

## Character Educational Values in Multicultural Aspects Through the 'Aladdin' Movie

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### ABSTRACT:

The objective of this research was to analyze character education values in multicultural aspects presented in the *Aladdin* movie by Guy Ritchie as reflected by the main characters. This research is classified as a qualitative research type using a descriptive approach. The data from this study comes from the *Aladdin* movie. Then, in collecting data, the researcher used documentation by watching the movie and reading the script. In analyzing data, the researcher used interactive data analysis by Miles and Huberman. To find the research's validity, triangulation data and triangulation theory were used to check the validity of the data. The result of this research has demonstrated that five character education values could be found in the movie. The analysis of character educational values in the *Aladdin* movie highlights the importance of self-respect, responsibility, habit, decision-making, and friendliness in shaping the characters and their interactions. The movie's blend of traditional Middle Eastern elements with modern influences emphasizes the significance of embracing diversity.

**Keywords :** Character Education Values, Multicultural Aspects, Descriptive Qualitative, 'Aladdin' Movie

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### INTRODUCTION

A society is typically formed by a group of individuals living together in an area that consists of people with different backgrounds (Berry, 2023; Block, 2018; Turner, 2017). This diversity is evident in various cultural aspects, such as customs, languages, beliefs, and practices. These cultural elements shape individual identities and the language used within the community. According to Herskovits view of Culture as something that is passed down from generation to generation from previous generations to younger generations, the term is called Superorganic. Thus, the behaviors and expressions inherited from previous generations are deeply influenced by their cultural origins (Mokyr, 2016; Pembrey, 2018; Whiten, 2017). Indonesian society is known as a multicultural society because it has various religious and cultural diversities. Multiculturalism is a view that recognizes and values cultural diversity, and as (Dewi, 2020) states that multiculturalism is a priceless asset of the nation that must be maintained and developed as

a great potential. In education, multiculturalism is essential to creating a generation with tolerance and respect for differences. It can be concluded that multiculturalism is a fundamental aspect of Indonesian society, and education plays a crucial role in promoting tolerance and respect among diverse cultural groups (Azhari et al., 2024; Mariyono, 2024; Setiawan et al., 2024).

Education is a crucial part of human development, providing individuals with the tools necessary to thrive in society (Nwachukwu, 2024; S. Singh & Agarwal, 2024). Education also refers to the life process of preparing each individual to grow and survive in society. It means that education is the process of cultivating good character in children, preparing them to become responsible and ethical members of their communities (Dewi & Alam, 2020; Ramadhani et al., 2024; B. Singh, 2019). The importance of character education is crucial to shape future generations and build a moral society. According to Althof & Berkowitz (in (Chowdhury, 2016), "Character education focuses on moral concepts, manners and civility, and shapes students' personalities, values, attitudes and habits in their development. It means that to build good character, everyone must recognize the values to children, especially character education values, to establish good character in children." The movie is one of the media that can be used to build character, especially in character education values. The importance of character education values could be learned from this movie by using Lickona's theory. (Lickona, 1991) identifies three components of quality character, those are: (1) moral knowledge, including: (a) moral awareness, (b) knowing moral values, (c) taking perspective, (d) moral reasoning, (e) decision making, and (f) selfknowledge. (2) moral feelings, including: (a) conscience, (b) self- esteem, (c) empathy, (d) liking kindness, (e) self-control, (f) humility. (3) moral actions, including: (a) competence, (b) willpower, and (c) habit. The three components have a relationship because the assessment and moral feeling will be seen to influence moral behavior. It can be concluded that character education is crucial for developing moral values in children, and Movies can be powerful tools for conveying these values effectively (Chowdhury, 2018).

According to Movie is an example of various mass communication media presented using elements of technology and elements of art (Malisi et al., 2023; Turow, 2019). They can showcase various life experiences and cultural backgrounds, often introducing audiences to unfamiliar cultures. Movies reflect cultural narratives from different eras, and through their storytelling, they can subtly convey multicultural themes. In showing culture through a movie, multicultural cannot be separated from indirectly shown through the scenes played by the movie's cast. The use of movies as a media to build character for children can be meant to provide examples of morals, education, and social values. 'Aladdin' Movie, directed by Guy Ritchie, is a modern adaptation of a classic tale from the Middle East. It follows the story of 'Aladdin', a young thief living in poverty with his monkey, Abu, who falls in love with the kind-hearted Princess Jasmine. The plot thickens as 'Aladdin' encounters the villainous Jafar, who seeks to usurp the throne of Agrabah (Benslimane, n.d.; Hamim, 2020; Rahayu et al., 2015; UMANITNÍ & TUL, n.d.). The Movie is rich in character education values and cultural elements, making it an excellent resource for exploring the intersection of character education and multicultural contexts.

Several previous studies have examined the relationship between films and character education within multicultural contexts, yet most remain limited in scope and depth. For example, Ningsih and Mardiyah (2018) analyzed character education values in the movie Cinderella and found that films can effectively serve as moral learning media by portraying

honesty, perseverance, and responsibility. However, their study focused only on Western cultural contexts and did not explore how multiculturalism influences character formation. Similarly, Putri and Handayani (2021) investigated multicultural values in the movie *Moana* and concluded that cinematic narratives promote cultural understanding and tolerance among young viewers. Nonetheless, their research emphasized cultural diversity without connecting it to moral or character education frameworks. The gap identified in these studies lies in the absence of a comprehensive analysis that integrates character education and multiculturalism within the same cinematic work using a robust theoretical lens such as Lickona's three-dimensional character theory.

This study focuses on the analysis of character education values presented in the 'Aladdin' movie. Therefore, based on the above explanation, the researcher will conduct research to investigate the character education values under the title "Character Educational Value In Multiculturalism Aspects Through the 'Aladdin' Movie."

Therefore, this research aims to analyze Character Educational Values in Multiculturalism Aspects through the "Aladdin" Movie, highlighting how moral knowledge, moral feeling, and moral action are portrayed across culturally diverse contexts. The study is expected to contribute theoretically by enriching discourse on moral education in multicultural media analysis and practically by offering educators and parents alternative learning materials for promoting tolerance, empathy, and ethical behavior among students.

## RESEARCH METHOD

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The researcher employed a descriptive qualitative research approach to analyze the "Aladdin" movie. According to Bogdan (1982), qualitative research is characterized by its descriptive nature, focusing on data presented in the form of images and text rather than numerical values. This type of research emphasizes field observations, oral interviews, and supporting documentation, rather than relying on quantitative data processing. In this study, the research was categorized as library research. The primary data sources for the analysis included the "Aladdin" movie itself and its script or dialogue.

In this research, the researcher used the movie entitled "Aladdin" by Guy Ritchie as the object of the research, its rich and engaging scenes that provided valuable insights into cultural and multicultural phenomena. To gather data, the researcher employed a documentary technique, which involved both reading the script and watching the movie. The data were processed and analyzed using descriptive techniques, following the four steps outlined by Huberman (1994): data collection, data reduction, data display, and conclusion drawing. Methods to enhance the credibility of the findings were employed. Specifically, data triangulation and theory triangulation were used to verify the accuracy of the information gathered. By applying Lickona's theory of character education values, the researcher was able to extract meaningful insights from the movie. The analysis involved a thorough examination of the movie's dialogues, allowing for a comprehensive understanding of the character education themes presented.

## RESULTS AND DISCUSSION

In this part, the answers of the stated problem were described by the researcher. The problem of this study was about the types of character educational values in multicultural reflected on the 'Aladdin' movie. As this study was a descriptive qualitative study, the result and the discussion of this study were described in the form of description and narration. The findings and discussion related to the theory of Lickona (1991:22).

Character education is important in developing the nation's future generations and building a moral society. According to Lickona (1991:72), revealed that are three components of good quality in character, those are: (1) moral knowledge, including: (a) moral awareness, (b) knowing moral values, (c) taking perspective, (d) moral reasoning, e) decision making, and (f) self-knowledge. (2) moral feelings, including: (a) conscience, (b) self-esteem, (c) empathy, (d) liking kindness, e) self-control, (f) humility. (3) moral actions, including: (a) competence, (b) willpower, and (c) habit.

In this study, the researcher has limited the five points of character education values from Lickona, namely (1) self-respect character education values, (2) responsibility character education values, (3) habit character education values, (4) decision making character education values, (5) friendly character education values. The following study analyses the character education values in the 'Aladdin' movie, as seen in the table below:

**Table 1. Analyses The Character Education Values In The 'Aladdin' Movie**

No.	Character Education Value (Lickona)	Value Description	Representation in <i>Aladdin</i> Movie	Relation to Multicultural Aspects
1.	<b>Self-Respect Character Education Values (Self-respect)</b>	Fostering self-esteem, identity awareness, and belief in one's potential.	Aladdin believes in himself despite being considered a "street rat". He shows courage to appear as he is in front of Jasmine, not just with the identity of "prince".	Teaches the importance of respecting different cultural identities and social backgrounds without feeling inferior.
2.	<b>Responsibility Character Education Values</b>	Being responsible for one's choices, actions, and their impact on others.	Aladdin is responsible for protecting Agrabah from Jafar's evil ambitions, even though he is initially tempted to use the power of the genie for personal gain.	Depicts social responsibility in cultural diversity, where each individual has a role to play in maintaining justice and harmony.
3.	<b>Habit Character Education Values (Positive habits)</b>	Consistent habituation of good behavior that becomes character.	Aladdin shows the habit of helping others,	Forming a positive attitude pattern in intercultural

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No.	Character Education Value (Lickona)	Value Description	Representation in <i>Aladdin</i> Movie	Relation to Multicultural Aspects
			such as when helping a hungry child.	relations-the habit of helping each other is the basis of multicultural harmony.
4.	<b>Decision Making Character Education Values</b>	The ability to choose morally, wisely, and ethically in the midst of a dilemma.	Jasmine refuses to get married just because of status, and Aladdin decides to be true to his identity despite the risks.	In a multicultural context, this shows the importance of respecting the values of democracy, gender equality, and freedom of choice without cultural or class discrimination.
5.	<b>Friendly Character Education Values</b> (Friendliness & camaraderie)	Establishing harmonious relationships, being friendly, empathetic and cooperative.	Aladdin's friendship with Genie, Abu, and the Magic Carpet shows trust and loyalty despite their different shapes and natures.	Provides an example that cross-cultural relationships, physical differences, and social status can still be based on friendship and solidarity.

source: author (2025)

### Self-respect

In this scene, Jasmine was under pressure from her father to immediately took action by choosing a life partner. Jasmine looked very surprised and chose to be alone, and then continued to express her feelings by singing the song "Speechless" in English. The scene played by Jasmine showed that self-respect, when people really appreciate and need their own space to express their feelings and emotions within. This value emphasizes the significance of recognizing one's own worth and the need for personal boundaries, allowing individuals to express their emotions authentically while respecting themselves and others. Besides that, Aladdin believes in himself despite being considered a "street rat". He showed courage to appear as he is in front of Jasmine, not just with the identity of "prince".

This scene also showed the multicultural aspects from the Jasmine's side. In the original culture, giving someone the rights to enjoy alone time is commonplace, but most of the time, people in the Middle East spend time with their families, enjoying time off and chatting. It also taught us about the importance of respecting different cultural identities and social backgrounds without feeling inferior as Aladdin wanted to show.

### **Responsibility**

In this scene, 'Aladdin' demonstrated the value of responsibility by returning Princess Jasmine's stolen hairpin. Despite being a "street rat" from the lower class, 'Aladdin' felt compelled to do the right thing after finding the ornate hairpin. He decided to infiltrate the royal palace, facing the strict bodyguards who symbolize the rigid social hierarchy of Agrabah. As he climbed the palace walls, his determination reflected his moral courage, showing that he valued honesty over personal gain. Besides that, Aladdin was also responsible for protecting Agrabah from Jafar's evil ambitions, even though he was initially tempted to use the power of the genie for personal gain.

This scene also showed the multicultural aspects, as it showcased the diverse backgrounds and social classes within Agrabah. 'Aladdin's respectful approach to the guards, despite their initial suspicion of him, emphasizes that moral values like responsibility can transcend cultural barriers. When he finally returned the hairpin to Jasmine, it symbolized a connection that bridges their different worlds, illustrating how acts of integrity can foster understanding and respect among people from various backgrounds. Then, it also depicted social responsibility in cultural diversity, where each individual has a role to play in maintaining justice and harmony.

### **Habit**

In the Movie, the grand party hosted by the Sultan showcased various characters engaging in social interactions that highlight the importance of respect and hospitality, which were essential habits in building relationships. The way characters greeted each other and participated in the festivities demonstrated how these positive habits can create a sense of community and connection, reflecting the values of good character that Lickona emphasizes. Then, in this scene Aladdin also showed the habit of helping others, such as when helping a hungry child.

The multicultural elements in this scene illustrated the blending of traditional Middle Eastern culture with Western influences. The vibrant costumes worn by the dancers and the overall atmosphere of the party are steeped in Middle Eastern traditions, yet the inclusion of the English song "Prince Ali" and the Western-style drinks with starfruit garnishes signify a cultural fusion. By showcasing this blend, 'Aladdin' movie emphasized the beauty of diversity and the importance of understanding and respecting different cultural practices, ultimately promoting harmony in a multicultural society. Besides that, this film also showed how Aladdin's attitude has formed a positive attitude pattern in intercultural relations, the habit of helping each other is the basis of multicultural harmony.

### **Decision making**

In the Movie, Jasmine refused Prince Anders' invitation. In Lickona's theory of character education, the concept of decision-making character education values is particularly relevant in

the context of Jasmine's choice in the movie. This theory emphasizes the importance of making thoughtful and ethical decisions. By choosing 'Aladdin' over an arranged marriage, Jasmine demonstrated her ability to assert her rights and made decisions based on her desires and values. Jasmine refused to get married just because of status, and Aladdin decided to be true to his identity despite the risks.

This scene also showed the multicultural aspects, Jasmine's character embodies the transition from traditional roles to a more modern perspective, where she was not just a passive figure waiting to be chosen but an active participant in her own destiny. Her decision to reject Prince Anders signified a rejection of outdated customs that prioritize arranged marriages over personal choice. This portrayal resonates with contemporary values that advocate for individual rights and gender equality, showcasing how cultural narratives can evolve to reflect more progressive ideals. In a multicultural context, this also shows the importance of respecting the values of democracy, gender equality, and freedom of choice without cultural or class discrimination.

### **Friendly**

In this movie, the Sultan's welcoming demeanour exemplifies the importance of friendliness as a core value in character education. By inviting 'Aladdin' to the harvest celebration, the Sultan demonstrates an openness and kindness that fosters a sense of community and belonging. This friendly attitude not only helps 'Aladdin' feel accepted but also encourages positive social interactions, highlighting the significance of being approachable and supportive in building relationships. Such values are essential in character education, as they promote empathy and understanding among individuals. Besides that, Aladdin's friendship with Genie, Abu, and the Magic Carpet showed trust and loyalty despite their different shapes and natures.

This scene also showed the multicultural aspects, the diverse interactions and relationships portrayed in the Movie. The Sultan's friendly nature serves as a bridge between different cultures and backgrounds, showcasing how kindness can transcend barriers. As 'Aladdin' navigates the palace and interacts with the royal family, he experiences a blend of traditions and values that enrich his character development. This multicultural environment emphasizes the importance of adaptability and respect for others, as seen in Aladdin's willingness to engage with the Sultan and Princess Jasmine. It also provides an example that cross-cultural relationships, physical differences, and social status can still be based on friendship and solidarity.

### **CONCLUSION**

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The study's results show that the character educational values in the "Aladdin" movie center on self-respect, responsibility, habit, decision-making, and friendliness, with Jasmine's assertiveness in choosing a partner and Aladdin's commitment to honesty illustrating essential

traits for personal growth and moral development. The film blends traditional Middle Eastern elements with modern influences to highlight the importance of embracing diversity while promoting values that resonate with contemporary audiences. By presenting characters who challenge outdated norms and assert their rights, "Aladdin" fosters appreciation for multiculturalism and demonstrates how character education can contribute to a more inclusive society, offering meaningful lessons for future generations. A potential avenue for future research is to examine how these portrayed values influence diverse audiences' attitudes toward multiculturalism across varying cultural contexts.

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