cinematography (Susanto, 1982: 60). It is common for movies to explore educational themes and impart moral messages within their narratives. These moral messages, whether conveyed through the overall story or the dialogue, make movies a valuable additional resource for teaching character education to students in schools. Furthermore, movies have a large and diverse fan base, and they are easily accessible, making them effective tools for facilitating the learning of character education values.

Previous similar research on this topic has been found and read carefully. In the research conducted by Rensi Kumalaa Sari, et. al. (2021), the movie Encanto Animation Movie has 11-character educational values that were conveyed in the movie, making the movie suitable to be used as material to teach character educational values. The difference between the research and this research lies in the choice of movie, the Encanto movie is an animation movie based on Mexican culture. Meanwhile, this movie is a semi-animation, with heavy English British culture influence. Based on the research, the movie Encanto only has 11-character educational values, and there are seven-character educational values that have not been conveyed in the movie. On the other hand, this research aimed to find as many character educational values as possible in the movie Paddington (2014), so that the use of the movie as teaching material for character educational values can be maximized.

Another research that carries the same theme of investigating character educational values in movies is the thesis research conducted by Rahayu (2019) with the title "Nilai-nilai Pendidikan Karakter dalam Film Meraih Mimpi dan Implementasinya Sebagai Bahan Ajar di SMP". It was found that the character educational values in the movie Meraih Mimpi could be implemented as material for junior high school students because the values found in the movie could be

adapted and adjusted to the syllabus of eighth-grade students in the Bahasa Indonesia course. The researcher also suggested that fellow researchers who conduct the same research about movies and character educational values should pick the movies carefully, because not all movies can be used as material in the classroom. Besides the findings and suggestions, an underlying difference between the research and this research can also be found in the course. The researcher specifically investigates the movie to unveil whether the movie can be used as material for the Bahasa Indonesia course, while this research investigated the possibility of using the movie *Paddington* as material to teach character educational values integrated with the English as a Foreign Language course in the classroom.

Paddington, the movie used in this research, is a 2014 comedy movie directed by Paul King and written by King and Hamish McColl and produced by David Heyman. It is based on Michael Bond's *Paddington Bear*, who is mentioned in the film as appearing as the *Kindly Gentleman*. The movie adapts the stories from the book "*A Bear Called Paddington*". It tells a story about a bear coming from the Darkest Peru starting a new life in the city of London. The story covers his struggle adapting to a big city and finding the meaning of home and family.

Not all films can be used to incorporate character educational values into school curricula or for students' personal development. Therefore, the selection of films that align with character educational values must be done intelligently and carefully. Upon a watch, the sense of moral and character values can be felt through. Other than the sense of values, the film is also based on a famous English literature and can depict the everyday lives that the British have. Therefore, not only it serves character educational values, the film can also serve as a contextual material for the students who learn English to learn about the native speaker's culture. Thus, in this research article, the author aimed to analyze a film titled *Paddington* (2014) to identify the types of character educational values so that the movie can be integrated into lessons at school.

Method

The research is a descriptive qualitative research. Descriptive qualitative research is based solely on data, as codes that are generated from the data during the study. Like other qualitative research approaches, qualitative descriptive research is typically characterized by the simultaneous collection and analysis of data (Lambert et al., 2012). The researcher used qualitative as the research method because this research requires meaningful interpretation. Other than that, qualitative research also allows contextual understanding and interpretation of the data. The researcher believed that qualitative research provide room for

meaningful and contextual interpretation from the researcher's perspective. The data collection technique used in this research is documentation from the source of the data. The data procedures in order are as follows:

1. Document the written record of the relevant information or data derived from the movie, movie script, and movie analysis.
2. Classify the data derived using the table of classification based on 18-character educational values.
3. Analyze the data classified based on 18-character educational values.
4. Draw conclusions based on the analysis of the data.

The data collected were classified into the character educational values. The data were collected from three sources, the movie *Paddington*, the movie script of *Paddington* (2014), and the movie *Paddington* (2014) review and analysis. The researcher first watched the movie to get the gist of the story and dialogue. After that, the movie dialogues and interactions between characters were analyzed to determine the type of character educational values that occurred.

The researcher wrote down the values found along with the dialogue and scene. This step also used the movie script to ensure the dialogue and scene nuances. To ensure the validity of the data, review and analysis of the movies were also used as an additional opinion and to fact-check the analysis of the data. When interpreting, biases might occur during the process, thus, by using the data triangulation (movie, scripts, and reviews), biases can be countered by alternative perspectives. The data triangulation ensures more accurate interpretation of the movie.

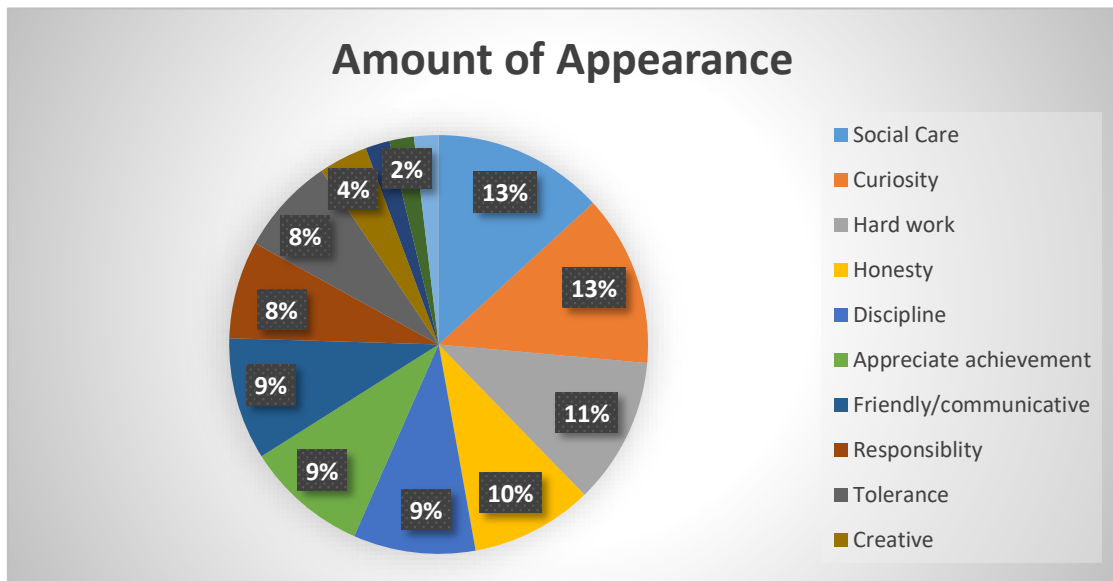
Therefore, there are four steps of data procedure in this research. The dependability and credibility of the data are supported by the triangulation sources of data. The three sources of data are the movie *Paddington* (2014), movie script of *Paddington* (2014), and the movie *Paddington* (2014) review and analysis.

Results

The research result showed that there are 13 types out 18-character educational values that were proposed by the ministry of education and culture, in the movie "Paddington". The 13 types found are social care, curiosity, hard work, honesty, discipline, appreciate achievement, friendly/communicative, responsibility, tolerance, creative, independent, democratic, and love peace. There are 47 scenes that showed the 13 types of character educational values in the movie. The type Social Care and Curiosity is the most commonly used type, with the total of 7 scenes of appearance. Followed by Hard Work with 6 scenes.

Honesty, Discipline, Appreciate Achievement, Friendly/Communicative are next with 5 scenes. Responsibility and Tolerance with 4 scenes. Then followed by Creative with 2 scenes. The rest of the types, Independent, Democratic, and Love Peace has 1 scene for each type.

Chart 1.18 Amount of appearance of the Character Educational Values found



Social Care

This Social care has the most scene showcased in the movie. Social care is displaying a willingness to assist and support individuals and communities in need. In the movie the type showed by Mrs. Brown's expression and utterances when having dialogue with Mr. Brown.

(15:45 – 15:51) Mrs. Brown: “He's a young bear who needs our help, Henry. It's just for one night, until we can find the right people to look after him.”

Here, Mrs. Brown showed her care and help towards the stranded bear. She showed that she was willing to help the bear by letting him stayed at their place for a night before he found a home and someone who wanted to look after him.

Curiosity

Curiosity also has the most scenes that showed up in the movie. Curiosity means having an attitude of seeking deeper and broader knowledge from what one learns, sees, and hears. The scenes were performed by characters in the movie. One of the scenes that encapsulate the curiosity value in the movie is the scene where Mr. Montgomery Clyde, the explorer that appeared in the beginning of to move told his narration of his encounter with the bears in the Darkest Peru.

(02:25 - 03:31) Mr. Montgomery Clyde: "I have learned so much from these bears, but I wonder what, if anything, they have learned from me."

Mr. Clyde showcased his curiosity of the bears, their habits and way of living, and was fully fascinated by them. Yet he wondered, whether the bears remember him as much, which sparked another curiosity.

Hard Work

Hard work has six scenes of appearance in the movie. Hard work means putting in serious effort to complete tasks, problems, work, and other responsibilities. In the movie, one of the scenes are being shown through a scene which Paddington, the narrator, telling the viewers about Judy being studious about learning Chinese Mandarin.

(26:48 - 26:50) Paddington, narrating: "She's learning Chinese so she can run away and start a small business."

Here, other than Paddington's narration, Judy was also seen in the middle of studying Chinese Mandarin and excel at it. Showing that she worked hard to learn and acquire the language.

Honesty

Honesty has five scenes in the movie. Honesty means behaving in a trustworthy manner in words, actions, and work. In the movie, the character educational value, Honesty, is represented by Paddington when he had a conversation with Mr. Brown.

(1:02:10 - 1:02:15) Paddington: "Mr. Brown, you must believe me. I would never lie to you."

Paddington was trying to convince Mr. Brown that he had done nothing but being honest to the Brown family.

Discipline

The next character educational value in line is discipline. According to the educational moral values discipline means displaying orderly behavior and compliance with rules and regulations. This value is showed in the movie through the scene with Paddington and his bear aunt and uncle listening to the radio recording about London.

(05:30 - 05:35) Radio recorder: "Follow these simple rules and you will always feel at home in London."

Appreciate Achievements

This Appreciate Achievements appeared five times in the movie. Appreciate achievements mean Encouraging the production of something beneficial for society and acknowledging and respecting the success of others. in the movie, appreciate achievements was shown in a scene when Paddington ran after a pick-pocket, even if he mistook the pick-pocket who dropped the picked as wallet as the owner, people as well as the police around him appreciate his act of kindness in contributing to the society by catching a long-operated pick-pocket.

Friendly/communicative

Friendly/communicative appeared in five scenes in the movie. Friendly/communicative means encouraging communication and fostering positive relationships with others. The character educational value was represented in the scene where Paddington was being dressed-up by the brown siblings and was told to wear an old coat that fit him well.

(45:07 - 45:13) Mr. Brown: "I must say it suits you very well, I never thought a human coat would but... you look like one of a family."

Mr. Brown in the scene was seen fostering positive relationships with Paddington through giving compliments and reassurance that Paddington looks like one of them now.

Responsibility

Responsibility also appeared four times in the movie. Responsibility means taking personal accountability for fulfilling duties and obligations towards oneself, society, and the environment (natural, social, and cultural), the country, and God Almighty. This character educational value was represented in a scene where Mr. Montgomery, the London explorer in Darkest Peru, narrate in the first scene of the movie about his journey and finding in the Darkest Peru.

(00:43 – 00:50) Mr. Montgomery: "For I have been charged by my fellow geographers to leave the comforts of home and family and set off upon a voyage of discovery."

Mr. Montgomery told the reason why he had to leave to Darkest Peru as his fellow geographer request. He had to go on the mission, even if he had to leave his family behind in London for years.

Tolerance

Tolerance has appeared four times in the movie. Tolerance means showing respect for differences in religion, race, ethnicity, opinions, attitudes, and actions of others. In the movie, tolerance was represented by a scene in the latter part of the movie. The scene was about the Brown family trying to save Paddington from being collected as an animal specimen by Ms. Montgomery.

(01:21:59 – 01:22:13) Mr. Brown: “It doesn't matter that he comes from the other side of the world or that he's a different species or that he has a worrying marmalade habit. We love Paddington. And that makes him family!”

Creative

The Creative comes next in the character educational values that appeared in the movie. The amount of times this educational values appeared is two times in two different scenes. Creative means thinking and doing something to generate new ideas or results from existing resources. The scene that represents this value is Paddington's narration about the Brown's family, specifically talking about Jonathan, who wanted to be an astronaut and experimented with building rocket sample.

(27:02 - 27:08) Paddington: “when Jonathan grows up, he wants to be an astronaut. Last year, he built a pair of rocket boots.”

Paddington briefly told as the scene about Jonathan experimenting with building rockets from boots unfold. Jonathan clearly pictured his creativity, creating something using existing resources.

Independent

Independent is demonstrating self-reliance and not easily depending on others to accomplish tasks. Independent only has 1 scene of appearance in the movie. The one scene that represents the value is the scene in which Paddington was looking for Mr. Montgomery door-to-door, without relying on anyone or any human for help.

(01:06:39 – 01:06:42) Paddington: “Excuse me, I'm looking for Mr. Montgomery “

Paddington was helpless in the scene, he didn't want to bother the Brown family anymore and went to look for Mr. Montgomery, the one who he thought would want to afford him a shelter. He looked for Mr. Montgomery alone, house-to-house and door-to-door.

Democratic

The Democratic means evaluating the equal rights and obligations of oneself and others in thought, behavior, and action. It appeared only one time in the movie, but it is clear that the scene represented democratic value.

(45:27 - 45:28) Mr. Brown: "Yes, alright. We'll see if they knew anything."

The scene where the Brown family tried to convince Mr. Brown to take Paddington to the Geographers Guild to ask for Mr. Montgomery's whereabouts instead of giving him up to the authorities perfectly captured the democratic value. Mr. Brown, as much as he opposed the idea, agreed to accompany Paddington to the Geographer's Guild, looking for Mr. Montgomery. He gave up his own idea because most of family members voted otherwise.

Love Peace

The Love peace only appeared one time in the movie. Love peace means promoting attitudes and actions that contribute to peace and recognizing the value of peaceful coexistence. In the movie, love peace was represented in the latter scene where Paddington stopped the Brown family having a feud with Ms. Montgomery.

(1:22:23 - 1:22:28) Paddington: "Wait, wait, you don't need to do that."

Before Paddington said the line, Ms. Montgomery was about to take all of the Brown family with her and Paddington. Paddington didn't want the Browns to be in danger as well, he stopped Mr. Brown and the rest of Brown family and stepped forwards Ms. Montgomery to take him away. Paddington articulated action of keeping the peaceful existence of the Brown family.

In summary, the movie "Paddington" is rich in character educational values. It excellently portrays a wide range of values such as social care, curiosity, hard work, honesty, discipline, appreciate achievement, friendly/communicative, responsibility, tolerance, creative, independent, democratic, and love peace. These values are skillfully woven into the storyline and character portrayals, making the movie not just entertaining, but also an excellent tool for teaching character education.

Table 2. Character Educational Values in Paddington Movie

No.	Time Stamp	Dialogue	Character Educational Values
1.	01:23 – 01:27	Mr. Clyde: “But the bear saved my life. He guided me through the jungle to show me his world...”	Social Care
2.	13:49 – 13:53	Mrs. Brown: “I hope you don’t mind me asking, but shouldn’t you be at home?”	Curiosity, Social Care
3.	14:30 – 14:32	Mrs. Brown: “Why don’t we find you some help?”	Social Care
4.	15:45 – 15:51	Mrs. Brown: “He’s a young bear who needs our help, Henry. It’s just for one night, until we can find the right people to look after him.”	Social Care
5.	37:39 – 37:41	Paddington: “The gentleman dropped his wallet!” (proceeded to run after him)	Social Care
6.	38:21 – 38:25	Dog Owner: “What are you doing?” Paddington: “Trying to return some lost property.”	Social Care
7.	16:41 - 16:45	Mrs. Brown: “Well then Paddington how would you like to come home with us?”	Social Care
8.	01:04 – 01:13	Mr. Clyde: “I spot something extraordinary. An undiscovered species of bear. Time to collect a specimen for the museum.”	Curiosity, Hard Work
9.	01:31 – 01:41	Mr. Clyde: “That’s my grandfather’s telescope. Oh, be very careful with that. That’s soap, really wouldn’t eat that.”	Curiosity
10.	18:33 – 18:34	Paddington: “What’s that?”	Curiosity
11.	14:51 - 14:53	Mr. Brown: “What's your name? Do bears even have names?”	Curiosity
12.	02:25 - 03:31	Mr. Clyde: “I have learned so much from these bears, but I wonder what, if anything, they have learned from me.”	Curiosity, Hard Work
13.	01:29 - 02:00	“Mr. Clyde explaining about soap, marmalade, and London to the bears. the bears were curious about Mr. Clyde's belongings”	Curiosity
14.	01:06:39 – 01:06:42	Paddington: “Excuse me, I’m looking for Montgomery Clyde”	Hard Work, Independence

15.	01:17:23 – 01:17:26	Mrs. Bird: “Where’s your fighting spirit?”	Hard Work
16.	26:48 - 26:50	Paddington: “She’s learning Chinese so she can run away and start a small business.”	Hard Work
17.	27:50 - 27:55	Mrs. Brown: “I’ve been looking everywhere and still can’t find any mention of an English expedition to Peru.”	Hard Work
18.	41:36 – 41:40	Mrs. Brown: “I’m sorry, but he was telling the truth. There really is an explorer.”	Honesty
19.	01:10:59 – 01:11:00	Mr. Curry: “I have some news concerning the bear.” Mr. Brown: “What? What do you mean?” Mrs. Brown: “Who is it, Henry?” Mr. Brown: “It’s Mr. Curry doing a silly voice.” Mr. Curry: “It’s Burry!” Mr. Brown: “He says Paddington’s been kidnapped.”	Honesty
20.	18:25 - 18:30	Mrs. Brown: “You see, when a young person comes to this country, I’m afraid they don’t just move in with the first people they meet.”	Honesty
21.	27:55 – 28:00	Paddington: “But there really was an explorer, Mrs. Brown. He gave my uncle this hat.”	Honesty
22.	1:02:10 - 1:02:15	Paddington: “Mrs. Brown you must believe me. I would never lie to you.”	Honesty
23.	05:30 – 05:35	Radio Recordings: “Follow these simple rules and you will always feel at home in London”	Discipline
24.	09:08 – 09:12	Aunt Lucy: “Now take care, my darling. Remember your manners.”	Discipline
25.	12:57 – 12:59	Mr. Brown: “Jonathan, don’t jump like that. Seven per cent of childhood accidents start with jumping.”	Discipline
26.	20:24 – 20:50	Mr. Brown: “Hello. This is Henry Brown. 32 Windsor Gardens. I just need to add	Responsibility, Discipline

		something to my home insurance policy. Well, what it is, is we have a guest for the night, a bear, and I just needed some extra cover for any da... Yes, a bear. No, a real one. About three foot six. Grizzly? Not particularly. Mind you, I haven't seen him in the mornings. So, how much would that be?"	
27.	03:37 - 03:41	Uncle Pastuzo: "Now be careful out there and keep your paws off my hat."	Discipline
28.	40:01 - 40:07	Mr. Gruber: "I can't thank you enough. That scoundrel has been pocket-picketing people around here for weeks."	Appreciate Achievements
29.	42:05 - 42:13	Judy: "Hey Paddington. Have you seen the paper?" Paddington: "Gosh." Jonathan: "You've only been in London a day and you're already famous."	Appreciate Achievements
30.	01:17:03 - 01:17:06	Jonathan: "Dad is properly cool."	Appreciate Achievements
31.	01:23:31 - 01:23:33	Paddington: "Mrs. Bird you saved me"	Appreciate Achievements
32.	45:33 - 45:35	Paddington: "Thank you very much, Mr. Brown."	Appreciate Achievements
33.	43:38 - 43:41	Mrs. Bird: "Maybe you and Dad just need a fresh start."	Friendly Communicative
34.	1:02:17 - 1:03:03	Mr. Brown: "I'm sorry, but that was the last straw." Mrs. Brown: "It was an accident. They happen." Mr. Brown: "But the children..." Mrs. Brown: "Paddington's the best thing that's ever happened to the children. They're happy." Mr. Brown: "But what's the point of them being happy if they're not safe? He's putting them in danger. They have to be our number-one priority." Mrs. Brown: "They are! They are." Mr. Brown: "And the worst part is he won't even tell us the truth. How can he	Friendly Communicative

		live with us if we can't even trust him?" Mrs. Brown: "I don't know, Henry." Mr. Brown: "We've got to face facts. This house just isn't the place for a bear." Mrs. Brown: "Perhaps you're right. Maybe we should take him to the authorities."	
35.	02:04 - 02:12	Mr. Clyde: "Overtime I became friends with the bears, and even name them the female after my dear departed mother and the male after an exotic boxer I once met in my life."	Friendly Communicative, Tolerance
36.	28:25 -28:30	Mrs. Brown: "But, I'm not standing by while there's a chance of finding you a proper home. Now make sure you get some sleep, okay?"	Friendly Communicative
37.	45:07 – 45:13	Mr. Brown: "I must say it suits you very well," Paddington: "I never thought a human coat would but... you look like one of a family"	Friendly Communicative
38.	00:43 – 00:50	Mr. Clyde: "For I have been charged by my fellow geographers to leave the comforts of home and family and set off upon a voyage of discovery."	Responsibility
39.	01:16:22 – 01:16:27	Mr. Brown: "Someone has to. And that someone is me."	Responsibility
40.	01:22:12 – 01:22:17	Mr. Brown: "And families stick together! So if you want him, you'll have to take us all!"	Responsibility
41.	01:21:46 – 01:21:56	Mr. Brown: "And when I first met Paddington, I wanted nothing to do with him. But my wonderful wife, she opened her heart to him and so did my incredible children."	Tolerance
42.	01:21:59 – 01:22:13	Mr. Brown: "It doesn't matter that he comes from the other side of the world or that he's a different species or that he has a worrying marmalade habit. We love Paddington. And that makes him family!"	Tolerance

		And families stick together!"	
43.	14:30 - 14:41	Mrs. Brown: "Why don't we find you some help?" Paddington: "Oh, yes, please. If you're sure it's no trouble?" Mrs. Brown: "Of course it isn't. Is it, darling?" Mr. Brown: "Not at all."	Tolerance
44.	01:26:17 - 01:26:21	Mr. Brown: "If we're gonna get this bad boy into orbit, we're gonna need all the nitroglyce."	Creative
45.	27:02 - 27:08	Paddington: "When Jonathan grows up, he wants to be an astronaut. Last year, he built a pair of rocket boots."	Creative
46.	45:27 - 45:28	Jonathan: "You're not going to send Paddington to authorities, are you?" Judy: "You will try the Geographers Guild?" Mr. Brown: "Yes, alright. We'll see if they knew anything."	Democratic
47.	1:22:23 - 1:22:28	Paddington: "Wait, wait. You don't need to do that."	Love Peace

Discussion

The movie has its own charm, with the lovable and curiosity-driven bear, and the typical, warm, and normal Brown family. Their dynamics make this movie the perfect choice to learn about life, family, tolerance, and love. The movie shows that there are 13-character educational values found in 47 scenes. The value that has the most scenes is social care and curiosity. Next is hard work character educational values also appear frequently, coming third behind social care and curiosity. Social care and curiosity appear in 7 scenes, while hard work appear in 6 scenes throughout the movie.

The story of the movie itself is about Paddington, a bear from Darkest Peru, who came to London to look for a new home. Therefore, there are many curiosity values found in the movie, shown by Paddington and other characters such as Mr. Montgomery at the beginning of the movie. According to the Ministry of Education, curiosity itself means 'having an attitude of seeking deeper and broader knowledge from what one learns, sees, and hears.' Thus, this movie is a valuable material to learn about character educational value, especially social care, curiosity, hard work and honesty.

The purpose of character education is to improve the quality and results of education that lead to the formation of character and noble character of students in a whole, integrated, and balanced manner, in accordance with the competency standards of graduates in each education unit. According to Kirschenbaum (1995), character education is a habituation process that takes a long, continuous, integrated, and comprehensive time in the classroom and extracurricular activities. Hence, character education has its own models and approach to be taught in schools.

One of the ways to include character educational values is to integrate it into the learning process, as proposed by Sulhan (2010), by adding kind values to students, motivating students and creating reasons and desires to do good deeds, and developing an interest in doing good deeds. Movies have been used as supplementary materials in many learning occasions, especially in learning English as a Foreign Language. Teachers and students can use movies as one of the sources of materials to induce character educational values into the students' learning process. It also aligns with this research. The movie *Paddington* (2014) has shown several character educational values, and the existence of the values in the movie makes the movie suitable to be used as an input in learning character educational values for the students.

The recently applied curriculum system in Indonesia is the Merdeka Curriculum. The Merdeka curriculum is designed to recover Indonesia's education system after the hit of the Covid-19 pandemic from 2019 to 2022. An interesting feature of the Merdeka Curriculum is that it is flexible, adapted to the conditions and characteristics of the school environment, and teachers have more autonomy in regulating their lesson hours because it is no longer regulated within a week, but a whole year. Teachers also have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Kasnowo & Hidayat, 2022; Martati, 2022).

One of the teaching tools teachers can adapt to be integrated into their learning process is the use of movies. This research has shown great results of the movie "*Paddington*" in terms of character educational values. Teachers then can use the movie "*Paddington*" to teach character educational values. Moreover, the Merdeka Curriculum is a curriculum with intra-curricular learning where the content will be more optimal so students have enough time to explore concepts and strengthen competencies (Anwar, 2022). Through the movie, students can learn character educational values by exploring and observing the values through the acts and scenes of the characters in the movie. Having a good number of scenes showcasing the character educational values, the movie "*Paddington* (2014)" can be used as a teaching tool and additional material to learn the values in the

classroom. For instance, asking the students to analyze the values they found and discuss it with the class. They can also connect the values they found to their daily lives, making the lesson more contextual and meaningful.

The Merdeka Curriculum has its own characteristic that differentiates it from previous curriculums applied in Indonesia, it is what it's called as *Pendidikan Pancasila Karakter* (Pancasila Character Education). Pancasila Character Education consists of several dimensions, such as the dimension of faith, the dimension of global diversity, the dimension of mutual cooperation, the dimension of independence, the dimension of critical reasoning, and the dimension of creativity (Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). Each dimension has its own diverse elements, which can be compared with the 18-character educational values used in this study.

The comparison can be examined from the sub-elements of each element. The researcher then investigated the comparison of the elements of the dimensions of Pancasila Character Education with the 18-character educational values, which can be described as follows:

Table 3. Pancasila Character Education & 18 Character Educational Value

Dimension	Elements	Sub-elements	The Character Educational Values Equivalence
Dimensions of faith, piety to God Almighty, and noble character	Religious morals	-Recognizing and Loving God Almighty -Understanding of Religion/Belief -Practice of Worship Rituals	Religious
	Personal morals	Integrity	Honest
	Morals to humans	Prioritizing equality with others and respecting differences	Tolerance
		Empathize with other people	Appreciate achievements
	Morals to Nature	-Understanding the interconnectedness of the Earth's	Environmental care

		ecosystems -Protect the surrounding natural environment	
	National morals	Implementing Rights and Obligations as an Indonesian Citizen explore culture and cultural identity	National spirit, love of country.
Dimensions of Global Diversity	Recognize and Appreciate Culture	Explore and compare cultural knowledge, beliefs, and practices	Love of country.
		-Explore and compare cultural knowledge, beliefs, and practices -Cultivate respect for cultural diversity	Tolerance, love peace
	Communication and interaction between cultures	-Communicate across cultures -Consider and cultivate multiple perspectives	Friendly/communicative
	Reflection and responsibility for the experience of diversity	-Reflection on the experience of diversity. -Eliminating stereotypes and prejudices -Harmonizing cultural differences	Tolerance
	Social Justice	-Participate in shared decision-making processes -Understand the	Democratic

		role of the individual in democracy	
		Actively build an inclusive, just and sustainable society	Social care, love peace
Dimensions of mutual cooperation	Collaboration	Cooperation	Social care
		Communication to achieve a common goal	Friendly/communicative
	Caring	Responsive to the social environment	Social care, responsibility
	Sharing		Social care, Responsibility
Dimensions of Independent	self-understanding and the situation at hand	-Recognize one's own qualities and interests as well as challenges faced -Developing self-reflection	Independent
	Self-regulation	Setting learning, achievement, and personal development goals and strategic plans to achieve them	Discipline
		-Demonstrating initiative and working independently -Developing self-control and self-discipline	Independent
		Self-confident, resilient, and adaptive	Hard work
Dimensions of Critical Resoning	Acquiring and processing information	Asking questions	Curiosity

	and ideas		
		Identifying, clarifying, and processing information and ideas	Curiosity. Likes to Read
	Analyzing and evaluating reasoning	Elements of analyzing and evaluating reasoning and procedures Reflecting and evaluating	Curiosity, Hard work
	Reflecting and evaluating his/her own thinking	Reflecting and evaluating own's thoughts	Independent
Dimensions of Creativity	Generate original ideas		Creative
	Produce original works and actions		Creative
	Have flexibility of thinking in finding alternative solutions to problems		Creative

The similarities between the 18-character educational values and Pancasila Character Education are visible. The 18-character educational values do not mean that it does not have a relationship with Pancasila Character Education. Hence, the 18-character educational values can be considered to still be relevant as a benchmark that is easily understood by students, teachers, and all those involved in learning character education to find out whether a supplementary material or additional tool can be used as an input in learning character education at school.

However, this research study has its limitations. The first limitation lays on merely analyzing the character educational values found in the first movie "Paddington". Recent years, the sequel of the movie has released, making a room

for future research carrying the similar research topic for the movie sequel. The second limitation is coming from the research objective which is only analyzing the character educational values found in the movie, and do not investigate how effective the movie can be used as additional materials in the classroom setting. These limitations can be taken as future endeavors of research.

The final remark for this research should trace back to the previous research. As Rahayu (2019) stated in her research "Nilai-nilai Pendidikan Karakter dalam Film Meraih Mimpi dan Implementasinya Sebagai Bahan Ajar di SMP" that movies should be picked carefully, because not all movies can be used as a material. After deliberate research to find out the character educational values in the movie Paddington (2014), we can conclude that, since all of the 18 character educational values can also be found in the Pancasila Character Education profiles, the movie Paddington (2014) is eligible to be used as a supplementary material and input tools to learn character educational values.

Conclusion

In summary, the movie "Paddington" is rich in character educational values. It excellently portrays a wide range of values such as curiosity, social care, honesty, discipline, hard work, friendliness, tolerance, responsibility, appreciation of achievements, creativity, independence, democracy, and a love for peace. These values are skillfully woven into the storyline and character portrayals, making the movie not just entertaining, but also an excellent tool for learning character education.

The researchers would like to suggest this movie to be used in the process of learning character educational values. Moreover, further research about this movie is needed to figure out different aspects of the movie that can be used in the learning process especially in learning English as Foreign Language in the classroom so that the movie "Paddington (2014)" can be optimally integrated to be used as a teaching tool and learning material.

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