

Emotional Quotient Values within Harry Potter Movie

(Perspective of Character Education)

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Abstract: Emotional Quotient Values within *Harry Potter* Movie (Perspective of Character Education), conducted based on the curiosity on excessive phenomenon among students from intensively utilizing digital facilities; the objectives of the research were elaboration of: (1) how emotional quotient values perception in character education; (2) how emotional quotient values were infiltrated within *Harry Potter* movie; and (3) how the challenges to utilize an English movie as students' character education media; this research was conducted in qualitative approach; descriptive and library research method, documentation data collection method, and data triangulation as the data analysis method; the result of the research as follows: (1) emotional quotient values are part of the education character values; (2) emotional quotient values had been infiltrated by the author through the characteristics and behaviours of *Harry Potter*; and (3) the challenges in utilizing English movie as students' character education media came from the lack of ability in understanding English as the script language that used in the movie; therefore, it could be suggested to the teachers that they should do more research on how to develop the learner's English skills collaborated with character building by utilizing movie or other digital media.

Keywords: Emotional Quotient Values, Harry Potter Movie, Character Education, Digital Media

INTRODUCTION

Emotional Quotient (EQ) is a critical ability that has to be built within the learning process of students because the Intelligence Quotient will not be enough to create intellectual and humanized graduates. Even though EQ cannot be measured by standardized tests such as IQ, which focuses more on assessing cognitive intelligence (Mendikbudristek RI, 2022) (Sadiku et al., 2020). EQ is also part of human intelligence because it significantly impacts human mental quality; mental quality is the emphasis of intelligence (R. J. Sternberg, 2024); it is the reason for emotion and behavior harmonization (Kite & Kay, 2012). So, the statement that only IQ has a significant and dominant influence on students' ethical attitudes (Su'udiyah, 2017) could be inaccurate, considering many cases of negative attitudes have happened that show how children at their learning age lack control over their emotions.

There are so many cases nowadays that relate to the importance of EQ to be built inside, some of them as follows: 1) a child with an addiction to online games carrying a knife and hitting the mother's face, so he had to be sent to the mental hospital was an online news report title of BBC News Indonesia (Wirawan & BBC NEWS, 2019); and 2) Kompas.com & Rachmawati (Ed.) (2019) reported some cases of the negative impact of digitalization in the form of online games; one of them was about a 12 years old student in 6th-grade elementary school in Banjarpanjang, Magetan, who skipped school for 4 months because the addiction to the online game. Considering those cases, it is crucial to focus on character building through character education to strengthen students' emotional intelligence. We cannot measure the ability to adjust to different emotional environments or deal with negative emotions. It is more important to know what makes a person overcome an emotionally damaging environment than why some people are more effective in dealing with their

emotions than others (Sacredfire, 2015), to understand the fact that a more highly developed EQ could help solve many professionally critical situations at work and in communication in general (Kim et al., 2017).

The experts' assertion about the importance of EQ has made an effort to fulfill the character education target, which has become essential. The problem realizing that effort is the intense interest of the students in digital tools that makes them lack motivation to study conventionally; therefore, teachers have to find a way to utilize digital as a learning tool/media, which will be able to help students in learning the material of study as well as building their good character; build their emotional intelligence. There are many previous studies that focused on the digital media linked with character education; some of them are described as follows: 1) watching movies activity substantially influences improving English communication skills, not just for English teachers but for anyone engaging with this medium, including students (Karimaliana et al., 2024); 2) Nur F et al. (2023) found that watching favorite animated cartoon films positively and negatively impacted children's behavior. The positive impacts included forming children's positive behavior and values such as cooperation, generosity, desire for acceptance, and sympathy. Meanwhile, the negative impact was imitating negative behavior in cartoon film scenes because children thought the films were actual; and 3) when chosen correctly, short films can be a media for building students' characters while developing their English, all in a more entertaining, relaxed, and enjoyable media that meet the students' 21st-century contexts (Hutapea & Suwastini, 2019).

Those previous studies' findings have been well established that movies could become a better media than conventional ones in creating an enjoyable learning atmosphere for the students as well as building the student's character; however, they were not exploring the emotional quotient values within any series of *Harry Potter* movies that possible to utilize as character building education media, therefore, this current research conducted with the core of study also Character Education but with the purpose that aimed to explore the EQ values within *Harry Potter* movie; limited to the series of the movie that entitled *Harry Potter and the Prisoner of Azkaban* based on the perspective of Character Education. This goal of the research is described from the compilation description of the objectives of the study, which was derived from the answers of three research problem statements, consisting of 1) how emotional quotient values perception in character education; 2) how emotional quotient values were infiltrated within *Harry Potter* movie; and (3) how the challenges in utilizing an English movie as students' character education media. The research objectives' data required some theories to be utilized as the analyzer; those theories consisted of (1) Gestalt Perception Theory, (2) Cognitive Dissonance Theory, and (3) Sanford Challenges Theory.

The first theory, Gestalt perception theory, was built in 1910 by Max Wertheimer, K. Koffka, and Köhler, describing how visual perception works in physiology and psychology. This theory emphasizes that we cannot fully understand something by looking only at its parts; we must also consider how those parts work together as a cohesive unit. (Kwasniewski, 2023). Max Wertheimer described the principles of the Gestalt theory of perception as follows: 1) the principle of similarity, which explains that humans utilize similar components to group pieces together; 2) the principle of continuation, which is explaining that humans will follow the easiest, or smoothest, path along linear visuals, even if other parts of the visual change; 3) the principle of closure which is explaining that human's brains will complete visuals with missing pieces if enough data is available; 4) the principle of proximity which is explaining that human mind will organize individual components that are relatively closer to one another; 5) the principle of figure/ground which is explaining that human mind can produce many images from one visual by distinguishing between the foreground and background; and 6) the principle of symmetry & order (also called *Prägnanz*) which is explaining that human simplify a complex shapes into simple or more symmetric shapes. These principles, also known as the laws of organization, were explained in the context of perception and problem-solving (Culatta, 2024).

The first theory, cognitive dissonance theory, refers to a situation that involves conflicting attitudes, beliefs, or behaviors. For example, when people smoke (behavior) and they know that smoking causes cancer (cognition), they are in a state of cognitive dissonance (McLeod, 2023). Leon Festinger (1957)

established this theory, which emphasizes that if there is a conflict in a person's cognition, then this situation will cause psychological discomfort or a discrepancy in cognition, which will cause dissonance (Hutagalung, 2015).

The third theory, the challenges theory of Sanford, emphasizes that people grow best when they continuously experience an appropriate balance of support and challenge (Sanford, 1967). Sanford's significant assumption that supports were presupposed to be related to academic achievement and satisfaction (Strayhorn, 2013). He posited that students experience challenges when they face situations in which they are not prepared with the appropriate skills or knowledge. He suggested that student development is a product of person-environment interaction and surmised that for students to grow, they must be ready to do so (Virtue et al., 2020).

METHOD

This research utilized a qualitative approach, descriptive and library research method, documentation data collection method, and data triangulation as the data analysis method. The technique in collecting data was utilizing documentation on various data from digital and literature repositories; the instrument of the research was the researcher as the main instrument and supported by the instrument in the form of questions that related to the research problem statements and utilized a laptop and note taker as a tool of data collector. The data was secondary because it was collected from indirect sources, such as journal articles, books, reported news, and digital sources; therefore, the research subject consisted of a related static data repository.

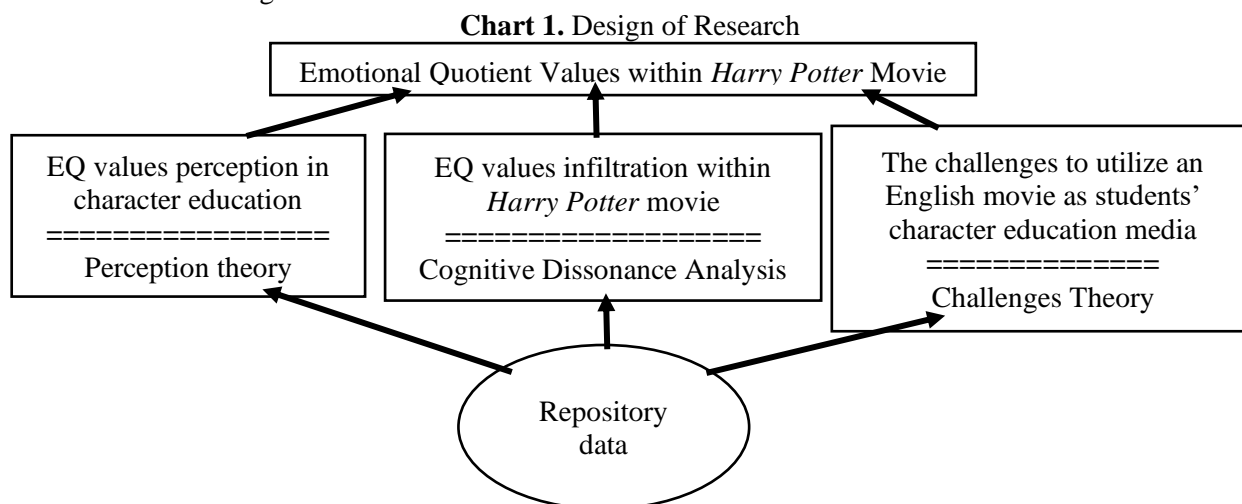
The reasons qualitative approach was selected in conducting this research because the collected data of this current research was in the form of words without emphasis on numbers; the research examined each problem statement deeply in order to find the description of the final finding of the research; and because the finding of this research more emphasizes the significance rather than a generalization. This qualitative approach was supported by descriptive and library methods in the implementation of the research.

This research method was descriptively combined with the library method because it focused on researching the available repository data. It is categorized as a library method because the researcher was face-to-face with data documentation, the data is ready-made, the researcher did not collect the data by herself from the research field, the type of data was secondary data, which did not come directly from the first source, and the literature data condition did not bound by time and space because the data was static, never change, already recorded (in texts and movie). This library method was combined with the descriptive method because the current research focused on the discovery of the facts according to the actual situation and because this research is associated with the efforts to find the solution for the problems that exist at present and expose it based on the data that was found. The library method requires documentation data collection to clarify the data categories and research findings systematically.

The data collection method in this research was documentation from a specific data repository, which means each data was taken from related and available data repositories and has been selected and documented as various collected data of the research. A technique called data triangulation was implemented to analyze those data. Data triangulation involved the use of multiple data sources to analyze each of the research data. Hence, the data analyzed in this research was data analyzed by data (data cross-checked by data). Data triangulation in this research implicated various data from journal articles, books, and other documentation.

The process of data collected required the instrument that best comprehended the object; therefore, the main instrument of this research was the researcher, considering the researcher gathered word data by herself from the data repository, did the analysis, examined the collection words in the data, also establish and develop questions' instrument for documentation process of library method which was referred to the note-taking purpose of collecting data systematically and objectively. Accordingly, it can be emphasized that the research subject was static repository data, which made the data secondary because it was collected from indirect sources, such as journal articles, books, reported news, and digital sources. The process of collecting

data was done by the researcher, supported by the questions' instrument related to the research problem statements, utilizing a laptop and note taker as a tool of the data collector. The whole process of the research is illustrated in the design of the research as follows:



Annotation:

The library method in conducting this research has collected data from various static data repositories and provides various data collections needed for data triangulation analysis. All data was categorized into focus points (objectives) of the research and was combined with related theory, which was used to analyze each problem statement. Selected and related data that combined with perception theory has been utilized to describe EQ values perception in character education; selected and related data that combined with Cognitive Dissonance Analysis has been utilized to describe EQ values infiltration within *Harry Potter* movie; and selected and related data that combined with Challenges Theory has been utilized to describe the challenges to utilize an English movie as students' character education media; the conclusion about EQ Values within *Harry Potter* Movie with the Perspective of Character Education can be compiled by analyzing the answer of all problem statements of the research.

The research design showed that the subject of this current research was repository data that was available statically, consisting of related journal articles, related news, related books, and *Harry Potter* movie (limited to the series entitled *Harry Potter and the Prisoner of Azkaban*); hence, the type of data sources were digital source (digital literature and movie) and printed source (printed books). Journal articles that have been collected from the repository data were related to the aspect of the research problem statements, and some of them were the preliminary studies of the current research; the news that has been collected from the repository data was related to the phenomena that motivate this research implementation; *Harry Potter and the Prisoner of Azkaban* movie was the main subject of the research because this digital movie contains the aspect of EQ that become the core of this research; the printed books that selected as the subject of this research were the books that contain aspects of the research statements, such as theories and data supported else that necessary to use as cross-check data.

The process of data cross-checking was done at the beginning of the research, during the process of research, and at the end of the research. The researcher conducted a preliminary study to find the potential solution for an interesting problem related to uncontrollable emotions among young people (young learners/students), which require serious attention from everyone, especially parents and teachers. There were some previous studies that provided potential solutions to guide students in controlling their emotions; two of them were selected as the groundwork for this current research. Their strengths and weaknesses have been compiled, and the gap has been recognized. This gap was the basic focus of the current research; it motivated the research design, the similarities and differences with the preliminary research, and the novelty that the current research planned to provide. The data cross-check on the research process was implied among data of each problem statement combined with data of theories used in this research. The result of each problem statement was the description based on the conclusion of each data analysis, and the description compiled based on the cross-checked data of the whole finding became the conclusion of the

main goal of the research, which delivered a clear description of EQ Values within *Harry Potter* Movie with the Perspective of Character Education.

All data in this research was collected by the primary instrument (the researcher herself); the data was selected as the researcher's consideration to focus on the objectives of the research systematically and as objectively as the researcher could by firmly holding on to the data-by-data cross-check analysis; in order to support the main instrument, instrument in the form of questions lists has been compiled as guidance in the data collecting process. The guideline questions in the instrument for each problem statement of the research are written in Table 1, Table 2, and Table 3 as follows:

Table 1 Literature Documentation Guidance 1

Principle	Similarity	What contexts have been equalized in the value of character education to the comprehension of EQ?
	Continuation	What aspect has been ignored in character education to reach the general perception of EQ?
	Closure	What aspect has been added to the completion of the perception of EQ values in character education?
	Proximity	How does character education organize the EQ values?
	Figure/ground	How does the character education image the EQ values?
	Symmetry & Order	How does character education simplify the EQ values?

Table 2 Literature Documentation Guidance 2

Principle	Knowledge	How is <i>Harry Potter</i> (the main character) knowledgeable about emotional quotient values?
	Belief	What does <i>Harry Potter</i> (the main character) believe about an aspect of Emotional quotient values?
	Attitude	How is <i>Harry Potter's</i> (the main character's) attitude toward emotional quotient values?
	Behavior	How is <i>Harry Potter's</i> (the main character's) behavior concerning emotional quotient values?

Table 3 Literature Documentation Guidance 3

Elements of Sanford's challenges theory	Challenging Situation	What kind of situation could the teacher be unprepared for to utilize an English movie as students' character education media?
	Appropriate Skills or Knowledge	What kind of skill and knowledge does the teacher have to acquire in utilizing an English movie as students' character education media?
	Social and Environmental Support	What kind of social and environmental support does the teacher need to gain confidence?
	Facility Environmental Support	What kind of facility does the teacher need for convenience in utilizing an English movie as students' character education media?
	Student's Readiness	How does the process build student readiness?
	Teacher's Readiness	How does the process build teacher readiness?

RESULTS AND DISCUSSION

Emotional Quotient Values Perception in Character Education

Focus data for the first problem statement has been elaborated on using principles of Gestalt perception theory as illustrated in the following Table 1:

Table 1 Emotional Quotient Values Perception in Character Education

Principle	Similarity	The 14 th value of character education, known as loving peace, has been equalized to the comprehension of Emotional Quotient.
	Continuation	The aspect of character building, which is not written in the direct human feeling terminology, has been ignored in character education to reach the general perception of Emotional Questions.
	Closure	The terminology of love as universal love to all living creatures has been added to complete the perception of Emotional quotient values in character education.
	Proximity	Emotional quotient values have been organized in the point of national character education values, identified as loving peace.
	Figure/ground	Emotional quotient values have been imaged as a list of positive emotions in character education that must be built to establish peaceful living.
	Symmetry & Order	National character education simplified the Emotional quotient values as positive emotions that must be developed to be a good character of a human being

The data collected from the literature study that had been analyzed by each of those principles emphasized that character education is not the same as behavior control, discipline, training, or indoctrination; it is much broader in scope and has much more ambitious goals (Novianto & Meidasari, 2018); in order to gain success in implementation of the character education program, there must a good collaboration between parents and school (Aghni et al., 2020); emotion control is one of the essential aspects to establish the peaceful mind. Oxford (2024) defines emotion as a strong feeling and the part of a person's character that consists of feelings; some emotion categorizations consist of anger, sadness, fear, happiness, love, shock/surprise, being annoyed, and being offended/humiliated (Goleman, 2015); emotional intelligence is an individual's ability to recognize, understand, and manage their own emotions and the emotions of others. Emotional intelligence can assist individuals in building healthy and effective interpersonal relationships and improve performance at work. Previous research has shown that emotional intelligence can also contribute to the effectiveness of persuasive communication (Ramadhan, 2023); an emotion describes the feeling of a person, which can be expressed in more than one way as when a person communicates, than the tone of the speech signifies a lot about the emotional state of the person at that time. In speech synthesis a lot of factors have to be taken into consideration to detect the emotion (Yadav & Mishra, 2021); language is more than a tool for communication; it is an avenue for creative expression, speech and language are tools which humans use to communicate or share thoughts, ideas, and emotion (Aprianto & Zaini, 2019); hate speech aims to blaspheme others(Erlina et al., 2023); Puspitawati et al. (2017) urged that character education in the serial novel of *Harry Potter* by J.K. Rowling (the base story of the *Harry Potter* serial movies) can be used as an example to the students in learning to discuss and strengthening character education, it will build personality with the mindset, attitude, behaviour, interest and creativity; The values for character education in the national education system of the Republic of Indonesia consist of eighteen points as follows: 1) being

religious, 2) honest, 3) tolerance, 4) disciplined, 5) hardworking, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) loving the country, 12) appreciating achievement, 13) friendly/communicative, 14) love to the peace, 15) care to the environment, 16) social care, 17) responsibilities, and 18) love to read (Mendikbud RI, 2018).

As the final result of the first research problem statement data analysis, it can be concluded that the perception of emotional quotient values in character education showed that emotional quotient values are part of the education character values. It indicates the fourteen values of national character education because its types of emotion strongly connect with the characteristics of loving peace (the 14th of national education values). The ability of the student to control their negative emotions and develop their positive emotions will guide them to a peaceful mind and peaceful way of living; as the primary goal of the EQ establishment in their daily activity, they will be able to study peacefully.

Emotional Quotient Values Infiltration within the Harry Potter Movie

Focus data for the second problem statement has been elaborated on using principles of cognitive dissonance theory, as illustrated in the following Table 2:

Table 2 Emotional Quotient Values Infiltration within *Harry Potter* Movie

Principle	Knowledge	<i>Harry Potter</i> (the main character) notices his feelings of sadness, fear, happiness, love, surprise, annoyance, and humiliation.
	Belief	<i>Harry Potter</i> believes that being rebellious, showing anger, drawing in sadness, and letting fear control his actions in his situation will cause harm to himself and others.
	Attitude	<i>Harry Potter</i> keeps fighting to show a positive attitude toward all negative emotions that can cause him to lose a peaceful life and a peaceful time to study.
	Behavior	<i>Harry Potter's</i> behavior is primarily humble, full of empathy, loves friendship, loves others, loves animals, full of respect to teachers, loves the family environment, always fights so hard not to harm anyone else, and introspected himself, even though sometimes he has to face a hard time, sometimes he also fails to control his negative emotion.

The data collected from the literature study analyzed by each of the principles of Cognitive Dissonance Theory emphasized that every detail embedded by the book's author or the scriptwriter of a movie is important because it can impact the reader and the audience. *Harry Potter* serial movies are created based on their novel. Therefore, understanding the emotional intelligence point that the movie's writer infiltrated requires knowledge of the literature study about literary and digital media related to it. The data collected from the literature study, including the analysis of the movie (*Harry Potter and the Prisoner of Azkaban*) described that the indicators of high EQ consist of self-awareness, self-control, trustworthiness, well adaptability, having a spirit of creativity, empathy, sympathy, good conflict management, teamwork mindset, ability to socialize and build friendships, influencer ability, responsible, strong aspiration, highly motivated, optimist, having great curiosity, and love being the organizer and organizing activities (Misbach, 2008); the emotion type of feeling consist of anger, sadness, fear, happiness, love, shock/surprise, being annoyed, and being offended/humiliated (Goleman, 2015); the 14th value of national character education is love peace (Mendikbud RI, 2018), this value strongly engage with student's type of emotion/feeling; people with high EI trust their ability to manage the negative feelings that pain or the stressful situation may provoke, and they believe that emotional influences are under their control. Thus, high EI is not the only thing necessary for handling stressful events; an ability to rely on one's emotional abilities is also essential

(Ruiz-Aranda et al., 2011); the actors of a movie are defined as the characters who act in front of the camera based on the dialogue in the film scenario, following the director's direction. The characterization process will move a person to deliver an appropriate appearance in terms of emotional expression, movement, and talking style that reflects the demanded character of the scenario (Imanto, 2007); the teacher of *Harry Potter, Dumbledore* has characteristics of wise, gentle, kind, mysterious in way, knowledgeable, caring and understanding. He influences *Harry*, his friends, and the reader (of the novel version of *Harry Potter* serial movie) to follow his excellent character so they become more brave, intelligent and caring to face their problems (Aristo & Sijono, 2018); *Harry Potter* gives them the actual situation of what they learn about in practice so the student can gain improvement, not only following the material (Nurokhman et al., 2019).

The analysis of the *Harry Potter and the Prisoner of Azkaban* movie, and after cross-checking it with the indicators of EQ, shows that the scriptwriter infiltration *Harry Potter* as a good, intelligent, and kind boy with high indicators of EQ within his character that form his knowledge, belief, attitude, and behavior; because from the beginning until the end of the movie he illustrated self-awareness, self-control, trustworthiness, well adaptability, having a spirit of creativity, empathy, sympathy, good conflict management, teamwork mindset, ability to socialize and build friendships, influencer ability, responsible, strong aspiration, highly motivated, optimist, having great curiosity, and love being the organizer and organizing activities even though in some scenes he shows negative emotion such as sadness, anger, fear, and being annoyed. The scriptwriter illustrated how *Harry Potter* managed his negative emotions and how he enabled the capacity to control them and return to his humble character.

As the final result of the second research problem statement analysis, it can be concluded that the EQ Values within *the Harry Potter* movie are infiltrated through the characteristics and behaviors of *Harry Potter*.

The Challenges to Utilize an English Movie as Students' Character Education Media

Focus data for the third problem statement has been elaborated on using Sanford's challenges theory. The elements of this theory consist of (1) challenging situations, (2) appropriate skills or knowledge, (3) social and environmental support, and (4) facility environmental support. (5) student's readiness, and (6) teacher's readiness. Those elements elaborated into the aspects of Challenges to Utilize an English Movie as Students' Character Education Media, as illustrated in the following Table 3:

Table 3 The Challenges to Utilize an English Movie as Students' Character Education Media

Elements of Sanford's challenges theory	Challenging Situation	The teacher could be unprepared for each student's unique characteristics, which becomes an obstacle to utilizing an English movie as a student's character education media.
	Appropriate Skills or Knowledge	The teacher should do research or deep communication to acquire knowledge about each student's unique characteristics in order to utilize an English movie as students' character education media.
	Social and Environmental Support	The teacher needs environmental support from parents and the school to facilitate moral, mental, and physical support for the student so that the teacher can gain confidence.
	Facility Environmental Support	The facilities needed for the teacher to be convenient in utilizing an English movie as students' character education media are the tools and equipment to watch educational English movies and the collection of supported handbooks as the learning guidance.
	Student's Readiness	Teachers should build good communication with the students in order to build student readiness by utilizing English movies

	as English teaching media and establishing their emotional quotient.
Teacher's Readiness	Teachers should continue to do research and training to utilize English movies as English teaching media as well as establish their emotional quotient.

The data collected from the literature study that had been analyzed by each of the elements of Sanford's challenges theory emphasized that Government Regulation Num. 20, Year 2003 defines education as a conscious and deliberate effort to create an atmosphere and a process of learning in order to motivate the learner to be active in developing their potential, one of them is self-control (Presiden RI, 2003); the utilization of digital in the learning process become very necessary in this era because it has made everything easier and provides many more opportunities than the conventional way of learning (Ratni, 2024); a WhatsApp-based flipped learning approach could be used as a promising alternative to assist English learners' vocabulary development (Retnaningsih et al., 2022); digitalization has spreading to every aspect of human life because it makes life easier. New media art has emerged, which prioritizes the creation of works of art using the latest technology and established the digital art revolution (Setiaji, 2023); digital use in learning that integrating platforms such as Spotify and wordwall.net can cater to diverse learning styles, making vocabulary learning more engaging, effective, and aligned with the digital habits of contemporary learners (Mallisa & Mbato, 2023); Technology Acceptance Model (TAM) is a powerful model for explaining the intention of EFL college students to utilize technology in terms of mobile English vocabulary (Farros et al., 2022); teacher training in using Google Classroom as additional media besides WhatsApp is a solution for less effectiveness of WhatsApp media for the teaching and learning process (Frobenius, 2023); teachers face various obstacles when using the internet as a learning medium. (Latifah & Ramadan, 2023); not all teachers deliver material using PowerPoint (PowerPoint Text) because it is easier to explain directly to students, beside infrastructure indicators, bad weather and network availability affect internet signals, thereby hampering the learning process, and students residences are not the same, thus affecting internet coverage (Winda & Dafit, 2021); the teachers have problem in understanding their students' character came from students' backgrounds differences, and the lack of teachers' knowledge and training about character education (Aghni et al., 2020); online learning made it challenging to instil character in students (Ahmad, 2021); gadget addiction made students individualist and affected their social character (Sauri et al., 2022); digital literacy skills can impact psychology (Kusumaningrum & Nur Hafida, 2021); the condition without electricity in many rural places in Indonesia cause lack of internet connection for learning activities (Solihin, 2021); our challenge is how to teach students to navigate ethics in the digital age (Triyanto, 2020); the illustrations in the digital comics have created students' jovial mood which contributes to students' participation during the class and their outcomes as well (Utomo & Ahsanah, 2023); the cartoon character *Spongebob Squarepants* can create verbal and behavioral problems for four and twelve-year-old children who watch the movie (Dewi, 2023); the illocutionary acts in the movie of *the School for Good and Evil* by Soman Chainani cover a breadth of communicative functions, from querying, summoning, and instructing to expressing sentiments and stating positions (Aprilia et al., 2023); the writer of the movie entitled *Anomalisa* found that the stories and relationships between the characters developed in this entire animated film were truly honest, not exaggerating, yet at the same time complex and confusing (Sari, 2019); *Hichki* films can be used as learning media to build student character (Wijaya & Dwi Br. Ginting, 2021); K. Mubara, dkk urged that Children are great imitators (Ompi et al., 2020); if the students do not like to read, they cannot achieve development goals in terms of information enrichment and behavior control (Setiyo wahyuni & Wahyuni, 2023); the idea of including parents in the development of EI programs usually worked on students with ADHD (Attention Deficit Disorder and Hyperactivity) (Ruiz-Aranda et al., 2011); psychological resilience and social and emotional competence positively affect communication skills (Çiftçi, 2023); and parents also teachers must supervise and accompany their children in their digital activities, and be involved (KOMINFO, 2014).

As the final result of the analysis of the third research problem statement, it can be concluded that the challenges in utilizing English movies as students' character education media came from the lack of ability to understand English as the script language used in the movie. This result is derived from the fact that language is the movie script's essence before understanding the story's meaning. Indonesian students learn English as a foreign language. Therefore, it becomes difficult for the student to understand the dialogue without Indonesian subtitles thoroughly. However, *Harry Potter and the Prisoner of Azkaban* is a delightful learning media for the students to watch, simultaneously building their character and English language proficiency, and the final goal is to develop the EQ. Still, the lack of ability to understand English potentially made the learning process slower than it was supposed to be.

CONCLUSION

EQ values are part of the education character values within the *Harry Potter Movie*; they are infiltrated by the author through the characteristics, behaviors, and attitudes of *Harry Potter*, the movie's main character, at the staging point of loving a peaceful way of living. *Harry Potter* is an excellent figure example for students; when they are ready to learn English as well as being embedded by the example of a good character student in a fun way, they can imitate the good emotional quotient shown by *Harry Potter* in the movie, and controlling themselves from destructive emotions as the *Harry Potter* did. The challenges in utilizing English movies as students' character education media came from the lack of ability to understand English as the script language used in the movie.

This research only provides a reference introduction, which can be used as a consideration in arranging English movies as character education media as well as utilizing digital facilities in teaching English to the students; therefore, it could be suggested to the teachers that they should do more research on how to develop the learner's English skills collaborated with character building by utilizing movie or other digital media.

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