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Analysis of Moral Messages in The Film 'Jumbo' Through Roland Barthes' Semiotics

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Abstract: The film 'Jumbo' is a 2025 animated film by Ryan Adriandhy produced by Visinema Pictures which tells the story of a friendship adventure containing moral messages and values relevant to everyday life. The film 'Jumbo' shows conflicts related to social conditions or realities that occur in everyday life. The storyline focuses on the emotional journey of the characters. It is studied using Roland Barthes' semiotic approach with three layers of meaning systems, namely denotative, connotative, and myth. The purpose of this study is to determine the moral message through visual signs, characters, or scenes shown in the film and its relevance to social reality. Through qualitative research methods involving observations on the film 'Jumbo' and interviews with film audiences ranging from 18-25 years old. The results of the study show communication values through conflicts that occur between the characters, especially in the aspect of empathy, and the ability to understand each other's feelings. The moral message is also conveyed to be able to appreciate every difference and emphasize the importance of awareness and control of emotions in social relations in society.

Keyword: Film, Semiotic, Conflict, Friendships, Message, Moral

INTRODUCTION

Film is a form of mass media that is popular among various groups in society. (Marcelina et al., 2023). Film has become a mass communication medium that not only serves as entertainment but also conveys messages through the images displayed. According to Oey Hong Lee in his book, Alex Sobur (2013), film is the second mass communication tool to appear in the world, having its development period in the 19th century. (Sobur, 2013). A film is created when a story contains a message that it wants to convey to a wider audience or viewer, and this message is conveyed through a combination of moving images, colors and sounds that form a unity of meaning, and through these elements the film is able to convey the contents of the story in a way that is interesting and easy for the audience or viewer to understand (Kevinia et al., 2022).

Films have an influence on society because they can shape society through the messages they convey. Besides being a means of recreation and education, films are also a

medium for conveying and introducing new cultural values. (Fahida, 2021). In line with its role as a medium for conveying cultural values, film has also developed into an increasingly varied form of visual expression, one of which is through animation. The word animation comes from the Latin verb *animare*, meaning "to live" and "to breathe." In general, animation can be defined as an effort to give the impression of life or movement to an image that is actually inanimate. (Haningtyas, 2025). Animation can be defined as a process of creating something so that it looks alive or able to move. (Anggara et al., 2021). In the process of designing an animation, it is necessary to create a world setting which is an important part of the production stage. (Pratiknjo & Nadya, 2024).

Throughout its history, animation has experienced rapid development, starting at the beginning of the 20th century when silent films appeared which began to be popular with the public, and along the way the world of animation gave birth to various legendary characters who accompanied the childhood of many people such as Tom & Jerry, Snow White, and Mickey Mouse (Audi et al., 2024). Emile Cohl, who worked at the Goumont Company in the period 1908-1910, was the first figure to explore the world of animation through hand-drawn techniques and his first animated work was entitled *Fantasmagorie* which was released in 1908. (Akbar, 2021). In addition to serving as a medium of entertainment, animated films can also contain educational elements that are informative and foster positive values. These elements have the potential to make animated films an effective educational tool for their audiences. (Putri & Ulya, 2021). This means that animated films can be a learning tool for anyone who enjoys them.

The development of animated films in Indonesia is not as widespread as international animation, but Indonesian animated films have their own unique appeal, warranting widespread discussion. As the creative industry grows in Indonesia, film, as a communication medium and a source of entertainment, has become an inseparable part of people's daily lives. This has driven the rapid growth of television, digital platforms, and even production houses actively producing various films. (Nugraha & Eriend, 2024). One of them is the animated film "Jumbo" (2025) by Ryan Adriandhy, produced by Visinema Pictures. "Jumbo" itself has become the second-highest-grossing film in Indonesia, with 10,233,002 viewers. (Nurrijal, 2025). This shows the audience's enthusiasm for local animated films. The film 'Jumbo' stars Prince Poetiray who plays Don, Quinn Salman, Yusuf Ozkan, Graciella Abigail, Angga Yunanda, Bunga Citra Lestari, and Ariel Noah, as well as other supporting actors in the film 'Jumbo'. This film tells the story of a little boy named Don who wants to prove his abilities through an art performance inspired by a fairy tale book inherited from his parents, the film 'Jumbo' is not only targeting children's audiences, but also reaches adult audiences at the age of 20 years.

Previous research has been conducted by (Husaini et al., 2018) entitled *Analysis of the Coco Film in Roland Barthes' Semiotics*. This study shows that in the *Coco* Film, the depiction of the *El Dias Los Muertos* Festival shows a mythical meaning that makes the animation feel unique and educational, the delivery of Mexican cultural values is presented in a light and fun way, so that it is easy to understand and enjoy by the audience of the *Coco* film. Based on the study, there is a research gap because there are not many studies that specifically discuss moral messages in Indonesian animated films, through Roland Barthes' semiotics. Therefore, to understand the implied messages behind these signs, an approach using Roland Barthes' semiotics is relevant to use in this study.

Through Roland Barthes' Semiotic Theory approach (1950-1970), Barthes put forward an analysis of the meaning of signs through three layers of meaning systems, namely denotative (denotation) as literal meaning, connotative (connotation) as meaning influenced by cultural and emotional context, and mythological (metalanguage or myth) which represents the ideology and moral message behind the sign (Wibisono & Sari, 2021). Based

on this, this study analyzes how the film 'Jumbo' conveys moral messages through visual signs, characters, or scenes shown in the film and its relevance to social reality, especially in the context of friendship, empathy, and emotional control by identifying denotative, connotative, and mythical meanings that appear in selected key scenes, and is expected to contribute to the development of Communication Science studies in the field of media text analysis through the application of Roland Barthes' semiotic theory to Indonesian animated films.

Film is a moving image, or moving photo that contains a series of still images which when projected onto a layer creates the illusion of continuous movement or what is known as the phi phenomenon effect, this optical illusion makes the audience feel as if they are seeing real movement from a series of images that are displayed quickly and sequentially (Wulandari & Sulanjari, 2022). Film as a communication medium has a significant impact on its audience (Sandra et al., 2025). It can be interpreted that films are not only a means of entertainment, but also a means of communication between filmmakers and their audiences. As a medium for conveying information, films play a vital role in the communication system used by individuals and groups to convey and receive messages. (Mahlil, 2020). Including the role of film as an educational tool, because education has an important role in efforts to improve the quality of human resources, including the audience or film viewers. (Nurfalah et al., 2020).

Semiotics comes from the Greek word *semeion*, meaning "sign," or *seme*, meaning "sign interpreter." Semiotics is a science or analytical method for studying signs. According to Roland Barthes in his book, Alex Sobur (2013), semiology essentially studies how humanity gives meaning to things. In this context, meaning cannot be combined with communicating. (Sobur, 2013). Roland Barthes' (1950-1970) semiotic theory describes signs through three layers of systems: denotative, which reveals the meaning of what can be seen by the eye or sense of sight. Denotative has the meaning of the actual meaning without any additional meaning. Connotative is a meaning that has a subjective and diverse meaning according to its depiction, this is believed to have a meaning behind it. Meanwhile, myth is what is to be discovered. (Risi & Zulkifli, 2022).

In the Big Indonesian Dictionary (KBBI), a message means advice, an order, or a request conveyed through another person. Meanwhile, morals are generally accepted or agreed-upon teachings about good and bad regarding actions, attitudes, obligations, and so on (Language Development and Development Agency, 2025). It can be understood that a moral message is a command or advice or invitation to do good things and avoid bad deeds which can be learned from the actions or attitudes of other people. (Fakhrudin et al., 2019).

Previous research was conducted by (Ratringtyas et al., 2023) entitled "Changes in Bullying Perpetrators' Behavior in the Animated Film Koe No Kathaci (Roland Barthes' Semiotic Study). The results of this study indicate that changes in bullying perpetrators' behavior can be influenced by various factors, both from within the perpetrators themselves and from their surroundings, such as the role of parents, support from friends, and friends of the victim. These factors can contribute to helping the perpetrators realize their mistakes and ultimately change into better individuals.

The second study is a study conducted by (Kartini et al., 2022) entitled Representation of Moral Messages in the Film *Penyalin Cahaya* (Analisis Semiotic Charles Sanders Pierce). The results of this study are moral messages related to human relationships with themselves or with others in social life, the values depicted include the spirit of never giving up, courage, and responsibility without blaming others. The importance of mutual assistance and compassion in building harmonious relationships between individuals.

The third study is a study conducted by (Fahida, 2021) with the research title, Roland Barthes' Semiotic Analysis of "The Film *Nanti Kita Cerita Hari Ini*" (NKCTHI) by Angga

Dwimas Sasongko. Based on the results of the study, it can be concluded that in general, the audience understands the meaning of the film only at the surface level or the overall storyline. However, through a deeper analysis, various denotative, connotative, and mythological meanings are found hidden behind each scene shown.

The fourth study is research conducted by (Nurmailis & Aviatri, 2025) with the research title "Analysis of Jumbo Animated Films in Cultivating Character Values in Early Childhood." The results of this study indicate that animated films can act as an effective medium in instilling children's character education values, such as through attractive visuals and easy-to-understand storylines, moral values and positive messages are conveyed in a fun way and embedded in children's memories.

Various previous studies have shown that semiotic studies in film have been conducted extensively with various focuses and approaches. Ratriningtyas et al. (2023) examined the film *Koe No Katachi*, focusing on changes in the behavior of bullies influenced by internal and external factors through visual and narrative signs. Meanwhile, Kartini et al. (2022) used Pierce's semiotics to analyze the moral message in the film *Penyalin Cahaya*, which emphasizes social and humanitarian values. Fahida's (2021) research on the film *Nanti Kita Cerita Hari Ini (NKCTHI)* examined the layers of denotative, connotative, and mythological meanings that depict the dynamics of today's modern family. Meanwhile, Aviatri et al. (2025) examined the film *Jumbo* from the perspective of character education for children, emphasizing the role of animated films as a medium for moral learning.

From these various studies, it can be seen that most of the research focuses on the meaning of culture and social behavior in general and has not yet explained in depth the moral message of humans to humans in the context of Indonesian animated films. This research focuses on filling the void or Research Gap by examining the film 'Jumbo' by Ryan Adriandhy through Roland Barthes' semiotic approach which includes three systems of meaning, namely denotative, connotative, and mythical meaning. Through this analysis, the researcher determines how the film 'Jumbo' conveys a moral message symbolically, especially to the segmentation of 18-25 year old audiences with the aim of the research to determine the moral message in the film 'Jumbo' and its relevance to social reality.

METHOD

Research is a systematic and planned process of examining which functions as the main basis and expands scientific knowledge. (Subhaktiyasa, 2024). The method used in this research is a qualitative research method. This means that qualitative methods are used to obtain in-depth, meaningful results in the form of actual data. (Sugiyono, 2013). A qualitative method was chosen to interpret the moral messages behind the visual and verbal signs in the film "Jumbo." Data analysis was conducted by examining several key scenes that demonstrate the apparent storyline.

The data collection technique is triangulation (combined), namely using various data collection techniques in a combined manner. (Sugiyono, 2013). The data sources consist of primary data and secondary data, primary data was obtained by directly watching the film 'Jumbo' by Ryan Adriandhy produced by Visinema Pictures which is the main object of analysis. The film was observed repeatedly to identify visual signs, dialogue, character movements, and certain scenes related to the delivery of moral messages. As well as the results of interviews with informants, namely the audience of the film 'Jumbo' segmented aged 18-25 years, this interview was conducted offline and online. To explore the perception, meaning, and views of the implied messages captured from the film 'Jumbo'. Meanwhile, secondary data was obtained through literature relevant to the research topic such as scientific journals, Roland Barthes' semiotic theory books, previous research related to film analysis,

and other supporting sources. Secondary data serves as a theoretical basis in the research process.

The data analysis technique was conducted qualitatively with Roland Barthes' semiotic approach, namely through documentation of watching the film 'Jumbo' repeatedly to capture details by recording scenes and screenshots, observing media texts, and conducting literature studies. In addition, literature studies were conducted by collecting previous research to strengthen the research analysis. Qualitative research believes that behind the phenomenon there is "noumena", behind a behavior there is understanding, and behind a decision there are outcomes that are expected to be achieved as a usefulness. (Firmansyah, 2021). This aligns with the researcher's goal of examining the hidden meanings behind aspects such as symbols, dialogue, and scenes that appear in the film 'Jumbo'. Thus, the semiotic analysis in this study plays a role in exploring the "noumena" or deepest meaning underlying an action in the film 'Jumbo'.

RESULT AND DISCUSSION

Results

The film 'Jumbo' is an animated film that tells the story of an adventure undertaken by Don and his friends, Nurman and Mae, also known as the Jumbo Gang. This film raises the theme of friendship of children with different social backgrounds. Through simple but meaningful dialogue, the film 'Jumbo' presents conflicts related to the circumstances or social realities that occur in everyday life. The storyline in the film 'Jumbo' depicts the adventures of its characters in dealing with friendship conflicts that arise due to ego, inability to be able to listen to each other, and ultimately misunderstandings.

Based on the results of the research that has been conducted, there are six selected scenes in the film 'Jumbo' related to moral messages, the analysis was carried out using Roland Barthes' semiotic approach which includes three systems of meaning, namely denotative, connotative, and myth to reveal the meaning behind the scenes, dialogues, and facial expressions shown in the film 'Jumbo'. The scenes analyzed are as follows.

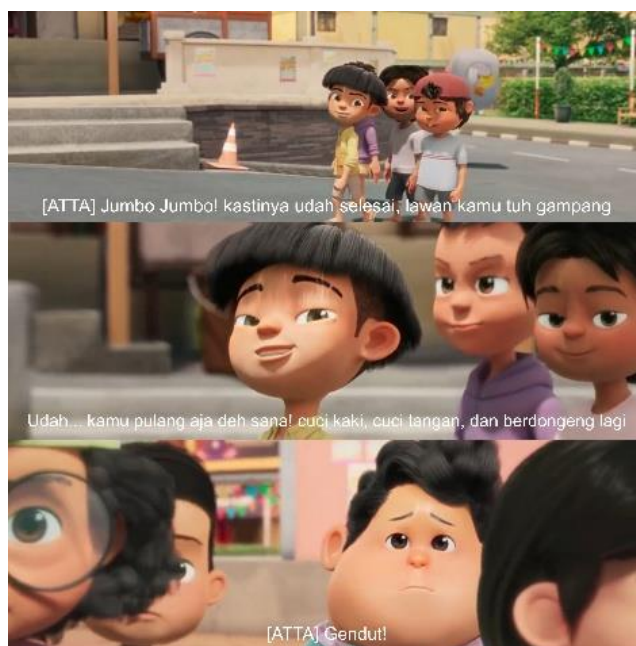


Figure 1. Scene 1: Atta and the Kids walk past Don
(Source: Netflix)

Table 1. Scene 1: Atta and the Kids walk past Don

Scene 1	Denotation	Connotation	Myth
Duration (00:08:36-00:08:51) Don finds a baseball and wants to return it, but Atta and his friends walk past Don arrogantly and say things that make Don sad, Atta and his friends then leave Don alone.	In the scene above, Atta is seen leading a group of children who walk past Don and taunt him verbally, in the dialogue "Your opponent is easy, just go home! Wash your feet, wash your hands, and tell stories again", Atta says that Don does not need to take part in the game, because he considers Don weak and not worthy to be his rival. On the other hand, Don shows a sad expression, silent without giving any verbal resistance to Atta's words. Furthermore, in the dialogue "Fat!" according to KBBI has the meaning of big and as if hanging (related to the stomach) (Language Development and Development Agency, 2025), which denotatively refers to a large or fat body proportion.	In the scene above, connotatively, Atta's taunts to Don are not only meant as insults, but also show the differences in power relations in social groups, especially in the children's environment. Atta and his friends are shown as dominant, brave, confident, and feel superior to Don. Meanwhile, Don is shown as a weak, helpless, and different figure. Don's fat body proportions, sad and gloomy facial expressions show that Don experiences discrimination both physically "Fat!"	In the scene above, a myth is presented regarding a social view that remains strong in society: the myth that children who are physically stronger and verbally bolder have a higher role or social position. Conversely, children who are sensitive, quiet, and physically different are considered weak and deserving of ridicule. The film "Jumbo" indirectly demonstrates the social myth that being different from rules or norms means being unworthy of acceptance.

Moral Message: The Impact of Bullying on Children's Friendships

The moral message conveyed in the scene above is the importance of empathy, respect for differences, and awareness of bullying and its impact. Every individual should care for one another, as social behavior leads to good behavior. (Kurniawati et al., 2022). The film 'Jumbo' shows that words that are considered trivial or insignificant can hurt someone's feelings and self-esteem.

This is closely related to current social conditions, informants interpret this as because many people easily underestimate or judge other people, because of a difference. (Afra, 2025). Meanwhile, other informants interpreted this to mean that in society, people with different body proportions also experience discrimination. (Wisam, 2025).



Gambar 2. Scene 2: Big brother Acil and Atta are sad
(Source: Netflix)

Table 2. Scene 2: Big brother Acil and Atta are sad

Scene 2	Denotation	Connotation	Myth
Duration (00:08:36-00:08:51) while having breakfast with fried eggs, Atta held back tears with teary eyes and let out his emotions, then Big brother Acil approached Atta to calm him down without judging or blaming his younger brother.	In this scene, Bang Acil is seen approaching Atta, his younger brother who is sitting with a sad expression and tears in his eyes. Big brother Acil gently touches Atta's shoulder with his hand while saying "Brother.. if you are tired, you are upset, don't be angry with other people" and "don't be mean to your friends, just tell me." Atta is silent and looks down, and displays an emotionally hurt expression.	In the scene above, connotatively, the interaction of gentle touches carried out by Big brother Acil and his calm speech presents a supportive and safe role for Atta, Big brother Acil does not scold or judge his younger brother but acknowledges Atta's feelings of tiredness, annoyance, and anger as normal emotions to express.	Mythically, this scene constructs the social reality that the figure of the older sibling (Big brother Acil) serves as a moral guide within the family. Big brother Acil represents himself as the ideal older sibling, not only a protector but also a guide, helping children understand that every action has consequences.

Moral Message to Always Release Penetrated Emotions

The moral message depicted in the scene above is that unmanaged negative emotions can lead someone to harm others, either verbally or through their actions. The film "Jumbo" emphasizes the importance of emotional awareness and control in social relationships. In this scene, the relationship between Big brother Acil and Atta conveys the role of family in shaping a child's character and emotions.

The character of Atta in the film 'Jumbo' can be seen as a representation of a child who is at the crossroads of social attitudes. Atta is not a completely evil character, but also not the most caring figure. The informant interpreted Atta as an image of a child who is formed by the environment, sometimes going with the flow, sometimes full of doubts and slowly learning to understand the impact of his attitude on other people. (Chrisdino, 2025). Shown by Atta who is experiencing emotional regulation problems, because of his young age, but is already faced with a bitter reality, there is something that should not have happened but has happened first which ultimately makes the individual feel confused about the situation. (Rahmanto, 2025). Open communication and supportive roles play an important role in preventing aggressive behavior and building mutual respect in the social environment.

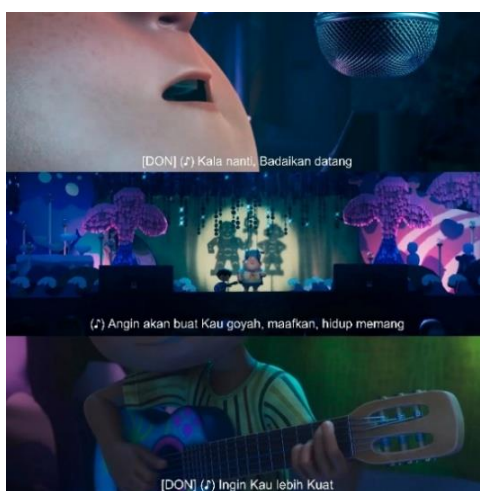


Figure 3. Scene 3: Jumbo Gang's bubble stage performance (Source: Netflix)

Table 3. Scene 3: Jumbo Gang's bubble stage performance

Scene 3	Denotation	Connotation	Myth
Duration (00:48:08-00:50:48) at night when Don, Meri, Nurman, and Mae performed on a bubble stage, then Don sang the song <i>Selalu Ada di Nadimu</i> which his parents wrote, with warm and touching lyrics.	In the scene above, Don and his friends appear on stage while singing and Nurman plays the guitar, the lyrics of the song sung by Don are "When later, the storm comes" and "The wind will make you waver, forgive, life is indeed", "Want you to be stronger". Behind Don, there is a shadow of an adult figure that resembles an old man, which is visualized through the stage lighting and part of the stage properties that are presented. The shadow is not presented in a real figure, but is present on stage as a silhouette that accompanies the performance of Don and his friends.	In the scene above, the two shadows are interpreted connotatively as symbolically representing the figures of Don's deceased parents, considering that Don is an orphan. The shadows are not interpreted as a real physical presence, but rather as emotional and spiritual support that continues to accompany Don on his life's journey. Furthermore, the song's lyrics related to storms, wind, and self-strength are interpreted as about life's challenges, feelings of loss, and how to survive amidst the sadness experienced. Don stands firmly on stage accompanied by music and sings with full feeling.	The myth shown in the scene above is the social myth that an invisible presence becomes a strength, that someone who loses an important figure can still continue his life with memories and recollections as a support.

Moral Message of Loss and Memories

The moral message conveyed in this scene is that loss is not the end of one's life. The film "Jumbo" shows that someone who has lost a loved one can find strength in memories and the love they once had. Parental affection is a form of acceptance, attention, and unconditional love given to children. (Wulandari, 2024). Through the character of Don, the film 'Jumbo' invites the audience to understand that the form of support does not always have to be physically present, because loved ones will always be there, even in a symbolic form, but can be a source of strength and courage to face the "storms" of life.



Figure 4. Scene 4: Meri gets angry with Don after the performance is over (Source: Netflix)

Table 4. Scene 4: Meri gets angry with Don after the performance is over

Scene 4	Denotation	Connotation	Myth
Meri gets angry with Don after the performance is over.	In the scene above, denotatively shows Meri being angry with Don who has not kept his promise to help Meri find her parents. Meri speaks in a high tone and a tense facial expression while saying, "You promised?!" and "I don't have much time!" then Don responds to the statement with a defensive tone saying that "Yes, I still promised, it's just been postponed!" Visually, Meri stands taller than Don and leans towards Don with an emotional expression, the Jasmine flower necklace worn by Meri is clearly visible as part of her clothing jewelry in the scene.	Connotatively, the scene above shows that Meri's anger is not merely depicted as a negative emotion, but a form of fear of losing her last chance. Meri as a spirit is in a situation where she is not fully present in the human world but has also not met her parents. The dialogue "I don't have much time" is interpreted as anxiety from the urgency of limited time. Don, who looks doubtful and depressed in this situation, is interpreted as a moral burden from a promise, his defensive attitude shows an inner conflict between the desire to help and inability. The withering Jasmine necklace symbolizes Meri's increasingly fragile hopes, the withering of the Jasmine flowers is interpreted as the break in the relationship between Meri and the opportunity to meet her parents.	The myth in the scene above demonstrates that a promise is a sacred moral bond, especially if it is tied to the fate of another person. A promise is not only understood as a commitment but also as a responsibility with consequences. Furthermore, the film 'Jumbo' shows a myth related to spirits or ghosts bound to symbolic objects, namely jasmine flower necklaces, which represent the remaining connection between spirits and the real world of humans. Jasmine flowers, as the "national flower" for Indonesia, cannot be separated from Indonesian culture, because they have deep meaning, both culturally and spiritually. (Soewardjo & Noviana, 2024). So the withering of the jasmine flower necklace is associated with the end of time and the end of hope.

Moral Message of the Sanctity of a Promise

The moral message from the scene above is that keeping a promise is a form of moral responsibility toward the feelings and expectations of others. The film "Jumbo" emphasizes that delaying a promise without any ill intent can still hurt those who rely on the promise.



Figure 5. Scene 5: Mae conveys her disappointment to Don (Source: Netflix)

Tabel 5. Scene 5: Mae conveys her disappointment to Don

Scene 5	Denotation	Connotation	Myth
Duration (01:04:54-01:05:02) Don accidentally pushed Nurman and made him fall on the ground, with disappointment Nurman got up and asked Meri to leave Don with a feeling of disappointment towards him. Don just stood there when Meri expressed her disappointment to the selfish Don.	In the scene above, Mae stands facing Don with a sad and disappointed expression on her face, while Nurman is seen walking away without looking back. Mae says, "You... you always want to be heard, but you yourself don't want to listen." There is no shouting or physical altercation between Mae and Don, but the distance between them becomes more visible as Nurman moves away.	Connotatively, the scene above depicts Nurman's retreating behavior, interpreted as avoiding conflict and emotional discomfort. Don's silence in front of Mae is interpreted as an inability to deal with criticism and other people's feelings. Mae's restrained yet calm expression conveys a deep sense of disappointment.	The scene above also challenges the myth that silence is neutral. Don's silence is portrayed as a form of indifference that can indirectly hurt others.

Moral Message: Understanding Each Other's Feelings

The moral of the scene above is that avoiding or choosing silence is not the solution in interpersonal communication. Building a healthy relationship, especially within a friendship, requires the courage to always be present, listen, and reciprocate the feelings of others. Through Mae's character, the film "Jumbo" invites viewers to understand that disappointment often arises not only from major conflicts, but also from feelings of not being heard and the absence of feedback or reciprocity. The scene above also shows that an individual must be more sensitive to the dynamics of communication in relationships, especially within friendships.



Figure 6. Scene 6: Grandma advises Don in the bedroom (Source: Netflix)

Table 6. Scene 6: Grandma advises Don in the bedroom

Scene 6	Denotation	Connotation	Myth
Duration (01:06:50-01:07:03) Grandma approaches Don who is sitting on his bed and gives advice to Don who is fighting with his friends as a solution to the role of an adult figure.	In the scene above, Grandma gives advice to Don in the dialogue, "And every time there is a role that tells a story, there must also be a role that listens." Denotatively, the scene above shows Grandma's figure with a gentle and caring facial expression when talking to Don, in a room, namely Don's bedroom that looks warm and comfortable. Grandma's relaxed body language and eye contact strengthen the impression of emotional closeness between Grandma and Don.	Connotatively, the scene demonstrates how Grandma's dialogue is interpreted as ideal interpersonal communication. It strikes a balance between expressing feelings and the ability to listen to others. This scene contrasts with Don's previous conflict with Mae and Meri, where Don tends to always want to be understood but doesn't give enough space to others' feelings.	The myth in the scene above demonstrates a symbol of wisdom in the film "Jumbo." Grandma, as a parent, is portrayed as a figure who plays a role in emotional experiences and is able to see conflict more clearly. The film "Jumbo" demonstrates the social belief that harmonious relationships are formed not only by courageous communication but also by a willingness to always listen with empathy.

Moral Message: Understanding Each Other's Feelings

The moral of the scene where Grandma talks to Don demonstrates the importance of listening as part of ideal communication. Grandma's advice to Don demonstrates that each individual has a role to play, as well as a role to listen. The film "Jumbo" emphasizes that healthy communication focuses not only on the desire to be heard but also on a willingness to understand another person's feelings and perspective.

Don's inability to listen to those around him, such as Meri and Mae, can trigger conflict and emotional disappointment. Thus, the scene above instills the value of empathy, demonstrated through a willingness to listen, as a crucial key to maintaining friendships.

Discussion

In the first scene, denotatively shows an act of bullying (Bullying) which is carried out directly through verbal or direct speech in the form of teasing and exclusion by peers. Furthermore, connotatively, this scene also shows how the standard of courage in a group of friends in the children's environment is often measured by physical strength and courage in fighting, so that children who do not meet these standards are easily underestimated or belittled. The myth that is built is often found in the reality of society, one of which is in the environment of children's friendships, where physical differences, personality, or interests are often used as reasons to exclude and also discriminate against someone. Through Don's character, it can be understood that every child or individual has value, regardless of physical conditions such as body proportions or personality.

In the second scene, denotatively the interaction that occurs between Bang Acil and Atta shows the interaction of siblings between adults and small children who are experiencing emotional stress. The connotative meaning of the scene shows Atta's emotions with teary eyes, this is interpreted as previously suppressed emotions related to guilt, social pressure, and the inability to manage his emotions. This gives the meaning that Atta's naughty and aggressive behavior stems from emotions that are not expressed properly. The myth that is built is that individuals who are experiencing emotional wounds need someone who can guide them like the role of an older sibling who is able to help understand and manage their emotions.

In the bubble stage scene, denotatively it shows a performance with stage props in the form of shadows of two figures behind the main character. However, connotatively, the shadows of his parents reinforce the meaning that although in the real world Don is alone, emotionally he is not. Loss is interpreted not as emptiness, but as a source of strength through memories and affection. The myth constructed in this case, loss is not positioned as emptiness, but also plays a role as a transition. The scene emphasizes the importance of steadfastness of heart, hope, and self-acceptance in the process of facing loss.

The fourth scene, denotatively, shows a conflict between the characters related to unfulfilled promises and the existence of a time limit. However, connotatively, the jasmine necklace worn by Meri symbolizes the limitations of time and the fragility of hope. Mythologically, it emphasizes that promises are not just words, but responsibilities that have emotional consequences for others. The scene also conveys a message about being sensitive to time limits and the emotional state of others. Through Meri's character, it can be understood that anger often arises from the fear of loss, that empathy and real action are more meaningful than just good intentions.

The fifth scene, denotatively, depicts a breakup filled with disappointment resulting from a lack of two-way communication. Connotatively, silence and avoidance of conflict are interpreted not only as neutrality but also as a form of indifference that carries the risk of hurting others' feelings. The myth in this scene demonstrates that avoiding conflict is often considered one of the safest ways to maintain a relationship. However, this can exacerbate misunderstandings.

The final scene, denotatively, shows Grandma warmly advising Don, but connotatively, Grandma's advice serves to emphasize the film's moral values. Grandma's advice serves as a reflection and counsel for Don on his own attitudes and behavior. Grandma's character embodies the myth of parental wisdom, capable of seeing conflict more clearly and possessing emotional experience.

The moral message is conveyed through the conflicts between the characters, their friendships, and the visual symbols displayed. The conflicts experienced by the characters illustrate that the inability to listen, understand others' feelings, and express emotions appropriately can create distance in friendships. Conversely, the presence of supporting figures and advice from adults emphasizes the importance of empathy, openness, and moral responsibility in building ideal relationships. Therefore, the film 'Jumbo' can be understood as not only entertaining but also educating moral values relevant to social life, especially among children.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that the film 'Jumbo' tells the story of friendship between children with different social backgrounds. Roland Barthes' semiotics in the film 'Jumbo' shows that there are denotative meanings in several scenes such as conflicts that occur between characters, deep connotative meanings in selected scenes, such as the inability to understand each other in a friendship environment, and myths believed in social reality. In addition, moral messages are also conveyed in the scenes studied, such as the importance of empathy, respecting differences, and awareness of bullying and its impact on victims. The film 'Jumbo' conveys a message by emphasizing the importance of awareness and emotional control in social relations in society. In the family, the film 'Jumbo' shows that someone who has lost a loved one can find strength from memories and affection that have been given before.

The moral message is also emphasized that delaying a promise without any bad intention can still hurt the party who relies on the promise made. In the dynamics of friendship, the film 'Jumbo' emphasizes that disappointment often arises not only from major

conflicts, but from feelings of not being heard and the absence of feedback or reciprocity, that healthy communication is not only focused on the desire to always be heard, but also a willingness to be able to understand the feelings and perspectives of others.

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