Semiotics Analysis: Character Education of Women in Film Mulan (2020)

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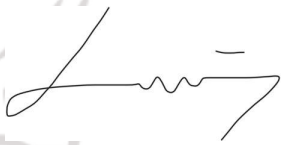
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Thus, I truly agree with this remark.

Yogyakarta, 22 Maret 2024

Sincerely



Salma Arisna Noviana

MOTTO

“A journey of thousand miles begins with a single step”

“Semuanya sudah tertakar dan tidak akan tertukar”

“It seems impossible until it's done”
- Nelson Mandela

DEDICATION

I dedicate this thesis to my beloved parents, sister, and brother. I would not be able to get through all of this without their prayers, support, and love.

FOREWORD

بِسْمِ اللّٰهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alaikum Wr. Wb

I express my gratitude to the Almighty God for all the blessings, grace, and guidance so that I could complete this thesis.

The thesis titled "Semiotics Analysis: Character Education of Women in Film Mulan (2020)" is the result of my hard work and the involvement of many parties. This thesis is one of the requirements for my bachelor's degree from the Communication Studies Department, Faculty of Psychology and Socio-Cultural Science, Universitas Islam Indonesia.

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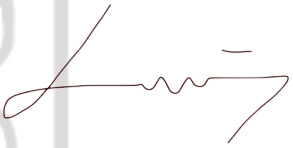
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Warm Regard,



Salma Arisna Noviana

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ABSTRACT

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Currently, many films take a female perspective, addressing issues such as women's roles in the family, social pressures, and beauty standards. Films often depict the limitations and restrictions experienced by women in society, including character education such as the obligation to marry, limitations on expression, and the women's domestic roles. This representation can influence society's perception of women, as films have the ability to shape values and understanding of women in society. Therefore, researchers are compelled to conduct a study with the aim of understanding how the film "Mulan" (2020) represents character education for women. Indirectly, this analysis reveals how the film reflects the culture and social values related to women in Chinese society in the 5th century. Through an analysis of signs based on the scene excerpts, it is evident that the film portrays the limitations experienced by women in society due to entrenched patriarchal norms, such as the obligation to marry, limitations on expression, and women's domestic roles. This representation can influence society's perception of women, as films have the ability to shape values and understanding of women in society. In this context, the film "Mulan" (2020) serves as an example of how media can be a tool for conveying character education messages to women, especially in the face of entrenched patriarchal norms in societal culture.

Keywords: Semiotic, Women's Representation, Character Education.

CHAPTER 1
INTRODUCTION

A. Background

Humans are inseparable from the role of technology in their daily lives. Technology, as an entity that generates numerous communication tools, undergoes significant development over time. This development has a continuous circulation, leading to significant changes in daily communication (Azizah, 2021).

In the history of technological development, film have become one of the most influential forms of communication in human life. Films also reflect changes in the way humans communicate. This development is particulary significant, especially when films undergo rapid advancements. According to Wilda (2021), the history of filmmaking began with the work of the Lumiere brothers, Auguste Marie Louis Nicolas Lumiere and Louis Jean Lumiere, who released a 45-second film titled "Sortie de l'usine Lumière de Lyon" (Workers Leaving the Lumiere Factory in Lyon) in 1892. The film showed Lumiere factory workers leaving the factory at the end of their shift. This work, widely recognized as the first film ever released, introduced the concept of film to a wide audience. In the same year, the Lumiere brothers also produced a camera and projector to create moving images. In 1895, they held the first film screening at the Salon du Grand Café in Paris, marking the beginning of the era of filmmaking.

According to Ardiyanti (2017), the history of filmmaking in Indonesia is divided into six periods that reflect film development in the country. Namely:

1. 1900-1930, as the stage of urban art
2. 1930-1950, as the development of film during the world economic depression
3. 1950-1970, as the ideological tension
4. 1970-1985, as pseudo-globalization
5. 1985-1998, as the crisis period in globalization
6. 1998-2013, as democratic euphoria

Masduki (2010) states that the development of Indonesian films was characterized by the growth of creative works between 1999 and 2008, particularly after the fall of the New Order regime. The stages of Indonesian film development have witnessed numerous

fluctuations and changes. However, there is no doubt about the enduring significance of films in Indonesia and globally as a means of communication that provides much information and entertainment.

In entertainment, Indonesian audiences' diverse needs and genre preferences significantly influence the country's film development. This is particularly noticeable with the widespread availability of imported films, notably from Hollywood. Hollywood films, well-known to film enthusiasts worldwide, represent one of the largest and most successful film industries globally. The attention these films receive from Indonesian audiences provides them with alternative perspectives and enriches their understanding of cinematic messages. The cultural distinctions between foreign and Indonesian films influence differences in style and narrative.

Nevertheless, this exposure allows Indonesians to gain a broad spectrum of perspectives from the films they watch. Athallah (2022) notes that Indonesia has been a significant market for Hollywood films since the early 20th century, during the Dutch colonial era. Hollywood films have served as an alternative entertainment option for Indonesian audiences, meeting their diverse entertainment needs. As a form of communication, film has rapidly evolved alongside technological advancements, contributing to its success in Indonesia.

As an audiovisual medium that presents live images and sound, film can tell stories, both fictional and non-fictional, in a relatively short time. According to Jurnal Hasil Riset (2016), Films can captivate audiences by portraying characters, drawing them in as if they can transcend space and time. When audiences watch a film, they are often unaware they are being emotionally drawn into the story or message, experiencing feelings of joy, sadness, or anger. Consequently, audiences unknowingly receive the film's message and are influenced by its storyline. It aligns with the film theory proposed by Elsaesser and Hagener (2010), which states that audiences' initial impressions of the on-screen properties will shape their understanding, interpretation, and comprehension. In this theory, film is considered a medium that can imagine the relationship between the audience and what is portrayed. Therefore, films are often used as a mass communication medium recognized for its significant impact on audiences and its popularity among many people.

The combination of technology and communication drives the development of film, enhancing its effectiveness in conveying messages. Films are used to explain and understand history, convey moral values, and represent influential aspects of society to the audience. The portrayal of gender, social situations, education, parental roles, and other human experiences in films reflects real-life scenarios. However, films often perpetuate stereotypes in representing these aspects, creating stigmas and varying perspectives on the subjects depicted (Janardhan, 2022).

Films are considered powerful tools of mass communication, capable of reaching their target audience effectively due to the diverse range of genres they offer. These genres are used to convey messages to the target audience. According to Rizaty (2023), the most popular genre in Indonesia through video streaming platforms is action, with 72% of respondents stating so in the 2023 Jakpat survey. However, despite the high popularity of action films, there are stereotypes, especially regarding women in this genre. According to the Annenberg Inclusion Initiative report, there is a gender disparity observed in film genres, particularly in action films, where female characters only account for 39% of the total, based on 1,200 popular films from 2007 to 2018 (Smith, Choueiti, et al., 2019).

Films do not merely create stereotypes about female characters but also influence how society and families perceive them. They depict women's obligations and roles, as well as limitations and prohibitions imposed on them. Such facts reflect societal views on the perceived inferiority of women, particularly in relation to men. Nowadays, films often depict and teach social norms that regulate women's behavior, both directly and indirectly. However, the character education applied to women often becomes a hindrance and limits their freedom. Some unwritten rules and restrictions bind women despite no clear regulations regarding these prohibitions. Such views are not separate from patriarchal culture, which portrays women as the opposite of men, namely shy, non-aggressive, weak, and lacking in self-control (Barli, Sili, and Valiantien, 2017). Barli and colleagues also indicate that society is trapped in a patriarchal culture that gives many advantages to men, such as greater dominance.

Such a patriarchal culture is evident in how female characters are portrayed and how the social and family environment perceives women. There is a social construct to

tell women what they must and must not do. In this case, it has to do with men. Nowadays, it is easy to find a film that indirectly explains and teaches should and what women should not do. There appears to be a deliberate effort to apply character education to women, but it only hinders and limits their freedom. Many activities are forbidden for women, even when no written rules prohibit them. This view is not far from a patriarchal culture, which seems to present women as the opposite of men's attitudes, such as shy, unaggressive, weak, and lacking self-control (Barli, Sili, and Valiantien, 2017). It is also noted that society is trapped in a patriarchal culture where men are bestowed with many privileges and advantages, such as being more dominant.

Many studies in Indonesia have focused on the representation of women. For example, research by Listyani, cited in Irawan (2014), indicates that the representation of women is a social construct built by human consciousness. Humans continue to engage in social construction because, in communication, they send and receive signs or symbols, resulting in changes in representation. Representations can change along with the symbols sent and received, creating new perspectives in human life. Irawan (2014) also mentions that representations in films reflect society and social institutions, conveying various aspects of reality such as objects, events, society, and cultural identity. As cultural representation, films construct cultural values, how these values are produced, and how audiences consume them. This representation has the power to influence audiences, where something can be depicted as good or bad, affecting the audience's perception (Lailawati, et al., 2020). One strong impact of cultural representation is the education of female characters in films, which can be conveyed and consumed as good or bad.

One of the compelling films to discuss and analyze concerning the representation of women's character education is Mulan 2020. Starring Liu Yifei as Mulan, this film presents a perspective on and representation of women in the Chinese Empire. The film depicts women's struggle in Chinese society at that time, highlighting the differences in societal and familial roles between men and women. Men were seen as having significant roles in leadership, politics, and social right. At the same time, women were expected to obey their fathers before marriage and their husbands afterward, with limited decision-making power even in their own lives. Additionally, Chinese women were expected to stay at home and prioritize caring for their families (Lailawati, et al., 2020).

This film depicts a situation where the Empire requires one male representative from each family to fight. In Mulan's family, the only male member is her father, who cannot to participate in the battle due to his condition. Despite facing various challenges, Mulan secretly disguises herself as a man and joins the war, demonstrating her strength and abilities in combat. According to Wikipedia.com, this film features an intriguing plot as it seeks to provide a more accurate representation of Chinese women and their ability to challenge the prevailing patriarchal ideology that places them beneath men (Lailawati, et al., 2020). Moreover, Mulan (2020) showcases the roles of women in society (Sembada, 2021). The film also highlights the character education imparted by family and society to Mulan, illustrating how she defies stereotypes associated with women.

The interesting and spotlight part of this film is the character education that Mulan's parents taught Mulan with all her strengths as a woman. Her father asked Mulan to hide these strengths and her mother was worried that no man would marry her daughter.



Picture 1.1 Mulan (2020)'s scene character education



Picture 1.2 Mulan (2020)'s scene character education



Picture 1.3 Mulan (2020)'s scene character education



Picture 1.4 Mulan (2020)'s scene character education

The representation of character education in films has significant potential to shape and influence values in society, particularly among the younger generation. Given their substantial influence, films serve as effective mediums for conveying moral values and character education to audiences.

With the unique plot and representation of character education in the Mulan film, researchers are intrigued to explore how the film portrays character education for women differently from other films. Discussing character education for women in the film Mulan (2020) is crucial as it influences the audience's perception of women's roles and characteristics. Additionally, since the film is based on a well-known Chinese legend, analyzing character education for women can help identify the image of women portrayed and highlight the positive values conveyed in the film.

The researcher employs semiotic analysis, focusing on signs within the film that represent women. This approach aims to ensure that the research is easily comprehensible and has a positive impact.

B. Research problem

Based on the previous description, the researcher formulated the problem in this study as follows: "How is women's character education represented in the film Mulan (2020)?"

C. Research Purposes

The objective of this study is to analyze the representation of women's character education in Mulan (2020)

D. Research Benefits

1. Academic Benefits

This research is expected to be a valueable new reference, especially regarding the semiotic analysis of film

2. Practical Benefits

This research is expected to give new information and insight to readers about the semiotics analysis of film

E. Theoretical Frameworks

1. Previous Studies

a. Representation of Gender in Mulan 2020: A Semiotics Approach

This journal was written by Puan Suri and Elisa Betty in April 2022, both students at Universitas Negeri Medan. This journal conducts research using qualitative methods to explain gender equality, particularly for females and their challenges in life and also discusses film as a communication medium.

The journal highlights that films serve as a medium to convey messages, aiming to educate or entertain viewers. Films often provide viewers with new information,

perspectives, experiences, and opinions, which can significantly influence their lives. The movie "Mulan" (2020) is a prime example of such impactful storytelling.

The researchers explain that Mulan (2020) tells the story of Mulan, a woman characterized by her free spirit, courage, and willingness to defy societal norms. The film is set in an imperial era where each family must send one member to the war, leading to criticism from Mulan's family when she takes her father's place.

The research concludes that men and women are inherently different, with societal expectations and upbringing influencing these differences. Unfortunately, negative societal views often limit women's roles and place them at a disadvantage. However, "Mulan" challenges these stereotypes, showing that women can excel in traditionally male-dominated roles and activities. The film illustrates that women are not confined to domestic roles but can actively participate in social and military endeavors, breaking societal norms and stereotypes.

b. Semiotic Analysis of Women's Representation in the Animated Disney Film Raya and The Last Dragon

The study by Sabila Kamila Wardah and Rina Sari Kusuma (2022) highlights the portrayal of women in film and animation, often depicting them in roles inferior to men. These stereotypes, deeply rooted in patriarchal culture, perpetuate the notion of women being subordinate to men, leading to oppression and limited opportunities. As a powerful medium of communication, film often reflect and reinforce these societal norms.

The research notes that women in films are frequently portrayed in a sexualized manner, focusing on physical beauty. Such representations influence viewers' perspectives and perceptions. However, contemporary films increasingly showcase feminist themes, reflecting women's awareness of societal mistreatment and their efforts toward gender equality.

Focusing on Disney's animated film "Raya and The Last Dragon," the study employs a descriptive qualitative method with semiotic analysis using Roland Barthes' model. The film is particularly intriguing for analysis due to its strong feminist elements. It portrays a princess striving to reunite her fractured country, depicting women

supporting each other without patriarchal influence or dominance by male characters. The women in the film are rational, courageous, and independent.

The study compares the representation of women in Disney animations. It concludes that there has been development in how women are depicted, especially in Disney films. "Raya and The Last Dragon" showcases women without needing male presence, romance, or male-related themes, enhancing the quality of female portrayal. The film depicts women as protectors, emphasizing friendship over patriarchal norms. This portrayal suggests a significant shift in societal perceptions of women, portraying them as strong, independent warriors.

c. The Camouflage of "Tough Woman": The Resistance of Female Character Against Patriarchal Ideology in Mulan

The journal, authored by Rahmadani, Qory, and Mutia and published in 2020, discusses patriarchy as a compelling subject for the Chinese, with its intricate rules and historical context. Gender discourse has constantly been engaging, highlighting the stark contrast in how women are portrayed compared to men. Despite contemporary efforts to bridge this gap, women are often urged to assume traditionally male roles. The discrimination women face in real life, such as workplace challenges in attaining desired positions, mirrors these disparities. Consequently, films have been utilized by the state as a tool to empower and represent women, as exemplified by the film Mulan.

This researcher stated that the film Mulan became one of the influential Chinese films because it depicted the lives of Chinese women. This film is one of the films that hope to fight against the patriarchal culture inherent in society. The researcher uses the critical discourse analysis model by analyzing the dialogues, characters, and events of the two films (Mulan 1998 and Mulan 2020) to find out how Chinese women are portrayed in a film. The results of the research conclude that even though the role of women dictated in these two films is blatantly described, the film adaptation of Mulan 2020 depicts resistance and defiance from patriarchal ideology removed and disguised.

d. Representation of Feminism in the Film Joy

This study was conducted by Erinna Zandra (2021) to learn about the representation of feminism in the film Joy (2015). The study employs a semiotic analysis of Charles Sanders Peirce's model. Focusing on the feminist movement depicted in the film, which advocates for equal human rights. The perception of women as weak has given rise to the feminist movement. Feminism in this film is portrayed through the independence of the main character, Joy, in doing business. In addition to portraying women as independent, this film successfully presents them as hard workers. In conclusion, the researchers noted that the film breaks negative stereotypes about women, depicting them as ambitious individuals who are not discouraged by failure.

e. Representation of Gender Discrimination and Patriarchal Culture in Movie of Mulan 2020 (Roland Barthes Semiotics Analysis)

This study, conducted by Sri Narti and Sapta Sari (2022), analyzes the discrimination against women due to patriarchal culture. The purpose of this study is to examine various gender discrimination depicted in the movie, particularly among women. Based on this research, patriarchal culture has a significant impact on society that places women in subordinate positition to men, influencing the assumption about women's rights and freedoms. In addition, the researchers find a form of discrimination and patriarchy in Mulan (2020), which is illustrated through fourteen scenes consisting of seven scenes of gender discrimination. This study concludes that the film Mulan (2020) depicts women's freedom from the inherent patriarchal culture.

2. Theoretical Framework

a. Representation of Women in Film

Media is a tool used to convey messages from communicators to audiences. Communication exists in all human relationships, including interpersonal, group, and mass communication. Communication is not limited to mere conversation; it also encompasses the delivery of information and affects the audience's understanding and perspective. One example of communication is through film.

The significance of film as a communication medium is increasingly acknowledged, comparable to other forms of media (Suroko & Muktiyo, 2018). Films, popular medium of mass communication, significantly impact society and effectively convey messages and information to the public. Mass communication involves disseminating information, ideas, and attitudes to the public (Asri, 2020). Therefore, films play a crucial role in shaping the image of women, and the media through which they are produced can influence the audience's mindset. What audiences see in films significantly impacts their perceptions and can shape their understanding of reality. Films can influence people in various aspects (Wardah & Kusuma, 2022). The use of film as a communication tool has been pivotal in shaping culture and society by facilitating the widespread dissemination of information and ideas.

The media shapes how individuals think, feel, and act, and how society and communities organize themselves. The medium contains content that has the power to influence society's perceptions. One of the dominant forms of media communication is mass media, which has the power to interact with and influence society (Umar, 2014). Film is considered an effective communication tool because it delivers messages through audiovisual means. Through film, people can also adjust their preferences and desires with this communication medium. A film can be considered a form of communication because it delivers information and allows audiences to receive messages through their senses, capturing various symbolic elements in a film (Suroko & Muktiyo, 2018).

There are various opinions about films. Some argue that films are solely for entertainment purposes, while others believe that films serve not only for entertainment but also for educational or beneficial purposes. Therefore, films are often utilized to convey meaningful messages, missions, ideas, or campaigns (Asri, 2020). Films are effective mediums of communication for both entertainment and conveying impactful messages that can influence attitudes, mindsets, and insights. Films have the potential to serve as educational tools, including for character education (Suroko & Muktiyo, 2018). Films are powerful mass communication mediums that significantly influence education. As a medium, films can also be used for socialization and cultural persuasion. Therefore, by using mass media, films have the advantage of reaching large audiences (Subina, 2020).

Films are powerful tools that can reach a wide audience and profoundly influence how people perceive the world. They are often used to convey messages that aim to change individuals' perspectives, providing new insights and understanding. Representation, as discussed by Wardah and Kusuma (2022), can be understood in two ways. First, it involves a mental representation of abstract concepts, allowing individuals to interpret information by creating connections within a conceptual framework. Second, representation can also refer to language representation, where language and symbols are used to construct a conceptual framework that represents various concepts.

Wardah and Kusuma (2022) also discuss representation theories, which according to Stuart Hall, are divided into 2 approaches. The first is the reflective approach, which likened to a mirror that reflects the original meaning of an occurrence. The meaning depends on the idea, object, person, or event being reflected. The second is the intentional approach, used to communicate something based on the communicator's perspective. Language is utilized to describe the meaning intended by the speaker, writer, or communicator. Representation is viewed as a process of creating meanings and conveying messages to audiences, often through sound, color, imagery, and movement in film (Wijaya, 2021). Meanwhile, Stuart Hall (2003) defines representation as a fusion of meaning with cultural language. Representation is a crucial component in the production and exchange of meaning, involving language, imagery, and signs to symbolize concepts. In film, representation goes beyond conveying messages through sound and imagery; it also conveys values and meanings attributed to them. The subject of representation can be an individual or a community.

One of the intriguing and ongoing topics for discussion is the portrayal of women in films. Although it is an engaging subject for film content, the depiction of women often sparks debates. It is because women's portrayal in films sometimes reveals an imbalance between the roles of women and men on screen. This imbalance in roles can be described as stereotypes, as mentioned in a study by Mackey (2020), indicating that stereotypes are prevalent in the media. In films, men are often depicted with characteristics or attributes such as leadership and assertiveness. On the other hand, according to Alzahrani (2016), women's roles or characteristics in African films tend to be reduced to being sex objects and fulfilling men's desires. Alzahrani (2016) also

mentions that in these films (African films) the representation of women as the cause of misery in their homes and often blamed for the cause of the death of their husbands.

Lauzen's (2021) data shows women are still significantly underrepresented in film. Based on the Center for the Study of Women in Television and Film report in 2020, only 25% of all speaking roles were women representation. This underrepresentation is evident across various studies, indicating an apparent disparity in on-screen gender representation. Research suggests that the portrayal of women in movies can profoundly impact society, particularly young girls and women. Positive representations of women as strong, intelligent, and capable characters can help challenge stereotypes and promote gender equality (Smith et al., 2016). Such reality is exemplified in the film Mulan (2020), which seeks to change perceptions of women and advocate for gender equality by portraying women engaging in traditionally male-dominated roles, such as combat.

However, portraying the character education message in Mulan (2020) presents certain challenges, particularly in terms of how it represents women. Character education is a concept comprising two words: character and education. Education involves the process of developing intellectual and emotional skills in individuals. Its purpose is to enable the younger generation to understand and practice values and norms by imparting experiences, knowledge, abilities, and skills that underlie these values and norms in life. Education plays a crucial role in shaping individuals' knowledge, attitudes, and personalities (Khotimah, 2021) and is recognized as a force that contributes to the advancement of civilization.

The meaning of a character is fundamental values that affect a person's personality, both due to heredity and environment, as well as daily behavior that distinguishes them from other people. Character can also be interpreted as something that underlies thinking, attitude, and behavior (Khotimah, 2021). Additionally, a character can be identified as traits that differentiate individuals from their childhood (Istighfarah, 2021)

The lack of understanding of gender in society has a significant impact on women and causes many injustices that women feel. One of them impacts a representation in the film, such as in character education. Character education is broadly interpreted as natural character education without being limited by space and time. More narrowly, character

education is defined as a programmed, planned effort with clear targets and goals (Nashiroh, 2022). Character education implicitly implies building traits or patterns of behavior that are based on or related to positive or good moral dimensions, not negative or bad ones (Istighfarah, 2021).

Wardah and Kusuma (2022) provide a perfect example of a female character, as found in most Disney animated films often feature women with vulnerable characters, relying on men and physical beauty. Female characters are usually portrayed as concerned with romance and physical appearance. Additionally, female characters are often portrayed as fearful, tentative, and physically attractive. From 1937 to 1959, during the pre-transition period defined as the first wave of feminism, Disney developed their first three princesses, Snow White, Cinderella, and Aurora, when women were stereotyped as homemakers. Each gender has its roles and each princess shows a period of Disney compliance with what was expected of a predominantly male-centered society (Garabedian, 2014).

b. Patriarchal Culture

The representation of women in the film or media can not be separated from society's view of women in life. The old culture that is inherent in society continuously makes a woman seem like what society views. Culture is a way of life that develops, is owned by a group of people, and is inherited. Culture is formed from complicated elements such as religious systems, politics, languages, artworks, etc. As a way of life, cultural characteristics are complex, abstract, and broad (wikipedia.com).

Culture is a set of beliefs, philosophies, and practices shared by a group of people. According to Rosy Greenles in Meg (2023), culture can be defined simply as an expression. It is the expression of people and communities through traditions, clothing, and how they express themselves. Mary Hawkes-Greene, also in Meg (2023), mentioned that ideally, culture is not only a set of beliefs but also includes values and norms that define how humans live.

Every group has its own culture, consisting of a set of activities and values that are shared among its members, defining their unique cultural identity (Meg, 2023). Culture encompasses a broad range of elements, including but not limited to artworks; it

comprises knowledge, arts, beliefs, morals, rules, and any other capabilities and habits acquired by individuals as members of society (Kusuma, n.d.).

Patriarchy is a system that places men as the main authority and the center of social organization. It teaches that men are superior to women, as seen in the family dynamic where the father holds the main authority over the mother. This implies a male privilege system and results in the subordination of women. Another definition of patriarchy is a social system related to gender in which there is gender inequality, with men monopolizing all roles. The concept of patriarchy encompasses the related concept of gender in two ways. First, it includes the injustices often seen in gender relations. Second, it highlights the interrelationships among various aspects of gender relations that constitute social systems (Israpil, 2017).

Patriarchy is also defined as a construction and mindset because men are closely related to masculinity and ego, while femininity is often ignored and considered weak. In patriarchal systems, men are free to do anything to women (Pangestu & Fajar, 2021). Injustice occurs towards women because society views them as inferior to men. It is evident in the lack of social power experienced by women, leading to their subordination and oppression (Wardah & Kusuma, 2022). The patriarchal system promotes male privilege, including male dominance, male identification, and a male-centered focus on control. In contrast, women are often portrayed as shy, lacking self-control, and passive (Barli, Sili, and Valentine, 2017).

Based on Wood's research from 1994, which remains relevant in 2020, cultural norms significantly influence the media. Wood (as cited in Mackey, 2020) argues that women are often portrayed as sex objects in media, depicted as thin, beautiful, passive, dependent, incompetent, and unintelligent. Such representations distort the perception of gender in the media and may lead women to view themselves as normal and desirable based on these unrealistic standards.

In all forms of media, women are portrayed through various images, including stereotypes, unrealistic portrayals, or underrepresentation (Mackey, 2020). Manaworapong and Bowen (2022) argue that the film "Mulan" continues to reflect patriarchal norms. In "Mulan" (2020), the patriarchal culture is evident in its

representation of women's roles and character education, depicting women as limited and dominated by men.

c. Character Education of Females in Family

Character education is the process of developing an individual's character, which involves imparting knowledge and instilling an understanding of the values and norms prevailing in society (W. Arrayandhika, n.d.). Character education serves as a guide to shape an individual's direction and behavior, often starting from early childhood and primarily taught by parents. Character education significantly influences an individual's future. Its primary purpose is to improve one's character. (Prasetyorini, 2020).

Character education is inherited, and instilling it in individuals can impact future generations, helping to prevent a decline in character in the future (Prasetyorini, 2020).

In the process of character education, various factors, both internal and external, play a role. Among these factors, the family has a significant impact on an individual's character education. Family serves as the primary social environment for individuals, where they learn fundamental social concepts from their parents (W. Arrayandhika, n.d.).

Over time, differences in parenting styles and the ways parents and children think certainly affect the process of character education. According to Ageng Arrayandhika (2020), character education is not merely, is not just about giving orders and prohibitions to children, but also about introducing and guiding individuals towards good and bad habits. This approach helps parents understand the basic character of each child while also helping individuals understand themselves and their self-concept. Self-concept refers to how a person perceives themselves, including their physical appearance, gender identity, and other social aspects (Ismiati, 2018).

Parents' perception, understanding, and upbringing are crucial in character education because what parents teach will significantly impact one's character and self-understanding. Therefore, in character education, parents are expected to have experiece and a deep understanding of character education (Ismiati, 2018). Often, families make mistakes in raising their children, leading to barriers in the their development. The role of parents also includes providing children with knowledge about gender which can be divided into two categories: natural and changeable. However,

families often misunderstand and misrepresent gender roles. Specifically for women, there is a societal expectation that girls should play with dolls, reinforcing traditional gender norms where women and men are distinguished based on perceived decency (Putra, Junaidi, Fitri: 2020). Misconceptions about gender in society and within families can significantly impact the character development of children. Society may hold rigid beliefs about the division of roles between men and women, often believing that women should focus on caring for children and not earning a living (Pujiastuti, 2014).

This often triggers limitations in the roles of men and women, as depicted in the film Mulan (2020). Since childhood, Mulan was taught to hide her strengths because it was deemed inappropriate for a girl to exhibit them.

F. Research Method

1. Research Paradigm

This research uses the constructivist paradigm, which states that the truth of a social reality is seen as the result of social construction, and the truth of a social reality is relative (Umanailo, 2019). Adopting the constructivism paradigm in this qualitative research believed that there is no single reality. The reality is interpreted and produces different interpretations.

2. Type of Method

The type of this research is qualitative with a descriptive model, aiming to understand and analyze the data based on the film Mulan (2020) using semiotic analysis. The descriptive approach, as described by Siyoto in Pramono (2022), involves carefully describing and examining something in detail.

According to Bogdan and Bigdan in Sugiyono (2013), qualitative research has several characteristics, one of which is that data are collected through words and pictures rather than numbers. In this study, the data are collected through words and pictures, using screenshots from the film.

3. Research Object

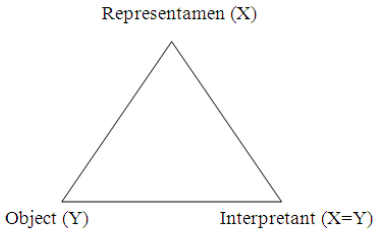
The objects of this study are several scenes from the film Mulan (2020) presented in visual form. The research focuses on specific scenes that depict character education for women.

4. Data Analysis Method

Researchers use semiotic analysis based on Chandler (2005) to study signs, which include words and pictures, to understand how meaning is constructed and reality is represented. In semiotics, several models can be used, and this research utilizes Charles Sanders Peirce's semiotic analysis method.

The model of Charles' method call as "triadic" and the concept consists of (Usman, 2017)

1) **Representamen** is the form received by the sign or functions as a sign
2) **Object** is something that refers to the sign and is represented by representamen
3) **Interpretant** is a sign that is in someone's mind about the object referred to by a sign



According to Wibowo (2013), Peirce's method will identify the basic particles of signs and combine all the components in a single structure. Charles's typology divides the differences in signs into the following

(1) **Icon** is a sign that has a similar form that is easy to recognize. In this icon, the relation between the representant and the object is similar in some qualities.

(2) **Index** is a sign that has a phenomenal or existential link between the representamen and the object. In the index, the relation between the sign and the object is concrete, actual, and common in sequential or causal ways.

(3) **Symbol** is a type of sign that is arbitrary and conventional by the agreement or convention of several people or society. In general, linguistic signs are symbols.

In this research, researchers used three stages of analysis with Peirce's semiotic models, namely:

a) Sign: Text and images in Mulan (2020) containing elements of character education for women.
b) Object: Scenes related to the representation of character education for women are then classified by index, icon, and symbol.
c) Interpretant: Give meaning and interpret data into sentences.

In this analysis, Pierce's models allow for a deep examination of how individuals create meaning from the signs they encounter in their social and cultural contexts.

5. Data Collection Method

Data collection for this study involved observing the object under study, in this case, the film Mulan (2020). The technique used are:

1) **Documentation** Documentation involves collecting textual and visual data from the film Mulan (2020) and analysing the data collection results.
2) **Library Studies,** the researcher collects data and reviews literature from various sources, including the internet and journals, related to the topic under study to develop research results.

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The techniques for collecting data in this research are:

1) The researcher describes the study's background and benefits and defines the concept and objectives of the analysis.
2) The researcher collects data by selecting, watching, and analyzing the film Mulan (2020) as the object of study in this research.
3) The researcher collects data from specific scenes that are the focus of this research, representing character education for women.

CHAPTER 2
THE RESEARCH OBJECT

A. General Description

1. Mulan (2020)



Picture 2.1 Mulan (2020) movie poster

Mulan (2020) is a live-action film produced by Walt Disney Pictures. It is a remake of the 1998 film of the same title, also produced by Disney. The film is based on a Chinese legend and stars Yifei Liu, Donnie Yen, Jason Scott Lee, Gong Li, Tzi Ma, and Yason An. Released on September 4, 2020, with a runtime of 1 hour and 55 minutes, the remake received both positive and negative responses from the public.

2. Synopsis of Mulan (2020)

The film Mulan (2020) revolves around the story of Hua Mulan, a young woman living in fifth-century imperial China. She is the eldest daughter of Hua Zhou, a former imperial soldier. Unlike other girls of her time, Mulan possesses exceptional martial arts skills. However, her abilities are met with disapproval as they are deemed inappropriate for a girl. Set in an era where ancient customs and rigid traditions dominate, the

patriarchal society of fifth-century China strictly defines women's roles, limiting their access to education and self-development. Mulan's upbringing in such an era highlights the struggle against gender norms and societal expectations. The restrictive cultural environment of the time plays a significant role in shaping Mulan's character, instilling in her both resilience and a sense of duty despite societal limitations, in fifth-century China strictly defines women's roles, limiting their access to education and self-development.

The story commences with an imperial decree requiring each family to send one man to join the war effort. However, in Mulan's family, her father is the only eligible man, but due to his advanced age and physical condition, he is unable to enlist. Mulan understand their condition and she decides to escape and goes undercover to follow the war.

As planned, Mulan's undercover status remains unknown to anyone, including her leader, Commander Tung. Despite facing many difficulties in camp to maintain her identity as a woman, Mulan is able to establish her position among the men. In battle, Mulan becomes a great warrior. However, she is confronted by Xianning, an enemy who knows Mulan's identity and mocks her. Xianning attempts to kill Mulan but fails. Due to her identity being revealed, Mulan is expelled from the army, despite her excellent performance in the war.

However, on her way home, Mulan meets Xianning again, who reveals his main goal of attacking and executing the emperor, driven by vengeance for his father's death. Mulan returns to the camp and informs about the impending attack. Commander Tung trusts her and allows her to rejoin. Mulan is sent to save the emperor. Eventually, thanks to Mulan's efforts, she is offered to become a personal guard of the emperor, but she chooses to return to the village. Suddenly, an imperial envoy arrives and gives Mulan a new sword and asks her to join the battalion.

3. The Character In Mulan (2020)

a. Liu Yifei

Liu Yifei, also known as Crystal Liu, was born on August 25, 1987. She is an actress, model, and singer, often referred to as the "fairy sister" in the entertainment industry. She has appeared in numerous films and television shows. In the film, she

portrayed Mulan, who had unique abilities compared to other girls of her time. These abilities were considered a disgrace that she should conceal. She was also taught character education for women during that era.



Picture 2.2 Liu Yifei's

b. Tzi Ma

Tzi Ma is an actor born in Hong Kong as the youngest of eight children in 1962. He has appeared in films and television series, such as Dante's Peak, Rush Hour, Arrival, 24, and The Man in the High Castle. In Mulan (2020), he portrayed Mulan's father, a former imperial soldier. Mulan's father is depicted as a father who teaches his daughter how to behave as a woman, although this advice may seem restrictive, and advises Mulan to conceal her strengths.



Picture 2.3 Tzi Ma

c. Rosalind Chao

Rosalind Chao is an actress from the United States, born in 1972. She is best known for playing some roles, including on the CBS AfterMASH show as Klinger's South Korean wife for two seasons and as Rose Hsu Jordan in the film The Joy Luck Club. In Mulan (2020), she plays Mulan's mother, who teaches her daughter how to behave as a woman and finds a match for Mulan through a matchmaker.



Picture 2.4 Rosalind Chao

4. Movie Awards

Table 2.1

Mulan (2020) Movie Award

Year	Winning Award	Category
2020	People's Choice Award	Favorite Action Movie
2021	ReFrame Stamp	- Top 100 Most Popular Narrative & Animated Features - Narrative & Animated Features
2021	Visual Effects Society Awards	Outstanding Created Environment in a Photoreal Feature
2021	Santa Barbara International Film Festival	Visual Effect
2021	Academy of Science Fiction, Fantasy & Horror Films	- Best Costume - Best Action/Adventure Film
2021	Costume Designers Guild Awards	Excellence in Sci-Fi/Fantasy Film

B. Unit Analysis

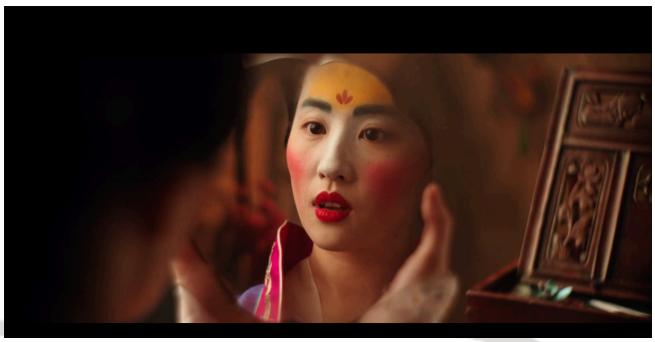
In the process of collecting data in the form of scenes related to women's character education, here is the population of selected scenes from the film Mulan (2020). These scenes below are the representation of women in film Mulan (2020)

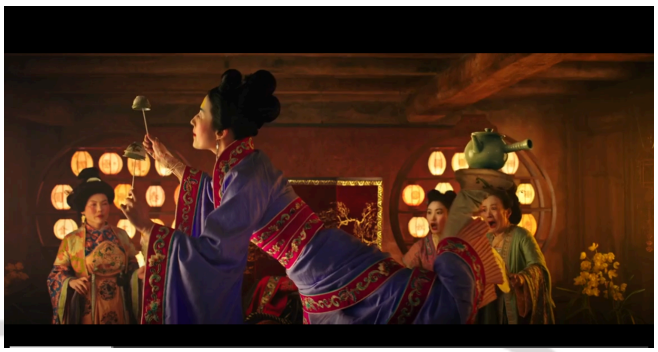
Table 2.2

Scene	Time	Visual	Interpretan
Scene 1	02:07-03:04	  	When Mulan chased the chicken with her advantages, she was looked down upon by society. This scene belongs to the **gender gap**, where Mulan is looked down upon.
Scene 2	03:57-04:01		A conversation conducted by Mulan's parents. Regarding Mulan's obligations as a woman. This scene related to **character education**.

			
Scene 3	04:28		This scene shows the **gender gap**. Because of the way people see Mulan, they call her a witch.
Scene 4	05:33-05:44	 	Her father asked Mulan to hide her strengths. This scene shows **character education**.

			
Scene 5	14:06-14:14	 	Mulan's mother said that Mulan had been matched, this scene shows **character education**.
Scene 6	15:08-15:45		Mulan is dressed up and put in traditional clothes, this scene shows **character education.**

			
Scene 6	16:35-16:48	 	At the matchmaker's house, Mulan is trained to pour tea and is told the traits that a wife must have. This scene shows **character education.**
Scene 7	17:58-18:20		While everyone is panicking and there is chaos because of the insects, Mulan remains focused and deftly holds the teapot and glasses. This scene shows **feminism**

			
Scene 8	20:23-20:25	 	Mulan wanted to help her father who fell but was not allowed to. This scene related to **character education**
Scene 9	21:12-2116		Her father warns Mulan is just a woman. This scene shows against **character education**

			
Scene 10	29:47		Mulan who is disguised and brave enough to fight against anyone who disturbs her, this scene shows **feminism**
Scene 11	35:54		Being the only woman in the camp, Mulan had to be independent. Waking up early to hide her identity. This scene shows **feminism**
Scene 12	40:10 & 49:31		Mulan displays her skills and the men are amazed to see her, the scene shows **feminism**

			
Scene 13	1:01:04		When other warriors choose to retreat, Mulan goes alone against the enemy. This illustrates **feminism**
Scene 14	1:12:23		Mulan admits her mistake of disguising herself as a man, meaning she is brave and responsible even as a woman. This scene related to **feminism**
Scene 15	1:42:38		Mulan managed to prove and bring honor to her family. This scene shows **feminism**

Based on the selection of 13 scenes above, here are the following scenes that relate to women's character education in the film Mulan (2020)

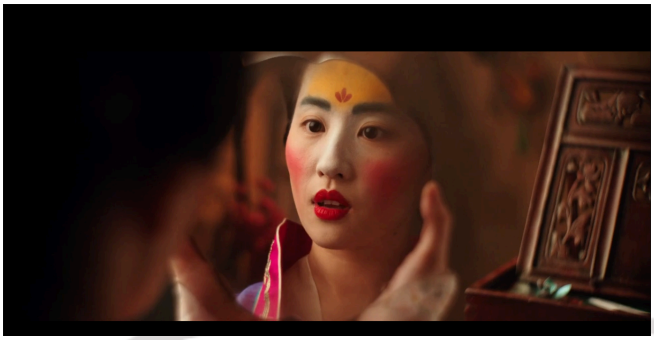
Table 2.3

Data Analysis Unit

No	Visual	Background	Timeline
1.	  In this scene, it shows that Mulan's mother is furious about Mulan's attitude and she speaks to Mulan's father about how women are bound by marriage and family honor.	In the dining room	0:03:57 - 0:04:01

2.	   This scene depicts Mulan's father telling Mulan that she can not showcase her advantages, such as self-defense, because she is a girl, and it would bring disgrace to their family.	In their home yard	0:05:33 - 0:05:44

3.	  In this scene, Mulan's mother's expression is so excited to match Mulan, but Mulan looks shocked and disappointed.	In the dining room	0:14:06-0:14:14
4.		In Mulan's room	0:15:08 - 0:15:45

	 After telling the news about Mulan's arranged marriage, her mother dresses Mulan like any other woman at her time. Mulan looks surprised and unusual.		
5.	  This scene depicts the expectation of how women should behave, focusing on learning manners like drinking tea and being a good wife. Mulan appears tense, stiff, and uncomfortable.	In the matchmaker's room	0:16:35 - 0:16:48

6.	  This scene occurs immediately after the soldiers announce that each family must provide one male to contribute to the war, issuing a warrant from the emperor. Mulan's father falls due to weakness, but Mulan is forbidden to help, as it is considered shameful for a woman to behave in such a manner	In the village yard	0:20:23-0:20:25
7.		In their dining room	0:21:12-0:21:16

	 A small debate between Mulan and her father. Her father, with all inherent patriarchal culture, emphasizes that Mulan was only a woman and had to know boundaries. Her father was mad while Mulan was shocked.		

A film serves not only to convey a message but also to immerse the audience in its plot, allowing the audience to experience the events alongside the characters. This immersive experience is facilitated by the movie's setting, which provides contextual information about the time, era, or season in which the story takes place. Additionally, the setting includes various elements, including props, that support the narrative (Raharjo, 2021).

Additionally, there is an element of cinematography in a film that visualizes the script and gives meaning to every image shown. Cinematography encompasses composition, camera angles, lighting, and camera movement. Camera movements in films can vary, capturing objects from afar or up close, and can move in accordance with the story (Ramadhan, 2020). Through these camera movements, details of objects, such as expressions, are displayed, aiding in conveying information in the form of messages that can serve as signs and lead to interpretations of those signs. All these signs are exhibited in the scenes of the movie Mulan (2020) regarding the representation of character education for women.

CHAPTER 3
RESEARCH FINDINGS

In this chapter, the researcher describes the analysis and findings regarding the representation of character education for women in the film Mulan 2020 using Charles Sanders Peirce's theory of signs of icon, index, and symbol. The aim of this research is to explore the representation of character education for women in the film Mulan (2020) using Charles Sanders Peirce's theory of signs.

A. Findings

Table 3.1

Scene 1 of Mulan (2020) movie

<table>
<tr><td>Sign</td><td colspan="2">


</td></tr>
<tr><td>Object</td><td>Icon</td><td>Mulan's parents are having a private conversation without their children. It is indicated by Mulan's mother saying, "You forget, Mulan is a girl. Not a</td></tr>
</table>

		boy," and "Girls bring honor through marriage."
	Index	- The expression and body language of Mulan's mother, who raises her body while speaking. - The type of shot used is a medium shot, which shows part of the subject's body. This shot highlights the body language of Mulan's mother as straightens her body. - The next shot type is a medium close-up to show the subject's emotions.
	Symbol	- Mulan's mother, raising her body while speaking, indicates seriousness and affirmation. - The facial expression and eye gaze of Mulan's mother depict anxiety and concern. - Mulan's mother raises her eyebrows when speaking, symbolizing worry.
Interpretant	In this scene, the conversation, which is only between Mulan's parents, takes place in their dining room, creating a serious and secretive atmosphere. The discussion in this scene revolves around the mother's concern about Mulan's behavior and habits, which are different from those of other girls. It leads to a slight argument between Mulan's parents. In the conversation in this scene, the mother emphasizes to the father that Mulan is a girl destined for marriage and to bring honor through marriage, not through other means, especially not through Mulan's strength.	

The main focus of this film's research is character education for women. It explores how parents and the environment teach and provide understanding to their children, especially to women, whose movements were very limited during that time.

Using the film excerpt above as a sign, several factors were found to be markers, namely expression, body language, and writing. The expression of Mulan's mother, which depicts worry with her sharp gaze. Body language is shown by slightly raising her body as if emphasizing a point. And the writing from Mulan's mother's words, namely "You forget, Mulan is a girl. Not a boy" and "Girls bring honor through marriage".

The scene depicts Mulan's parents having a private conversation without involving their two children, portraying a serious discussion. The conversation arises from Mulan's mother's concern, realizing that her daughter (Mulan) is increasingly different from other girls. Mulan possesses outstanding strength and abilities rarely seen in girls. Seeing this, Mulan's mother worries because no man will be interested in Mulan, and she believes that in the future, Mulan, as a girl, should marry and bring honor through marriage, not through the abilities Mulan currently possesses.

The scene depicts the low status of women. It also applies to Mulan who is required to conform to traditional female behavior to attract a man, marry, and bring honor to her family.

This point of view has become a belief passed down, and parents have always taught their daughters the same thing, such as the obligation of getting married and the limiting behavior as women.

In a movie, shot selection is very influential and helps to create the atmosphere. The type of shot used in the scene above clearly illustrates the surrounding situation, allowing the audience to understand that the conversation is exclusively between Mom and Dad, thereby creating a serious impression. Additionally, through the type of shot chosen, Mulan's mother's gestures and expressions can be observed.

Not only the expressions and atmosphere support the message being conveyed, but the selection of the right tone also brings out harmony and tension in a movie. As seen in the scene in the second picture, the choice of darkness throughout and brightness right on Mulan's mother's face creates an impression of tension and focuses on the expression shown by Mulan's mother.

Table 3.2

Scene 2 of Mulan (2020) movie

<table>
<tr><td>Sign</td><td colspan="2">



</td></tr>
<tr><td>Object</td><td>Icon</td><td>The conversation between Mulan and her father, where her father says, "And it's time for you to hide your blessings"</td></tr>
</table>

	Index	- Mulan's father acknowledges Mulan's unique abilities that set her apart from other girls and urges her to conform to societal expectations. - A medium close-up shot captures the expressions of both the father and Mulan.
	Symbol	- Mulan's father's expression is careful as he tries to convey sensitive matters, which may be difficult for Mulan to understand, but his demeanor isfull of seriousness - Mulan's father raises his eyebrows while speaking, indicating his worry. - Mulan's shocked expression and teary eyes, as she holds back tears - The red background behind Mulan's father symbolizes the power - The blue background behind Mulan symbolizes melancholy and an emotional mood
Interpretant	In this scene, the only conversation is between the father and Mulan in the backyard of their house, when Mulan is repairing the phoenix statue that was damaged because of Mulan's behavior. The father explains that Mulan has strengths and advantages that a daughter should not have. And instead of being shown, these strengths and advantages should be suppressed or hidden. Due to the traditional understanding and perception of parents that a woman should follow societal rules and regulations and should not be able to balance or rival a man's strength, after Mulan's father explains this, Mulan's expression suddenly changes; her eyes glaze over, and she begins to cry and she cried	

In this scene, a conversation is held between Mulan and her father in the courtyard of their house. This scene focuses on both Mulan and her father's facial expression and her father's dialog, "And it's time for you to hide your blessings."

After Mulan's parents' conversation, Mulan's father speaks to Mulan. He intends to tell Mulan that her blessings or abilities should be hidden.

With the backdrop of their quiet courtyard, the scene is set in dark tones, creating a sense of tension and seriousness. There are only a few bright spots, like on Mulan's and her father's faces, which are the focus, displaying their expressions. In a film, color arrangement significantly influences the harmony in the storyline and sets the film's atmosphere. When the shot focuses on the father's face, the color scheme tends to be dark, with a hint of red in the background. The color red has several meanings, one of which is to show power. Therefore, the red color in the father's scene depicts the father's authority over other family members. This authority is about directing, giving orders, or warnings to other family members.

As for the color choice for Mulan, the blue tone also carries various meanings, including melancholy, which is defined as something emotional. Individuals with melancholic traits tend to hide their feelings, remain calm, and stay silent, consistent with Mulan's depiction in that scene. When the father delivers the message, Mulan does not say much or object. She chooses to internalize her emotions and remain silent, aligning with the representation of the color background choice for Mulan, portraying someone with melancholic traits.

Based on the characteristics of semiotics, there are expressions and texts that can be analyzed. Mulan's father's dialog, "And it's time for you to hide your blessings," reflects the view and belief that the position of women is considered lower than that of men. When a woman is born with advantages typically attributed to men, or even more than a man, it is considered a blessing that should be hidden. This relates to the various beliefs that limit women's movements, especially those that discourage showing a woman's superiority comparable to a man's. Additionally, women are often not allowed to receive an education.

In this conversation, it is not just the text that is highlighted. Both the expressions of Mulan's father and Mulan convey a lot of messages. The expression and gaze of

Mulan's father looking directly at Mulan, with his eyebrows slightly raised, indicate a sense of worry. Thus, the meaning of Mulan's father raising his eyebrows while speaking to Mulan is a sign of the worry he feels. This worry is about Mulan's abilities, which not only threaten Mulan as a woman who is considered difficult to marry, but also their family, which will be scrutinized and talked about by the surrounding society. Because, it is considered inappropriate and even shameful for the family. Therefore, for a father as the head of the family, this worry is clearly reflected in his expression.

In the scene, Mulan is silent looking directly at her father with a confused expression, and her eyes are slightly watery. The watery eyes symbolize that Mulan is holding back tears. Emphasized by the blue background behind her, which symbolizes an emotional atmosphere.

Table 3.3

Scene 3 of Mulan (2020) movie

Sign	 

Object	**Icon**	The conversation between Mulan's mother and Mulan, who has grown up, includes the statement, "The matchmaker has found a good match for you."
	Index	- The words spoken by Mulan's mother causes Mulan to turn her head and reflect on what was said. - A medium close-up shot captures the expressions of Mulan and her mother.
	Symbol	- Mulan's shocked expression seemed to disbelieve what her mother said. The brooding Mulan depicts the confusion she feels without saying a word - Mulan's mother who is talking with a happy and enthusiastic expression can be seen in the upward pull of the corner of her lips - Mulan's eyes downward means that she is afraid
Interpretant	In the dining room after Mulan rides the horse and all the family members gather, Mulan's mother announces that the matchmaker has found a match for Mulan. Mulan's expression changes to one of confusion and sadness.	

In the scene above, Mulan's mother tells her that a matchmaker has found a man for her, indicating an impending arranged marriage. The scene is set in their house, characterized by warm color tones typical of late afternoon around 4:00 PM. The use of dark tones in an analogous color scheme of orange adds to the atmosphere, hinting at the impending danger in Mulan's life. The color scheme plays a significant role in conveying the mood of the film, aptly capturing Mulan's sense of apprehension. Despite the

seemingly positive news from her mother, Mulan's expression of confusion and sadness, with her eyes cast downward, suggests that she is feeling scared or anxious.

In contrast, Mulan's mother conveys the news happily, as indicated by the slight upward pull of her lips, almost forming a smile.

The medium shot used shows the atmosphere and surroundingsduring the conversation. Choosing the type of shot also affects harmony in a film, as in the scene above, choosing the right shot can clearly show the expressions of Mulan and her mother.

Character education for daughters has been passed down through generations for a long time. This is reflected in the life and character education Mulan received as a woman born in the 5th century of the Chinese Empire. Marriages in ancient China were usually arranged by both parties, influenced by economic and social considerations rather than just love. This practice underscores the importance of family values and societal norms in shaping marital relationships in Chinese culture.

Table 3.4

Scene 4 of Mulan (2020) movie

Sign	 

Object	**Icon**	Mulan and another person are in a room. Mulan is wearing traditional Chinese clothes and her face is made up.
	Index	- Mulan is taught and introduced to traditional make up and clothing typical of women of that era with someone who helps her put them on - The medium shot is used to show the surroundings and show someone helping Mulan - A medium close-up shot shows Mulan's expression after putting on makeup
	Symbol	Her confused and stiff body movements when she is dressed and made up. Mulan's shocked expression upon seeing her face full of makeup.
Interpretant	This scene shows Mulan in a room with someone helping her wear clothes typical of women of that era and applying makeup to her face.	

The scene above depicts Mulan being assisted in wearing traditional clothes, dressing as a woman of that era. It illustrates the constraints faced by women in adhering to societal rules and limiting their movements. The scene also highlights the character education imparted by Mulan's parents, emphasizing the importance of dressing neatly and appropriately. Such teachings are given to every girl, particularly those of marriageable age or those who has found a suitable partner.

However, several messages can be inferred from Mulan's expressions through the signs present. In the first picture, Mulan's movements appear slightly stiff as she is dressed. In the second picture, Mulan's expression appears surprised and confused after being dressed, as evidenced by her blank gaze and slightly open mouth, indicating her surprise. Mulan does not even utter a word. These expressions and body language are semiotic elements that can convey meaning to anyone who sees them.

In a film, conveying a message through expressions and body language is influenced by choosing the right shot. Using a medium shot in this scene helps to show the surroundings, body movements, and expressions clearly.

It is not just the shots that have a significant influence on a film, the choice of color tones also plays a crucial role in creating harmony and setting the atmosphere. In the scene above, the color tones are dark, predominantly red, and highly saturated, as seen in the vivid colors of Mulan's facial makeup. The choice of tones, leaning towards red and slightly orange, forms an analogous color scheme with various connotations, including danger. However, when matched with Mulan's situation and the scene, this color scheme is more likely to convey a sense of discomfort, especially when combined with Mulan's expressions and body movements.

Table 3.5

Scene 5 of Mulan (2020) movie

Sign	 

Object	**Icon**	Mulan, her mother, and her sister are at the matchmaker's house. They sit in a circle, with Mulan facing the matchmaker. In front of Mulan, there is a table with several glasses and teapots. Mulan s slowly pouring tea into a glass with makeup also in her hands. The matchmaker says, "Graceful... What we see in a good wife."
	Index	- The situation is formal and tense, showing Mulan's carefulness when learning to pour tea and the tension that can be seen on Mulan's face. - A close-up medium shot is used to show how to start pouring tea - Medium shot is used to show the situation
	Symbol	Mulan's expression is tense and confused, and her body movements are stiff as she learns to pour tea gracefully for the first time, in accordance with the customs of women in that era.
Interpretant	This scene depicts Mulan being taught to pour tea by someone commonly known as a matchmaker, in a room also attended by her mother and sister.	

In the scene above, Mulan is learning how to drink tea and behave as a decent wife at the matchmaker's house. In addition to Mulan and the matchmaker, Mulan's mother and sister are present, along with a woman who appears to be the matchmaker's assistant.

The first picture, using a medium shot, depicts a tea glass and a teapot, with Mulan pouring the contents into the glass. One of the semiotic elements in the picture is the word "graceful", spoken by the matchmaker to Mulan, signifying the expected

demeanor of a woman. However, this contrasts with Mulan's actual behavior, especially considering her unique qualities.

The second picture depicts the people in the room. Although not very large, the room is adorned with ancient Chinese ornaments that enhance the cultural value of the film. The image portrays a serious and tense atmosphere, as indicated by the way the people are sitting upright, gazing straight ahead at Mulan. No one is talking except the matchmaker, suggesting that the moment is solemn.

Similarly, Mulan is positioned in the center of the rame and her gaze focuses on the teapot as she pours. No words are spoken, but her tense expression suggests that this is her first time practicing tea etiquette and not something she is accustomed to, leading to cautious hand movements.

In the second picture, there is another semiotic element in the form of text, the matchmaker's words: "what we see in a good wife," which follows her earlier comment "graceful" in the first picture. It indicates that Mulan is not only being trained in tea etiquette but also in how to be a good wife, embodying the graceful demeanor expected of a wife. This, of course, contrasts with her natural demeanor, but at that time, societal expectations required women to practice and embody such gracefulness in preparation for marriage.

The scene also illustrates that in ancient times, parents had specific expectations for their daughters regarding marriage, including age and behavior. Mulan's parents instill in her the importance of manners and gracefulness to secure a good match. This character education is one of the reasons why there are men interested in marrying Mulan.

In this scene, the predominant color tone is a subtle brownish-orange, with hints of red in certain areas. This choice of color creates an old-fashioned impression, fitting with the historical context of the story. It signifies that the activities shown in the scene are ancient Chinese customs.

Table 3.6

Scene 6 of Mulan (2020) movie

Sign	 	
Object	**Icon**	Several soldiers in uniform are seen, one of them carrying a roll of paper, while Mulan's father falls in front of them. Mulan's mother, her sister, and Mulan are also present but cannot help their father. Mulan's mother says, "You will only embarrass your father."
	Index	- Mulan's body is restrained from helping her father because they think it would only embarrass her. - The shot type is a medium shot, showing the situation and expressions.

	Symbol	The worried expression on Mulan's face, the forward-leaning position of half of her body, and the look in her eyes towards her father indicate her strong desire to help him and her concern for his condition. Her mother's words suggest that there are limitations to what a daughter can do, even for her father, especially in front of soldiers and the public.
Interpretant	Mulan's father falls in front of the soldiers, but Mulan is forbidden to help him because they think it would only embarrass him, especially in front of the general public.	

The scene depicts villagers gather due to the arrival of soldiers carrying a message from the empire, requesting one man from each family to join the war. Representatives from each family step forward to receive a letter. When Mulan's father, the representative and the only man in their family, approaches, his old age causes him to fall in front of the soldiers and the crowd. Mulan, standing beside her sister and mother, intends to help her father but is stopped by her mother, who holds her back. The image shows Mulan's body halfway forward, restrained by her mother.

The choice of a medium shot in the second image captures Mulan's expression and body movements, as well as those of her mother and sister. Mulan's expression reflects concern as she gazes straight ahead at where her father fell. Similarly, Mulan's sister appears confused and sad, as indicated by her slightly furrowed brow and gaze directed at the same spot. The mother's expression conveys annoyance, particularly evident in her emphatic speech.

In addition to expressions, another significant semiotic element is the text, particularly the mother's statement, "You will only embarrass your father." This text conveys the message of women's inferiority during that time. It suggests that it was considered shameful for women to showcase their abilities, even to assist their fallen father in front of the soldiers and the community, which was deemed inappropriate for a woman.

The choice of a medium shot further enhances the scene by not only clearly depicting the expressions but also showcasing the surrounding situation. Additionally, the choice of colors adds depth to the scene, evoking ancient meanings.

Therefore, Mulan's mother is trying to provide character education that women should not stand out, especially in front of the public. This constraint prevented women at that time from being free to move, engage in activities, or simply showcase their strengths, as was the case with Mulan. This was because the assumptions and views of women were dominated by patriarchal beliefs that were still inherent in that era.

Table 3.7

Scene 7 of Mulan (2020) movie

Sign	 

Object	**Icon**	The atmosphere is dark and quiet. In the conversation between Mulan and her father, they sit side by side, their bodies and eyes facing each other. Mulan folds her arms in front of her chest while her father's arms are wide open, touching the dining table. Mulan's father says "You're just a girl, learn your place."
	Index	- The atmosphere portrayed is solemn, as the conversation is solely between Mulan and her father. The father's hands and body gestures are slightly forward, and his eyes are fixed on Mulan. - This type of medium shot shows the condition of the subject and the surrounding atmosphere
	Symbol	The father's wide-open hands and grasp on the table emphasize the importance of their conversation. His sharp gaze towards Mulan indicates that this conversation is a warning. The father's upright posture and slight lean towards Mulan illustrate his need to be firm, as this conversation is serious.
Interpretant	The conversation took place between Mulan and her parents. In this scene, the father warns Mulan that she is a daughter and should know her place.	

The scene depicting Father and Mulan in a room appears to be a dining room, indicated by the table filled with plates of food. The atmosphere is quiet and serious as Mulan's father speaks to her alone. A significant semiotic element is the text "You are just a girl, learn your place." In this scene, Mulan's father warns her about her gender role.

The atmosphere is serious, not merely because the conversation involves Mulan, her father and her mother but also due to the words spoken by the father, which are reflected in the gestures and expressions of both the father and Mulan.

Mulan's father's expression is very serious and emphatic, which is evident from his intense gaze and sharp eyes directed straight at Mulan. His body is sitting upright, slightly leaning forward, with his hands open and placed at both ends of the table, conveying emphasis. The scene indicates that his words are not a joke but a strong warning, possibly conveying anger.

Mulan appears calm, but with her hands folded on the table in front of her chest, she seems to convey discomfort and a sense of being threatened. In this scene, Mulan's mother remains quiet, suggesting that the father is more authoritative and better suited to warn his daughter.

The choice of a medium shot effectively conveys the message through expressions, body gestures, and the visible surrounding atmosphere. The color tone, which is brownish with a hint of orange at several points, remains consistent, creating an old-fashioned impression of the scene.

Through the semiotic elements in the form of text, it conveys the meaning that women have limited space for movement, their position is considered low, and they do not have any power. The character education implemented by Mulan's parents means that Mulan must be aware of her position as a woman. She is prohibited from standing out, showing her talents, let alone disobeying orders, and being defiant. This kind of character education continued to apply in Chinese society in ancient times, so women looked very weak.

CHAPTER 4
DISCUSSION

A. Discussion

In this research, researchers obtained data related to character education for women through film clips from Mulan (2020). The semiotic analysis method is used with the Charles Sanders Peirce semiotic model, famous for its triadic model, namely the representamen, object, and interpretant. In addition, Peirce's method also identifies the basic particles of a sign with components that are divided into 3 parts, namely icon, index, and symbol (Wibowo, 2013)

The use of semiotics in this study allows for the examination of signs that appear in images or texts. According to Wardah and Kusuma (2022), semiotics is not only used to interpret these signs but also to connect signs with the characteristics of their form and the processes of their signification. Furthermore, each individual produces and understands specific signs programmed by their own biology. By understanding the concept of semiotics, one can understand and interpret these specific signs to communicate with others. Sebeok (2001) explains that semiotics is the study of everything that can function as a sign, encompassing various eeveryday elements with symbolic meanings. Thus, using semiotics in this study helps us understand how these signs are used and interpreted in a broader context.

Charles Sanders Peirce's semiotics model is prominent not only for its triadic model but also because Pierce's view of semiotics is classified as the work of a philosopher. Peirce provides a more complex view of the image as a sign. In film criticism, Peirce highlights the importance of the indices that are part of the triadic model that creates realism. In the context of film, Pierce's view of an index is a sign or element that has a direct or causal relationship with the object represented in the image (Bull, 2019). Thus, focusing on the index in the film can make the audience feel that what is shown is a real thing or reality. This view also emphasizes that an emphasis on the indexicality of a film can create a strong connection between the images and reality. Thus, film critics with an indexical view can argue that the images in the film guarantee a close relationship with what happened. This view can make a deeper interpretation of

how a film can represent the real world and how the audience feels a connection and interest with the images in the film.

As media communication, films often serve as mirrors of the patriarchal structures present in society. Through narrative and characterization, films can either reinforce or challenge existing gender norms. Critical analysis of films can reveal how patriarchy operates and how female characters struggle against gender oppression (Murti & Arifin, 2022)

1. Women's Character Education in Film

As one part of mass media, the existence of film "significantly impacts society. As a communication medium, films convey messages, information, and ideas to the general public (Asri, 2020). The advantage of films in delivering a message quickly and reaching a wide audience is often used to convey ideas or concepts aimed at changing or influencing the public's perception. For example, by showing a film that addresses the representation of a particular subject, one of which is the representation of women.

Mulan (2020) is not just a representation of reality in ancient China but also a medium to convey profound messages through its storyline and the symbols contained in each scene. The film uses the selection of shots and tones appropriately to motionally impact the audience so that the intended messages can be conveyed clearly and deeply. It is evident in the use of dramatic and meaningful shots when Mulan shows her bravery and strength, or the stirring tone when important scenes in the main character's journey occur. All of these help the audience be more engaged in the storyline and understand the values the film wants to convey.

According to Wardah and Kusuma (2022), Stuart Hall divides representation theories into several approaches. The first is the reflective approach, which likens representation to a mirror reflecting the original meaning of an event, object, person, or idea. The meaning of this representation depends on what is reflected by the object. This approach emphasizes that representation can directly reflect reality. In the context of the film Mulan (2020), the reflective approach can be seen in how the film reflects the culture and values of ancient China, as well as how the film portrays the character of Mulan as a symbol of courage and strength for women.

The second approach is the intentional approach, used to communicate something depending on our perspective. In this approach, language is used to describe the meaning of a writer, speaker, or someone who tries to construct meaning with their own words. Objects in representation can be individuals or communities, which means that representation can influence how we understand and respond to the world around us. An example of the intentional approach in Stuart Hall's theory of representation can be seen in the different interpretations of the character Mulan in the film. A viewer may see Mulan as a symbol of women's strength and courage, while others may see her as an example of sacrifice and loyalty to family. Our own perspectives and personal experiences greatly influence the way we interpret the character of Mulan in this film. Thus, these theories of representation provide insights into how media and language can shape our perceptions and understanding of the world.

The representation of women in the media often experiences an imbalance of roles that can be categorized as stereotypes. For example, in research conducted by Mackey (2020), it is found that these stereotypes are still rampant in the media, where men are often given attributes such as firmness and leadership, while women tend to be reduced to more passive characters or only serve as embellishments to the story. In this context, Hollinger (2012) also criticizes that in some cases, films not only reflect existing realities but also actively construct gender roles by showing the existing gap between the positions of women and men, which can reinforce existing stereotypes in society. In the film Mulan (2020), we see an effort to combat these stereotypes by portraying Mulan as a woman with extraordinary courage, strength, and leadership. Although there has been progress in the representation of women in the media, further efforts are still needed to present a more balanced and realistic portrayal of women in society.

The film Mulan (2020) represents how Mulan's parents try to instill character education in both of their children, especially in Mulan, who has advantages compared to other girls. According to W. Arryandhika (n.d.), character education is a process of building individual character. NThrough character education, not only is knowledge imparted, but values and norms existing in society are also instilled. In the film Mulan (2020), her parents not only provide knowledge, but also instill character education that includes norms and values that apply to society at that time. Although the character

education instilled in Mulan as a woman seems limiting, it reflects the reality of society at that time. Character education is build not only by the family but also by the surrounding environment. Therefore, when Mulan's behaviours are not in accordance or considered not in accordance with the prevailing values and norms, it will certainly be a contradiction. For example, in the scene where Mulan chases the chicken, she chases it and manages to catch it, showing her talent. It looks impressive but contradicts the values and norms at that time and is considered a disgrace.

Prasetyorini (2020) explains that character education is hereditary, meaning that the values and behaviors taught and practiced by previous generations will influence the next generation. The cultivation of good character education in the past will form a strong foundation for future generations, so the main goal of character education is to prevent the possibility of character deterioration in the future. As for some character education for women in the film Mulan (2020), they are as follows:

a) Obligation on Getting Married

One of the characteristics that education represents and stigmatizes for women is the obligation to marry. It is clearly seen in scene table 1, which shows a conversation between Mulan's father and mother, discussing that women only bring honor through marriage. Through this conversation, it can be concluded that marriage becomes an obligation for women, especially since parents and society believe that women bring honor only through marriage. Thus, if a woman does not marry, it is considered shameful and dishonorable. It happens because women are considered low and weak. According to Chang (2019), the low social status of women in China requires them to obey and continue their lineage by marrying. Marriage is a mission, not just an individual interest.

The culture and unfair views towards women stem from the patriarchal culture ingrained in the society of that era. Patriarchy is closely related to the positions of women and men in social, familial, and career contexts. This patriarchal culture permeates all aspects of life in society, "intertwining with norms and ideas. Patriarchy is passed down from generation to generation, consistently

disadvantaging women. Because the status of women was always lower than that of men, women in that era could only bring honor through marriage.

Due to the obligation to get married, in ancient times, parents were willing to find a spouse for their daughters through matchmakers. According to Cartwright (2017), the ancient practice of arranging marriages often involved matchmakers, who not only assisted in finding a suitable match but also considered astrological factors in the selection process. This is reflected in a scene in table 3, where Mulan's mother announces that a matchmaker has found a suitable match for Mulan. While the mother expresses joy, Mulan appears confused. This scene illustrates the societal expectation that marriage is indeed a compulsory aspect of a woman's life.

Finding a life partner through a matchmaker was not just a cultural practice but also a deeply ingrained belief and form of education that parents imparted to their children, particularly their daughters. It was believed that a woman's honor was tied to her marriage. According to Chang (2019), parents exerted significant control over their daughters' marriages, indicating that women had limited autonomy in their lives, including their marital decisions.

The traditional views on marriage and gender roles in ancient Chinese society reflect a strong patriarchal structure, where male figures, such as fathers or husbands, often determined decisions and control over women's lives. Women were expected to submit to male authority and adhere to societal norms, ultimately reinforcing existing gender hierarchies. It demonstrates how the patriarchal system not only influenced the relationship between men and women but also affected the freedom and choices of individuals in their daily lives, including marriage. Although social developments have brought changes in views and values regarding gender, the understanding of how patriarchy has shaped ancient Chinese society remains relevant in the context of gender studies and history.

b) Limiting Behavior

Mulan is depicted as a woman with exceptional abilities, but in this film, she must hide her abilities. In a scene depicted in Table 2, her father orders Mulan to conceal her abilities. Mulan's abilities are not seen as honorable but rather as a disgrace that must be hidden. It reflects the understanding of parents and society regarding women, that women should not have talents, especially those that are equal to or exceed those of men. In the patriarchal culture of that time, women were expected to be subordinate to men. According to Israpil (2017), patriarchy is a system that places men as the primary authorities or holders of power. In ancient Chinese patriarchal culture, women were prohibited from showcasing their talent, because showcasing these talents was considered to disrupt the balance of the existing gender hierarchy. Women were expected to be more modest and not stand out to avoid threatening the dominant position of men. This limitation restricted women's expression and hindered their potential for development and full contribution to society. Hence, the talents women possessed were seen as a disgrace to the family.

Not only were women prohibited from showcasing their abilities, but according to Chang (2019), they were also often not allowed to receive an education. This belief was part of Confucianism, as noted by Hartati (2012), which emphasizes social order and ethics and is still adhered to in modern Chinese culture. During the imperial period in China, women were prohibited from showcasing their talents and often not allowed to receive an education. Chang (2019) argues that this view emerged as part of a culture that emphasizing the importance of social values and ethics passed down from generation to generation. In addition to patriarchy, this was influenced by Confucianism, adopted by Chinese society, which places family interests and obedience to authority as very important, often placing women in limited roles and expecting them to adhere to existing norms.

According to Hartati (2012), this view still influences modern Chinese culture, albeit with changes and evolutions over time. This has resulted in limitations in terms of access to education and career opportunities for women, which in turn reinforces the existing gender hierarchy in ancient Chinese society. This view

applied during the imperial period and still affects some aspects of life and culture in China today.

Through this explanation, it can be seen that in ancient China, women not only faced limitations in showcasing their talents but also in terms of receiving education. Education was viewed as a right that was not fully allowed for women, leading to their marginalization and perception of weakness in society. These limitations not only impacted access to education but also freedom of expression and voicing opinions. This can be seen in a scene in the story of Mulan, where she wants to help her injured father but is prevented by her mother for fear that her actions will embarrass their family. Although Mulan's intentions are pure, cultural limitations at that time restricted women's ability to act and participate in public life.

c) Women's Domestic Role

Women are not only often looked down upon and mistreated, but they also have to comply with many rules that bind them. Regarding the demand for marriage, this leads to expectations of physical beauty and traits that women must possess to be considered suitable partners. For example, in Table 4, it can be seen how Mulan is assisted in dressing up and wearing clothes that are appropriate for the norms of that time. In that scene, Mulan's body movements appear stiff and her face looks surprised, indicating discomfort with these demands. The obligation to dress up and dress according to the standards of that time not only reflects the demands of marriage, but also depicts how women must conform to social expectations, even if it contradicts their own identity and desires. This shows how intense the social pressure is on women to meet the standards set by society, especially in the context of finding a life partner.

In the next scene, as seen in Table 5, Mulan is inside the matchmaker's house arranged by her parents. After dressing up neatly, Mulan complies with social demands by going to the matchmaker's house with her mother and younger sister, as instructed by her mother. In this scene, Mulan is learning how to pour tea, a skill considered important in Chinese culture and expected to be mastered by

women. This action reflects how women at that time were not only judged by their physical appearance and beauty but also by their ability to meet cultural and social expectations. It illustrates the strong cultural pressure women experienced in fulfilling societal expectations, even in small matters like pouring tea. It also demonstrates how deeply patriarchal culture influences a woman's life.

Tea drinking is not just a common activity for the Chinese people, but rather a ritual practiced for generations. History shows that China is recognized as the "home of tea" because Chinese society has been practicing tea drinking for about 4,700 years (Li, 2019). Tea drinking is not just a habit but an integral part of Chinese culture and history passed down for thousands of years. Tea drinking has become an important tradition in Chinese society, especially when welcoming guests with typical etiquette. As seen in the scene described in Table 5, the tea-drinking ritual is not just a physical act but also reflects values and traditions highly valued in Chinese culture. Particularly for a dominant wife at home responsible for welcoming guests, skill in learning and performing the tea-drinking ritual is considered very important. Thus, the tea-drinking ritual is not only a part of daily life but also a way for Chinese society to preserve and pass on their cultural values and history.

In addition to teaching tea etiquette, the matchmaker also emphasizes the importance of gracefulness for a wife. According to Chang (2019), in Chinese cultural values, being a wife carries significant responsibilities and obligations for a woman. A wife is expected to please her husband and family, especially her mother-in-law. Additionally, having offspring is also considered a crucial demand in marriage, as being childless is seen as shameful and can tarnish the family's name. This explanation illustrates the complexity of demands that a woman must meet after becoming a wife in Chinese culture, which emphasizing the importance of maintaining the family's reputation and meeting societal expectations.

In ancient Chinese culture, being a graceful wife was one of the many attitudes and rules that women had to adhere to. It was not easy to achieve, mainly because there were still beliefs that placed women's status lower than men's, as well as strong obligations and pressures for women to marry. For example,

Mulan's parents taught her to be a good wife, which meant being skilled in managing the household and obeying burdens and demands. During that time, parents also had rules regarding the age of marriage for a woman, between 22 and 27 years old, and they also hoped their children would find a "quality" partner (Chang, 2019). Such a situation reflects how, at that time, cultural and social demands greatly influenced women's lives and choices, even in the most intimate matters like marriage.

In the context of patriarchy, the demands and rules that women, as depicted in the story of Mulan, must adhere to can be seen as a manifestation of the privileges held by men. Barli, Sili, and Valiantien (2017) explain that the patriarchal system prioritizes men and revolves around male interests and control. It can be seen in the demands placed on women to be graceful, obedient, and maintain decorum in their roles as wives. All aspects of women's lives, including marriage, education, and their existence, tend to be controlled by views and values that benefit men.

d) Women's Subordinate Position on Society

Not only do women experience limitations in expression, but they also often occupy lower positions in the social hierarchy, especially when compared to men. An example can be seen in the scene described in Table 7, where Mulan's father warns her about her social position as a woman. Mulan's father emphasizes that she is just a girl and must be aware of her role as a woman. This warning may be intended to state that Mulan has extraordinary potential that others do not possess, and that this potential may even surpass that of a man, so Mulan must understand how and where her position as a woman is. This scene also depicts that women's participation in expressing their opinions or even just speaking for their own comfort is sometimes restricted. As understood by society in ancient times, women were often regarded as inferior, so when a woman is considered extraordinary, talented, or achieves great success, it is seen as a threat to a man's position (Chang, 2019).

Chang's explanation (2019) illustrates how, in patriarchal cultures, women are often seen as figures who must adhere to their predetermined roles within society,

especially in social and familial contexts. The warning given by Mulan's father reflects the expectations placed on women not to exceed the boundaries set for them, even if they have great potential. This reflects how the patriarchal system limits women's freedom of expression and their ability to reach their full potential. Additionally, the understanding that a woman's success or excellence can be seen as a threat to men's positions demonstrates the strength of the social construct that places men at the center and women as submissive. Therefore, women often experience discrimination or injustice in various aspects of life, including voicing their opinions or achieving success in their careers or personal lives. As a result, it is not uncommon for women to experience discrimination or injustice.

As mentioned earlier, character education is hereditary. In character education, several factors certainly influence its development, especially internal factors. Internal factors that have a major impact on character education are family. However, the family, especially parents, plays a major role in the formation of character education in a child. The understanding, education, and parenting that parents provide significantly affect the character education of a child, because what parents teach and instill will more or less affect the understanding and character of the child. Thus, this character education, iparents are expected to have an understanding related to character education (Ismiati, 2018). Just like what is represented in the film Mulan, the role of parents in character education is huge. Mulan primarily received her character education from her parents. Social factors also play a significant role, demanding that parents provide character education for Mulan in accordance with societal values and norms. In some scenes, it is shown that Mulan's parents strongly emphasize that she should hide her advantages. What Mulan's parents teach will shape her behavior, limiting her opportunities to showcase her advantages, which are considered disgraceful.

The development of the times that changes the way of thinking and parenting certainly affects the way and process of character education. According to Arrayandhika (2020), over time, character education is no longer about prohibitions or orders but directing individuals toward positive behavior. It is no longer solely about parents labeling good or bad, which can affect the child's way of thinking and self-concept.

According Ismiati (2018), self-concept refers to how individuals perceive themselves, including their physical appearance, gender identity, and other aspects related to their social status. This explanation contrasts with the depiction in the film Mulan (2020), where character education for women involves both guidance and strict prohibitions and orders. For example, prohibiting Mulan from showcasing her strengths and insisting that she marry to bring honor to her and her family. These prohibitions and orders invariably lead to both positive and negative parental labeling of children. For instance, Mulan's traits and strengths are negatively connotated, referred to as a disgrace. This directly influences the child's way of thinking and a child's self-concept, their image as a woman or man, and their social status. Similarly, in Mulan's case, character education that leads to a prohibition and commands, coupled with negative labeling, fosters a distorted understanding and self-concept. In certain scenes, when Mulan is told by her father to hide her disgrace, Mulan immediately tears up and cries.. In the next scene, the father reaffirms Mulan, who is now an adult, saying that Mulan is a daughter and must learn her position (as a daughter). Consequently, these interactions make Mulan insecure and have no freedom of expression. Moreover, the film portrays her as isolated, rarely socializing with the surrounding community.

Thus, character education entails more than issuing commands or prohibitions followed by labeling children either negatively or positively. It involves providing understanding and guiding children towards positive behaviors. Errors or inaccuracies in imparting character education to children can significantly impact their self-perception as well as their perceptions of the surrounding environment and family. Although development and parenting patterns have changed, it is not uncommon for parents tomistakenly restrict their children. As previously explained, character education serves as a means to provide and instill knowledge in children. The role of parents is to provide understanding and character education about gender to children. However, this mistake often originates from the family. Particularly for girls, societal expectations dictate that they should play with dolls rather than engage in sports like football. Misunderstandings about gender roles within society and families significantly affect children's character development. A rigid societal mindset perpetuates the division of roles between men and women division of roles between men and women that does not need to be changed, such

as the role of women is to take care of children and not earn a living (Pujiastuti, 2014). This kind of character education is represented in the film Mulan (2020), which potrays the movements of a girl and an adult woman as highly limited. Their movements are restricted by gender norms, which differentiate roles based on perceived appropriateness. Furthermore, prevailing norms and values strongly oppose a woman looking more regal than a man. This pressure prevents Mulan from displaying her abilities. Eventually, she decided to join the war secretly. This decision illustrates the challenges of living as a woman with exceptional abilities during that period.

2. Comparison with International Research

A UK research journal mentions that film is a major form of documentation and expression in today's networked environment. The rapid online dissemination of films illustrates that films can reach a large audience with dominant community involvement, thereby influencing audiences easily and quickly. The Journal emphasizes the many aspects of inauthenticity, and imbalance, that are displayed through films, particularly in terms of gender representation, especially towards women. In some films, instead of portraying women with the means to empower themselves, they are depicted as using their abilities primarily for family and society. This indirectly illustrates how women are often depicted as neglecting their own needs and potential for self-empowerment to benefit others. Lewin (2012) explains how women are often portrayed as weak beings. For example, the depiction of the starving African woman, who wanders the refugee village naked, and very helpless, the woman is not allowed any dialogue except about her suffering. This illustrates the weakness that is always portrayed against women, oppression, and limited space for their expression. In many films, there is a clear disparity between the portrayals of women and men. The author also expresses about her hopes for a broader portrayal of women, without stereotypes.

The film Mulan (2020), set in 5th-century China, similarly represents women as weak and have no control over themselves. In several scenes in the film, Mulan (2020) represents how women's lives were strongly influenced by familial and social roles, preventing them from empowering themselves. that time could not empower themselves. This depiction this is closely related to the family and social roles mentioned earlier in

character building of Mulan. The representation of character education for women in the film Mulan (2020) will certainly have a significant impact on society, changing the perspective on women and providing messages and information to the general public on how women were in that era. Similar to the author's expectations in the previous journal, the same thing was found by researchers in the film Mulan (2020) which represents how Mulan tries to display strength as a woman, "thereby indirectly revealing another aspect of womanhood.

The next research conducted in Brazil is the portrayal of women in a Brazilian series that displays injustice against women. The research emphasizes how the struggles of different women facing injustice are represented in a film or series. This Brazilian series illustrates how society approves the subordination of women in the workforce. Some scenes in the series depict how society agrees that some jobs that are not prestigious are for women, especially for those who are black and come from lower social classes. Conversely, prestigious jobs that require higher qualifications are prioritized for men. This reality affects women find it difficult to get and hold jobs that are higher than men and women also find it difficult to be involved in decision-making in organizations and politics.

A similar representation of women is found in Mulan (2020), depicting the subordination of women in work, marriage, and power is approved by the surrounding community and even family. The film Mulan (2020) also portrays the gaps and struggles of being a woman at that time. Women, perceived as lowly and weak, certainly find it difficult to have an active role in the family, let alone the surrounding community. Mulan (2020) shows how active roles, holders of power, and freedom of expression are fully owned by men. It is difficult for women to show their talents and elevate their positions higher than men. Not only is it difficult to elevate their position above men, but it is also challenging for Mulan and other women at that time to play an active role in society. Even showing their faces in public is considered shameful. This is illustrated in the scene where Mulan wants to help her father, who falls in front of soldiers and onlookers. However, Mulan is forbidden to help because her mother thinks it will only bring shame. This kind of view, mindset, and upbringing makes this reality difficult to dismiss and

eliminate. Character education and self-recognition carried out for generations will undoubtedly impact the future.

CHAPTER 5
CONCLUSION

A. Summary

Based on the findings and discussion in the film Mulan (2020) regarding the representation of character education for women, it can be concluded that character education is carried out from generation to generation. This is done with the aim of preserving the values and norms that prevail in a given environment and family. However, the character education depicted in the film Mulan (2020) illustrates that the women's movement is very limited. The character education provided does not give freedom to women. Instead, rules, prohibitions, orders, and obligations become commonplace in character education given to women. The purpose of character education is not to impose prohibitions or orders, but to help individuals understand themselves and acquire knowledge of all positive things that can develop their personality and self-awareness.

Some of the character education applied included the obligation to get married, limiting behavior, domestic role of women, and women's subordinate position in society. These character education reflects the extent of limitations on women's mobility and freedoms, influenced by deeply ingrained patriarchal beliefs in society. Despite changes in eras and parenting approaches, many forms of unfair character education for women persist. Patriarchy has historically imposed various forms of subordination on women, significantly shaping the mindsets of past societies.

C. Research Limitations

a. The sources for this research were limited to a few online journals, articles, previous research, and several e-books.
b. Data collection was based solely on analysis and research thoughts assisted by several online sources, without involving respondents who could provide additional insights and breadth to the representation of character education towards women.

D. Recommendations

a. Future research could explore different themes and discuss in more depth the representation of women in films.

b. Future research should increase the number of sources to provide many new insights and produce in-depth discussions.

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