



Research Article

An Analysis of Character Building Portrayed in The Wild Robot Movie by Chris Sanders

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Abstract. This research explores the character building portrayed in The Wild Robot movie by Chris Sanders, focusing on the transformation of the main character, Roz, from an emotionless robot into a figure full of empathy, responsibility, and leadership. The purpose of this study is to identify the types of character values presented in the movie and to analyze the internal and external factors that contribute to Roz's character development. The research applies a descriptive qualitative method, using observation and documentation as the primary data collection techniques. The analysis is supported by Charles Sanders Peirce's semiotic theory and character education frameworks. The

findings reveal that Roz demonstrates key character values such as empathy, compassion, adaptability, leadership, courage, and sacrifice. These values are shaped by both internal factors—such as cognitive ability and emotional learning—and external influences including the natural environment and social interactions. The movie is proven to be a valuable medium for character education, particularly for adolescents, as it aligns with the principles of the Pancasila Student Profile and supports educational efforts to instill moral and social values through engaging and relatable narratives. This study concludes that animated films like *The Wild Robot* can effectively contribute to character development in educational contexts.

Keywords: Character Building, *The Wild Robot*, Semiotic Analysis

INTRODUCTION

Literature is an art form used to convey ideas, notions, and life stories in creative ways. It encompasses both fiction and non-fiction, presented with aesthetic elements to reflect various aspects of life. Among literary works, movies stand out as a medium of storytelling that can powerfully deliver messages to audiences. As Simaremare et al., (2023) note, movies—as an audio-visual form of literature—are effective communication media that make it easier for people to grasp the author's messages. A movie is not only a product of artistic and cultural creation aimed at entertainment, but also a vehicle for imparting wisdom and humanizing values. Through engaging narratives and visuals, audiences can indirectly learn about social, historical, and cultural issues presented by the filmmaker (Siti Hasriyati Anies et al., 2024). Thus, movies do not merely function as entertainment but also play a vital role in education and teaching.

A well-crafted movie often embeds character-building lessons in a simple yet creative manner. The audience is expected to interpret what they watch and draw moral or character-building lessons as examples and motivation in their lives. In fact, movies are recognized as effective tools for conveying moral and social messages due to their emotional appeal (Afriani & Susanto, 2024). In the context of education, movies can serve as valuable learning media to illustrate important educational values (Simaremare et al., 2023). As a medium reflecting real-life situations, movies can shape character and instill educational values by engaging viewers emotionally and cognitively.

Character education has become a focal point in Indonesian education policy. National education is mandated to develop not only students' intellectual abilities but also their character and noble values to form a dignified national civilization (Pratama et al., 2023). Law No. 20 of 2003 on the National Education System emphasizes that education should cultivate students' potential to become people who are faithful to God, possess noble character, knowledge, creativity, independence, and social responsibility. Adolescence (approximately 10–19 years of age, per the Indonesian Ministry of Health Regulation No. 25 of 2014) is a critical period marked by rapid physical, psychological, and intellectual growth. Adolescents are curious and adventurous, yet often prone to spontaneous or thoughtless decisions. This makes character-building efforts particularly important during this stage. A solid character-building process can help teenagers resist negative influences and develop self-

confidence as they mature (Masduki, 2021). Indeed, adolescence is considered the most sensitive period for character formation, when youths are easily influenced and prone to imitating behaviors without firm principles (Fatimah & Nuraninda, 2021). Therefore, educators seek effective methods to instill moral values in adolescents in ways that resonate with their interests.

One influential factor on teenagers is the media they consume, especially movies. Movies are an engaging educational medium containing meaningful values that viewers can readily understand. Research by Astuti et al. (2022) and Nilamsari et al. (2023) indicates that audio-visual learning media like films can be more easily remembered than text-based materials, as what is seen and heard tends to leave a lasting impression. Aligning with the digital era, where students are engrossed in gadgets and visual content, using movies for character education can be highly effective (Pratama et al., 2023). An example of such a film that is considered highly relevant for adolescent character education is *The Wild Robot* (released in 2024 by Chris Sanders). This animated movie provides a rich narrative that not only entertains but also offers substantial material for character-building lessons.

The Wild Robot tells the story of Roz, a robot who undergoes significant personal growth after being stranded on a remote island. Unlike many popular films that center on human characters (such as *Frozen* or *Aladdin*), this movie uniquely focuses on a non-human protagonist to explore how artificial beings can exhibit and develop human-like ethical values. This perspective provides a novel insight into character education: it shows that empathy, morality, and personal growth are not limited to human characters. The wilderness setting and survival scenario in the film offer a distinctive backdrop for examining how external challenges and social interactions can shape one's character. Thus, *The Wild Robot* presents an opportunity to study character development from a fresh viewpoint, illustrating how a robot character comes to embody virtues typically associated with humans.

Given this context, the present study investigates the character-building values portrayed in *The Wild Robot* and examines the factors contributing to the protagonist's character development. Specifically, this research addresses two main questions: (1) What kinds of character-building values are depicted in *The Wild Robot* movie by Chris Sanders? and (2) What internal and external factors shape the main character Roz's development throughout the film? In addition, the study discusses how these character values align with character education principles, particularly within the framework of the Pancasila Student Profile (an Indonesian educational paradigm for cultivating students' moral and social competencies). By analyzing the film through the lens of character education theory, this research highlights the potential of animated films as meaningful educational media to reinforce character building in learners.

METHOD

Research Methodology

This study employs a descriptive qualitative research design to thoroughly describe the phenomena of character building observed in *The Wild Robot* movie. Descriptive research aims to depict existing phenomena in a detailed and factual

manner (Sugiyono, 2020). In this case, the phenomenon under study is the portrayal and development of educational character values in the film. The primary object of analysis is the movie *The Wild Robot* itself, particularly the scenes and dialogues that illustrate the character development of the protagonist, Roz.

Data Sources & Collection

The primary data for this research are derived directly from *The Wild Robot* movie. Specifically, key scenes and character dialogues were collected as evidence of character-building moments. The secondary data consist of supporting literature, including books, research articles, and prior studies on character education, which provide theoretical context and support for interpreting the film.

Data were collected through observation and documentation techniques. The researcher observed the movie multiple times with different focuses: first to understand the general plot, second to note visual and contextual details (such as setting, interactions, and cinematography), and third to identify specific instances of character-building values and moral messages. During these viewings, significant scenes were noted and relevant dialogue was transcribed. The documentation process involved taking detailed notes and capturing screenshots of pivotal scenes as supporting evidence. Using screenshots and direct quotations from the film's dialogue helped ensure accuracy in capturing how character values were conveyed visually and verbally.

Data Analysis

After gathering the data, a qualitative data analysis was conducted, following an inductive approach to build interpretations from specific observations. The analysis was guided by Charles Sanders Peirce's semiotic theory (triadic model of sign), which consists of the representamen (the form of the sign, e.g. a dialogue or action in the movie), the object (the concept or thing to which the sign refers, e.g. a character value or emotion), and the interpretant (the meaning derived by the observer). This theoretical lens helps decode symbols and signs in the film to understand the embedded messages and values.

1. The data analysis procedure involved several steps: Identifying Key Scenes and Dialogues: The researcher first identified and segmented the movie's narrative into structured parts, focusing on scenes where Roz's behavior or interactions strongly conveyed messages of character education and moral values. These included moments of critical decision-making, emotional expression, and social interaction that signified Roz's character growth. Each identified segment was documented (with notes and screenshots) for further analysis.
2. Interpreting Signs and Values: Using Peirce's semiotic framework, the researcher interpreted the dialogues, actions, and visual cues in those key scenes as signs representing particular character values. For example, a line of dialogue or a specific act of kindness by Roz was analyzed to determine what character trait or moral lesson it symbolized (such as empathy, responsibility, or courage). This step required contextualizing each sign within the story and relating it to character education concepts drawn from the literature.

3. Drawing Connections to Character Education: The interpreted signs were then connected to broader character education frameworks and theories. The researcher examined how Roz's experiences—communicating with other characters, overcoming challenges, and evolving in her behavior—illustrate the process of character formation. By tabulating the findings, patterns were identified showing how various conflicts and learning experiences contributed to Roz's moral development. These patterns were compared with established character education principles (for instance, traits outlined in the Pancasila Student Profile and other scholarly works on moral education) to discuss the implications for educational practice.

Throughout the analysis, the researcher actively engaged in interpreting the qualitative data to construct meaningful conclusions, rather than relying on predefined hypotheses. The approach was iterative: observations from the film were continuously compared with theoretical insights to refine the understanding of each character value depiction.

Validation

To ensure the credibility and validity of the qualitative findings, triangulation techniques were applied. Triangulation involves using multiple perspectives or methods to cross-check data and interpretations (Sugiyono, 2008). In this study, source triangulation was used by comparing information from the movie (primary source) with insights from literature (secondary sources) to see if they corroborated each other on points of character education. Technique triangulation was also employed by utilizing both observation and documentation; the researcher verified that the instances noted during live observation of the film were consistent with the documented evidence (notes, transcripts, screenshots) obtained afterwards. This cross-verification helped minimize subjective bias—if a character value was identified, it was supported by concrete dialogue evidence and aligned with theoretical definitions in literature.

By employing these methods and validation steps, the study maintains a rigorous qualitative approach. The combination of careful observation, semiotic analysis, and triangulation provides a comprehensive understanding of how *The Wild Robot* movie portrays character-building and ensures that the interpretations are trustworthy and grounded in evidence.

RESULT AND DISCUSSION

This section presents the research findings on character-building values depicted in *The Wild Robot* and discusses them in light of relevant theories and educational context. The results are organized by the key character values identified in Roz's development, followed by an analysis of the factors influencing her character growth. Dialogue excerpts from the film are included to illustrate how these values are portrayed, accompanied by interpretations of their significance in the context of character education.

Empathy and Compassion: One of the first character values Roz acquires is empathy, which closely relates to compassion. Initially programmed without

emotion, Roz begins to develop empathy when she decides to care for an orphaned gosling named Brightbill. For example, upon finding the baby goose, Roz seeks guidance, asking another character,

“Do you have any information on how to take care of this unit?”

This simple inquiry marks Roz’s first step toward emotional awareness and concern for another being. Despite her mechanical nature, Roz takes the initiative to nurture Brightbill, demonstrating a nascent sense of compassion in her actions. Empathy refers to the ability to understand and share the feelings of others, whereas compassion involves the desire to help alleviate others’ suffering. According to Wahyuni, Wardarita, & Emmawati (2023), empathy is a crucial emotional skill in character education, as it encourages individuals (or students, in an educational context) to recognize and care about the feelings of others. As Roz tends to Brightbill’s needs, she transitions from seeing him as merely a “unit” to acknowledging him as a dependent creature requiring care, which reflects her growing empathy.

Roz’s empathetic behavior continues to evolve through subsequent interactions. In one scene, when Brightbill is frightened by a sudden thunderclap and the disappearance of their beaver friends, Roz actively seeks advice on how to comfort him, even turning to a wild fox for help. She asks,

“How do we reset Brightbill?” (using her robotic terminology to inquire how to calm the gosling).

This moment shows that Roz not only recognizes Brightbill’s fear, but also feels responsible for easing it. Her concern and willingness to learn how to soothe Brightbill highlight the depth of compassion she is developing. In terms of emotional intelligence, the ability to perceive and respond to others’ emotions is significant. Goleman (1995) notes that recognizing the emotions of others and responding appropriately is a key indicator of emotional intelligence. Roz’s behavior exemplifies this: she perceives Brightbill’s distress and takes action to address it. Moreover, this aligns with Hoffman (2000), who explains that true empathy progresses from simply sensing another’s distress to taking *pro-social action* to relieve it. By seeking a way to comfort Brightbill, Roz moves beyond understanding his fear – she actively works to remedy it. This evolution from detachment to compassionate caregiver in Roz’s character provides a clear illustration of how empathy can be cultivated through relationships and experience.

From an educational perspective, Roz’s growth in empathy and compassion demonstrates the importance of teaching these values in character education programs. Empathy can be fostered in students through activities like group work, peer tutoring, and encouraging them to reflect on others’ perspectives. By showing how Roz learns to care for Brightbill, the movie offers an example that educators can discuss with students: even a robot, with no initial understanding of feelings, can learn to empathize and act kindly. This underscores the idea that empathy is learned through practice and interaction. As Pasaribu et al. (2024) emphasize, cultivating empathy in learners helps build their emotional resilience and moral responsibility. Thus, *The Wild Robot* provides a narrative framework that can reinforce lessons about caring for others and emotional intelligence in the classroom.

Adaptation and Enthusiasm for Learning: Another prominent set of values depicted in the film is Roz's ability to adapt to new circumstances and her eagerness to learn. Stranded in a wild, unfamiliar environment, Roz must acquire survival skills and social understanding from scratch. She learns by observing the island's natural inhabitants—various animals—and by mimicking their behaviors. For instance, Roz studies how animals find food, seek shelter, communicate, and coexist. This adaptability illustrates traits such as perseverance, curiosity, and open-mindedness in learning. Roz shows that she is not limited by her programming; she actively updates her knowledge and behavior based on her experiences. Adaptation and a lifelong learning mindset are considered key 21st-century skills in education. Mulyasa (2022) highlights that adaptability in learning involves readiness to accept change and solve problems, which Roz consistently exhibits. Additionally, Hamdani et al. (2022) identify enthusiasm for learning as a foundational value for preparing future generations to face technological and environmental changes. Roz's story embodies this: she displays a persistent willingness to improve and adjust in order to survive and thrive in the wild.

A specific example of Roz's learning enthusiasm is seen when she consults other animals for advice. Recognizing her own limitations, Roz seeks knowledge from those more experienced. In one scene, she approaches Fink, a fox known for his wisdom about the island's creatures, and asks,

"Fink, as a local goose expert, how do we get Brightbill eating, swimming, and flying?"

This question shows Roz's proactive approach to learning; she not only passively observes but also actively inquires and engages with others to gain new skills (in this case, parenting and raising a young goose). The phrasing of her question also reflects humility and respect for Fink's expertise, indicating Roz's growing social awareness. By asking for guidance on how Brightbill can learn essential goose abilities, Roz demonstrates responsibility and dedication in her role as Brightbill's caretaker. This moment underscores that learning often involves collaboration and asking for help—an important lesson for students, who can be encouraged to seek knowledge from teachers and peers.

Roz's successful adaptation conveys a larger educational message: being open to new knowledge and learning through experience is critical for personal development. Educators can draw parallels from this to encourage students to engage in adaptive learning and problem-solving activities in real life. The film's portrayal of Roz learning from her environment supports the idea that learning is an active, continuous process. It also mirrors what Hamdani et al. (2022) suggest about fostering critical thinking and adaptability in learners. By showing Roz overcome challenges through learning, *The Wild Robot* can inspire discussions on resilience and curiosity—qualities that are essential in both character building and academic contexts.

Leadership and Responsibility: As the story progresses, Roz evolves into a figure of leadership among the island's inhabitants, illustrating the values of responsibility and altruistic leadership. Initially a stranger to the island community, Roz gradually earns the animals' trust by helping them and demonstrating reliability.

Over time, she becomes a problem-solver and protector for the group. Leadership in this context is defined not by authority, but by the ability to guide and support others towards common well-being. Roz steps into this role organically; for example, when resources are scarce or when other creatures are in danger, she takes initiative to organize solutions and safeguard those in need. Responsibility, closely tied to leadership here, is evident in Roz's willingness to be accountable for the welfare of others, not just herself. According to Northouse (2016), leadership involves guiding others toward a goal, and responsibility entails being accountable for one's actions and their impact. Roz exemplifies both: she guides by example and feels accountable for the outcomes of group challenges.

A poignant illustration of Roz's leadership and sense of duty comes during a crisis on the island. When predatory robots arrive to hunt her (since she is considered company property that must be retrieved or destroyed), the entire community of animals is threatened by this conflict. Roz feels fear like everyone else, but she also recognizes that the others are depending on her. In a moment charged with tension, Roz says to her friend (a goose),

"Me too, but right now we are their only chance."

This statement follows the friend's admission of being scared and indicates that Roz shares the same fear ("Me too"). However, Roz suppresses her own fear out of concern for the safety of the group ("we are their only chance" implies if she and her friend do not act, no one else can save the others). This single line captures Roz's moral growth: she prioritizes the lives of others above her own comfort. It reflects an altruistic sense of responsibility — Roz acknowledges that she *must* act bravely because the well-being of the community rests on her. In terms of character education, this embodies the concept of self-sacrifice and moral leadership. Psychologists Eisenberg & Fabes (1998) describe such behavior as altruism, where an individual helps others at a cost to themselves. Roz's willingness to confront danger for the sake of others also demonstrates *moral courage*, which Lopez et al. (2003) define as the courage to do the right thing despite risks or fear. Furthermore, Roz's declaration can be seen as an example of *moral leadership* (Northouse, 2016), as she inspires action by appealing to a shared sense of duty and compassion.

Another scene that highlights Roz's leadership and nurturing responsibility is when she helps Brightbill (now a young goose) learn to fly. Understanding that Brightbill is anxious about flying, Roz constructs a safe practice setup—a small launch platform made of stones—to encourage him. When Brightbill hesitates, Roz offers a gentle, empowering encouragement:

"There is nothing he can do that you can't."

She refers to another bird flying above, assuring Brightbill that he is just as capable. This mentor-like encouragement shows Roz acting as a teacher and coach. The statement, delivered with calm confidence, addresses Brightbill's self-doubt and instills in him the courage to try. It exemplifies *transformational leadership*, where Roz motivates and uplifts Brightbill to reach his potential. By taking responsibility not only for Brightbill's physical safety but also for his emotional growth, Roz demonstrates a deep level of commitment characteristic of effective leaders. In the end, Brightbill successfully takes flight, illustrating the positive outcome of Roz's

guidance. For educators, this scene parallels the role of a teacher or mentor who provides both practical support and moral encouragement to students. It underscores how leadership in education involves empathy, patience, and the willingness to empower others. In line with Indriani & Saleh (2024), who stress the importance of building leadership values in students to help them become proactive citizens, Roz's behavior provides a concrete example of leadership in action. Teachers can use such examples to discuss responsibility and teamwork, perhaps by assigning students rotating leadership roles in group projects to practice these values.

Courage and Sacrifice: The climax of Roz's character development is marked by her demonstration of courage and willingness to sacrifice herself for others. Courage here refers to mental and emotional strength in facing danger or difficulties, and sacrifice means giving up personal interests for the sake of others' well-being. Roz's ultimate test comes when the island and its inhabitants are imperiled. In the final part of the movie, Roz confronts the hunting robots sent by the manufacturing company (called "Universal Dynamics") to either retrieve or eliminate her. Rather than simply fleeing or saving herself, Roz chooses to protect Brightbill and the other creatures. She goes as far as to put herself directly in harm's way to draw the attackers away from her adopted son and friends. This selfless act is the culmination of all the values she has learned – empathy, responsibility, love rolled into one brave deed.

One powerful line delivered by Roz during this confrontation is:

"But sometimes to survive, we must become more than what we were programmed to be."

She says this at a moment when she has been pushed to her limits physically and emotionally. Surrounded by chaos and facing the strong likelihood of her own destruction, Roz appeals to a higher sense of purpose. The quote encapsulates her journey: Roz acknowledges that mere instinct or programming (in her case, robotic directives) is not enough to truly *live* or ensure the survival of those she cares about; one must rise above their original limitations or fears. This line is rich with meaning in the context of character education. It suggests that individuals can transcend their initial conditions or learned behaviors to make ethical choices – in essence, to choose humanity over mere survival instinct. In Roz's case, "what we were programmed to be" can be read literally (her robotic programming) and metaphorically (anyone's predispositions or selfish inclinations), and "become more" means to act with moral integrity and courage.

Roz's courage is further highlighted by the context in which she utters this line. Earlier in the film, during a harsh winter, Roz shelters many animals in a cave to help them survive the cold. At one point, when food runs out, the desperate animals begin to fight and turn on each other. Witnessing this, Roz intervenes with the above plea, urging them to overcome their base instincts. This demonstrates her bravery not only in facing external threats but also in confronting difficult moral situations. She endures personal hardship and risks being attacked by the very animals she saved in order to uphold peace and moral order. Such behavior aligns with what Galuh et al. (2021) describe as the inculcation of integrity and bravery through moral education. Additionally, Gowasa et al. (2024) emphasize that moral courage and a willingness to sacrifice are essential character traits for building a just and empathetic society. Roz

embodies these traits by consistently placing the needs of others on par with or above her own survival. Her transformation from an unfeeling machine into a protector willing to sacrifice herself delivers a poignant message: true character often reveals itself in moments of crisis and self-sacrifice.

In educational terms, Roz's display of courage and sacrifice can be used to teach students about moral courage and ethical decision-making. Teachers might use her story to spark discussions or debates on doing the right thing even when it is hard or dangerous, highlighting historical or personal examples of people who acted selflessly. As Pasaribu et al. (2024) suggest, storytelling and scenario-based discussions are effective ways to convey lessons on moral courage and ethics. By analyzing Roz's climactic decision, students can learn about the value of standing up for others and the idea that one's principles should guide one's actions, even under extreme pressure.

Factors Influencing Roz's Character Development: The evolution of Roz's character in *The Wild Robot* is driven by a combination of internal and external factors, as well as the various conflicts she experiences. Understanding these influencing factors provides insight into how character building is portrayed in the movie.

Internal factors refer to elements inherent to Roz's being that enable her character growth. Although Roz is a robot, she possesses cognitive and adaptive capabilities that function as her "internal mechanisms." These include her artificial intelligence – the logical processing that allows her to analyze situations and learn from them – and an emergent emotional capacity that develops as she interacts with others. As Rahayu (2019) explains in the context of character formation, internal factors can be thought of as natural potential or predispositions that an individual (or in this case, an AI character) has, which allow them to grow when stimulated by experience. For Roz, one crucial internal factor is her curiosity and willingness to understand her surroundings. This trait prompts her to experiment, such as when she learns to speak the language of the animals or when she figures out farming techniques to cultivate food. Another internal factor is her inherent logical framework that seeks to maximize positive outcomes – initially, this was just her programming to fulfill tasks, but it gradually transforms into a personal ethic to help others. An example highlighting an internal factor in action is Roz's decision to care for Brightbill. Though she causes the gosling to be orphaned (an accident from her arrival), something in her internal reasoning compels her to take responsibility for the hatchling. She asks,

"Do you have any information on how to take care of this unit?"

Which shows that her internal logic has evaluated the situation and determined that caring for the gosling is a necessary course of action. Over time, her internal capacity for learning and love grows as she raises Brightbill, indicating significant emotional development that springs from within, even though it was not part of her original programming.

External factors are forces outside Roz that shape her character. These include the environment, social interactions, and life experiences presented in the film. The wild island environment is a major external factor: it challenges Roz with harsh

weather, diverse ecosystems, and survival situations that she has never encountered. To persist, she must adapt to these external conditions, which in turn teaches her resilience and problem-solving. Social interaction is another key external factor. Roz's relationships with the island's animals from befriending Brightbill and other geese, to working alongside a beaver family to build shelters, to negotiating peace among warring animals all serve as catalysts for her character growth. These interactions teach Roz values like cooperation, empathy, and leadership that she would not acquire in isolation. Hendayani (2019) and Sulistiarini et al. (2023) both note that environmental context and social experiences play a pivotal role in character education, as they provide real-life scenarios in which values are tested and learned. Roz's story vividly reflects this: each encounter and challenge she faces in the external world leaves a mark on her character. For instance, learning to fish from an otter or learning kindness from observing other animal families directly contributes to her developing new skills and emotional depth. External threats, such as the arrival of the hunting robots from Universal Dynamics, also profoundly influence Roz. These threats push Roz to make ethical choices (fight or flee, protect others or save herself) and thereby reveal and reinforce her core values of courage and selflessness.

An important aspect of *The Wild Robot* is how it uses conflict as a mechanism for character development. Conflict serves as a crucible that tests Roz's values and prompts significant growth. Throughout the movie, Roz encounters several major conflicts:

Conflict with Nature: When Roz first awakens on the island, the natural inhabitants perceive her as a monster or threat. This man-vs-wild (or machine-vs-nature) conflict forces Roz to prove herself. She endures storms, treacherous terrain, and wary animals. Overcoming these adversities by learning the "rules" of the wild and showing benign behavior gradually earns her acceptance. This conflict teaches Roz humility and adaptability—she realizes she must change herself to coexist with nature, as opposed to expecting the environment to accommodate her. It's an embodiment of learning through adversity; Roz's initial isolation and the hostility of the environment push her to become more understanding and patient.

Conflict with Brightbill (Personal/Ethical Conflict): A pivotal moment arises when Brightbill discovers the truth that Roz was indirectly responsible for his biological mother's death (Roz accidentally caused the incident that led to the mother goose's demise). In a heated moment, Brightbill confronts Roz after hearing a villager animal say,

"That thing killed your mother, everyone knows that."

This external revelation creates an intense internal conflict for Roz: guilt and fear of losing Brightbill's trust. The emotional rift between Roz and Brightbill tests Roz's honesty, remorse, and love. Roz has to find a way to explain herself and seek forgiveness, demonstrating accountability for her past actions. This conflict significantly deepens Roz's emotional capacity; she experiences heartbreak and the pain of possibly losing a loved one. In working through it (by communicating with Brightbill and showing consistent love and regret), Roz and Brightbill's bond emerges even stronger. The resolution of this conflict reinforces Roz's sense of responsibility and honesty.

Conflict with the Hunters (External Threat): The climactic conflict involves Roz facing the aggressive robots sent by the corporation to retrieve her. In one confrontation, as the enemies close in, Roz implores them for mercy for Brightbill, saying

“Brightbill has nothing to do with this. Please, at least let me return him.”

In this tense dialogue, Roz’s priorities are clear—her concern is not for herself but for Brightbill’s safety. The ruthlessness of the hunting robots starkly contrasts with Roz’s developed humanity. This conflict propels Roz to demonstrate maximum courage and sacrifice, culminating in her willing surrender and diversion to ensure Brightbill is safe. Facing superior force and near-certain destruction, Roz’s character is fully revealed in her actions: she is compassionate, brave, and self-sacrificing. The experience of confronting such a dire external threat cements the character values she has acquired; it is the final test that shows how much she has grown from the beginning of the story.

Through these conflicts, *The Wild Robot* effectively illustrates the process of character building as a dynamic interplay between internal dispositions and external challenges. Each conflict acts as a catalyst for Roz’s transformation, pushing her to apply her values in practice and in increasingly difficult situations. This aligns with the broader message in character education that moral and character development often occur when individuals face and overcome challenges or dilemmas. For learners and educators, Roz’s conflicts can be seen as case studies in moral development: they show that character is not static but develops through struggles, reflection, and perseverance.

In summary, the results of this study indicate that *The Wild Robot* movie portrays a rich tapestry of character-building values in Roz’s journey, including empathy, compassion, adaptability, enthusiasm for learning, leadership, responsibility, courage, and sacrifice. These values are interwoven throughout the narrative and brought to life through Roz’s interactions and choices. The discussion above links these findings to educational theories and frameworks, showing congruence with expert views (such as Fatmah, 2018; Rosyidah & Ismeirita, 2023; Hamdani et al., 2022; and others cited) that emphasize continuous habituation of good values to form one’s character. Notably, the character traits exhibited by Roz mirror components of the *Pancasila Student Profile* (the Indonesian holistic education model), such as mutual cooperation, independence, critical reasoning, and faith in God (through her demonstration of integrity and empathy), as mentioned by Indriani et al. (2024). Furthermore, the movie aligns with the notion put forth by Afriani & Susanto (2024) that films can serve as effective tools to deliver moral education to the younger generation who are digital natives. By engaging viewers in a compelling story, *The Wild Robot* provides not just entertainment but also concrete examples of positive character development. This dual role of the movie—as a source of enjoyment and an educational medium—highlights its value in a teaching and learning context, especially for character education initiatives.

CONCLUSION

In conclusion, *The Wild Robot* by Chris Sanders emerges as a film rich in character education content, illustrating how a wide range of moral values can be internalized through lived experiences. Roz's transformation from a lifeless robot into a being full of empathy, responsibility, leadership, courage, and compassion demonstrates that character building is a gradual but profound process. The movie vividly portrays values such as caring for others (seen in Roz's empathy and compassion for Brightbill), adaptability and curiosity (through her enthusiastic learning and adjustment to the wild), taking responsibility and guiding others (via her leadership among the island animals), and bravery coupled with selflessness (as she risks herself to protect her community). These character traits reflected in Roz are in harmony with the core dimensions of the Pancasila Student Profile – including faith in God, humanitarianism, mutual cooperation, independence, and critical thinking – underscoring the film's relevance to Indonesian educational values. The factors influencing Roz's character growth are twofold: internally, her cognitive and learning abilities allow her to evolve based on experience, and externally, the wilderness environment and her social interactions provide challenges and lessons that shape her personality. Conflicts and trials in the story serve as catalysts that accelerate Roz's moral and emotional development, showing viewers that virtues like honesty, kindness, and courage become most evident in difficult times. Overall, *The Wild Robot* proves to be more than just entertainment; it stands as an effective educational medium imbued with noble values. The film exemplifies how storytelling and animated characters can contribute to character development, supporting the goals of national education to cultivate individuals who are not only intelligent but also morally grounded and responsible.

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