# ABSTRACT

This study investigates the role of movies in character education, focusing on the animated film "Turning Red." Utilizing a descriptive qualitative method grounded in constructionism and critical theories, the research aims to uncover the character educational values within the movie and explore their implications for the character development of young learners. Primary sources include the characters' actions, supplemented by secondary sources like movie clips, conversations, and character analyses. The study employs observational analysis, interviews with movie experts and viewers, and content analysis of educational character values. Triangulation enhances the research's validity, emphasizing technological tools to extract data from the movie and its script. The analysis reveals a rich array of character educational values embedded in the film's dialogues, actions, and interactions. Employing a classification theory, the study categorizes these values, discussing their implications for students' character education. "Turning Red" emerges as a powerful tool for instilling positive character traits and ethical values in young learners, contributing to a nuanced understanding of movies' multifaceted role in education and their potential impact on character development.

**Keywords:** Movie, Animated Films, Turning Red, Character Education