



Educational Character Values in Gran Turismo: A Pancasila Student Profile Analysis

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ABSTRACT

Education is a deliberate and systematic process aimed at facilitating students' learning and personal development through active engagement in educational settings. In addition to formal instruction, various forms of media, including films, can also serve as educational tools by presenting moral messages, social experiences, and character values that influence viewers' attitudes and behaviors. Films not only provide entertainment but may also contain educational values that contribute to character formation and personal growth. Therefore, integrating films into educational contexts can support the development of students' moral and social competencies. This study aims to investigate the educational character values represented in *Gran Turismo* based on the Pancasila Student Profile framework. Employing a qualitative research design, the study collected data through documentation techniques and analyzed them using content analysis. The findings reveal six core character values portrayed in the film: noble character, independence, mutual cooperation, global diversity, critical thinking, and creativity. These values correspond to the dimensions of the Pancasila Student Profile (P5) and demonstrate how films can function as effective media for reinforcing character education beyond formal classroom settings. The study highlights the importance of integrating audiovisual media into character and moral education practices.

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INTRODUCTION

Films have long been recognized as both entertainment and a powerful medium for conveying educational and moral values. Through stories, characters, and visual representations, films can influence viewers' perspectives, attitudes, and behaviors, making them an effective tool for character development and value transformation. In educational contexts, films may serve as alternative learning media that help students understand social realities, ethical principles, and positive character traits in a more engaging and relatable manner. As audiovisual media closely connected to everyday life, films possess the potential to reinforce educational messages beyond formal classroom instruction.

Education is a deliberate and organized process designed to facilitate students' learning through active participation and meaningful engagement. It aims to develop various competencies, including spiritual values, personal growth, moral integrity, and practical skills, in order to prepare students to contribute meaningfully to society at both national and global levels (Agustin, 2022). However, character formation is not shaped solely through formal education. External environmental factors such as family, community, media, and cultural surroundings also play a crucial role in influencing students' values, attitudes, and behaviors (Astuti et al., 2019). In this regard, films as part of the sociocultural environment can significantly contribute to the cultivation of ethical awareness and character development. Character education functions as an educational strategy intended to foster students' holistic behavioral development based on moral principles embraced within the educational community (Sukirno et al., 2023). Consequently, character education occupies an essential position in the educational process because it supports not only intellectual achievement but also the development of ethical and socially responsible individuals. In Indonesia, the importance of character education is reflected in the implementation of the Pancasila Student Profile (P5) introduced within the Merdeka Curriculum under the leadership of Nadiem Makarim. The Pancasila Student Profile (P5) describes ideal learners as individuals who embody six key characteristics: faith in God Almighty and noble character, self-dependence, mutual cooperation, global diversity, critical thinking, and creativity (*Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*, 2022). This initiative seeks to cultivate a future generation grounded in strong moral integrity and national values.

Aligned with this vision, the character education embedded within the P5 represents a holistic educational approach that integrates intellectual development with ethical and personal growth (*Dimensi, Elemen, dan Subelemen Profil Pelajar Pancasila*, 2022). Rooted in Indonesia's Merdeka Curriculum, the framework emphasizes the importance of developing well-rounded learners who not only achieve academic success but also demonstrate civic responsibility and uphold the values of Pancasila. The values promoted through this framework include cooperation, global awareness, critical thinking, creativity, and social responsibility. Integrating these values into educational practices is particularly important in preparing students to face the complexities of an increasingly interconnected and rapidly changing world (Komara et al., 2021).

Within this context, analyzing films through the lens of the P5 becomes highly relevant, as films may portray various educational and character values that align with the goals of national education. Investigating character education through cinematic narratives provides meaningful insights into how moral values can be communicated and reinforced beyond traditional classroom settings. In addition, films often present real-life struggles, interpersonal relationships, and ethical dilemmas that encourage viewers to reflect critically on attitudes and behaviors. Therefore, film analysis can contribute to broader discussions regarding the integration of character education into contemporary learning environments.

Numerous previous studies have examined character education in films using different theoretical frameworks and methodological approaches. Purba et al. (2022), in their study entitled *Moral Value and Character Education in the "Cars" Movie*, investigated moral values represented in the film through interviews as the primary data collection method. While the study successfully highlighted character-related messages within the film, it relied mainly on participants' interpretations. In contrast, the present study employs document analysis and

adopts the P5 framework, thereby offering a different analytical perspective on character values represented in cinematic narratives.

Another relevant study was conducted by Yulianti et al. (2024) entitled *Educational Values in the Film Entitled "Green Book" Directed by Peter Farrelly*. The research focused on identifying general educational values portrayed in the film without applying a specific character education framework. Differently, the current study utilizes the (P5) framework, which provides a more comprehensive and integrated conceptualization of character education aligned with Indonesia's current educational objectives. Through this framework, the study offers deeper insights into the potential of film as a medium for promoting values consistent with national curriculum goals.

Similarly, Sari et al. (2022), in *Character Educational Values in Encanto Animation Movie*, analyzed character education values using the eleven indicators established by Indonesia's Ministry of Education and Culture (Kemdikbud). Although the study contributed to the discussion of educational values in films, it still employed the earlier character education model. In contrast, the present research focuses on the P5 framework, which has been widely promoted in recent Indonesian educational reform. Therefore, the gap in previous studies lies in the limited application of the P5 framework in analysing character values represented in films. Furthermore, many prior studies relied on interviews or audience responses, whereas this research adopts a document-based content analysis approach. By analyzing *Gran Turismo* through the lens of the P5, this study contributes a fresh perspective on how films can function as meaningful media for character education within the context of Indonesia's contemporary educational framework. Therefore, this study aims to analyze the educational character values represented in *Gran Turismo* through the framework of the P5. By employing document-based content analysis, the study seeks to identify how the six dimensions of the P5 are portrayed in the film and to explore the potential of film as a medium for character education within the context of Indonesia's contemporary educational discourse.

METHODS

This study employed a qualitative research approach to explore and interpret the educational character values represented in the film *Gran Turismo*. A qualitative design was considered appropriate because the study focused on understanding the meanings, messages, and contextual representations of character values portrayed through dialogue, actions, and interactions within the film. Qualitative research enables researchers to examine data in depth and to capture the complexity of social and moral phenomena presented in audiovisual media.

Since the film constituted the primary source of data, documentation was selected as the main data collection method (Ary et al., 2010). The documentation process was carried out systematically through several stages. First, the researcher watched and carefully examined the film *Gran Turismo* through the Netflix platform in order to gain a comprehensive understanding of the storyline, characters, and contextual situations portrayed in the movie. To support a more detailed and accurate analysis, the researcher also obtained the film transcript from a credible online source. The transcript facilitated repeated examination of dialogues and scenes containing educational character values.

After the transcript had been collected, the researcher identified utterances, conversations, actions, and narrative situations that reflected character education values

relevant to the P5 framework. The identified data were then categorized according to the six dimensions of the framework: faith in God Almighty and noble character, self-dependence, mutual cooperation, global diversity, critical thinking, and creativity. This categorization process enabled the researcher to systematically classify the data and to focus the analysis on how each character value was represented throughout the film.

Following the data collection stage, the researcher conducted data analysis by following qualitative analysis procedures proposed by Ary et al. (2010). The analysis began with the identification and selection of relevant utterances and scenes from the *Gran Turismo* transcript. The selected data were subsequently organized into coding categories to facilitate systematic classification and interpretation. Each datum was assigned a specific code based on its corresponding P5 dimension, allowing the researcher to analyze recurring themes and patterns related to character education values.

The coded data were then interpreted using the theoretical framework of the P5. In this stage, the researcher examined how the dialogues, behaviors, and interactions among characters reflected the moral and educational values embodied in the P5 framework. Finally, conclusions were drawn by synthesizing the findings to provide a comprehensive understanding of how *Gran Turismo* portrays educational character values and how films may function as meaningful media for supporting character education beyond formal classroom settings.

FINDINGS AND DISCUSSION

Based on the analysis of *Gran Turismo*, the study identified six educational character values that correspond to the dimensions of the P5. These values are reflected through the characters' dialogues, behaviors, interactions, and problem-solving processes throughout the film. The findings indicate that the movie portrays various moral and educational messages that align with the objectives of character education promoted within the P5 framework. The identified values include Faith in God Almighty and Noble Character, Self-dependence, Mutual Cooperation, Global Diversity, Critical Thinking, and Creativity.

Table 1. Educational Character Values Identified in Gran Turismo Based on the P5 Framework

NO	Educational Character Values (Pancasila Student Profile)	Data
1.	Faith in God Almighty and Noble Character	12
2.	Self-dependence	12
3.	Mutual Cooperation	30
4.	Global Diversity	7
5.	Critical Thinking	22
6.	Creativity	13
Total		96

As presented in Table 1, the most dominant character value identified in the film is Mutual Cooperation, with 30 data occurrences. This finding suggests that collaboration, teamwork, and interpersonal support constitute central themes in the narrative of *Gran Turismo*. The value of Critical Thinking also appears frequently, with 22 occurrences,

indicating that the film strongly emphasizes analytical thinking, problem-solving, and strategic decision-making. Meanwhile, Creativity and Self-dependence are portrayed through several scenes illustrating innovation, initiative, perseverance, and personal responsibility. Although the value of Global Diversity appears less frequently, the film still demonstrates attitudes of openness, respect, and interaction across diverse social backgrounds and cultures. Collectively, these findings demonstrate that *Gran Turismo* contains substantial educational potential and may function as a meaningful medium for reinforcing character education beyond formal classroom settings.

Faith in God Almighty and Noble Character

The dimension of Faith in God Almighty and Noble Character within the P5 framework encompasses both spiritual devotion and ethical behavior in everyday life. This dimension includes values such as respect, empathy, honesty, responsibility, and proper interpersonal conduct (Sartika, et al. (2023). However, in the context of *Gran Turismo*, the findings predominantly reflect the aspect of noble character rather than explicit representations of religiosity or devotion to God. Although direct depictions of religious practices or spiritual expressions are limited in the film, numerous scenes portray moral attitudes and ethical interactions that align with the broader principles of noble character emphasized in the P5 framework.

Excerpt 1

Coby: "Oh, yum. Get excited. Lentil salad. Mmm! My favorite."

Lesley (Mother): "No sarcasm at the table, please."

This scene portrays an instance of moral guidance within a family interaction. Coby's sarcastic response toward the meal prepared by his mother reflects a dismissive and disrespectful attitude. In response, Lesley immediately reminds him not to use sarcasm at the dining table. Her statement functions as a form of character education that emphasizes politeness, sincerity, and respectful communication within the family environment.

From the perspective of the P5 framework, Lesley's response reflects the value of noble character because it promotes ethical behavior and interpersonal respect in everyday interactions. The scene illustrates how moral values can be cultivated through parental guidance and habitual social practices within the household. Although the interaction appears simple, it conveys an important educational message regarding the importance of maintaining courtesy and emotional control during communication. This finding supports the view that character education is often transmitted through ordinary social interactions and behavioral correction in daily life.

Excerpt 2

Audrey: "What are you looking at?"

Jann: "Might buy a gift for a friend."

In this dialogue, Jann's response reflects an attitude of care and consideration toward another person. His intention to buy a gift for a friend demonstrates empathy, kindness, and social awareness, which are closely associated with the dimension of noble character within the P5 framework. Rather than focusing solely on his personal interests, Jann shows attentiveness to maintaining positive interpersonal relationships.

This scene illustrates that noble character is not only expressed through grand moral actions but also through simple acts of generosity and thoughtfulness in everyday life. Jann's statement reflects positive social values such as empathy, friendliness, and appreciation for others. Furthermore, the interaction highlights how the film portrays moral development through ordinary human relationships, making the educational values presented in the narrative more relatable to audiences. Through scenes such as this, *Gran Turismo* demonstrates the potential of film to communicate ethical values and encourage viewers to internalize positive character traits in their own social lives.

Self-dependence

Self-dependence refers to an individual's ability to recognize personal strengths and limitations, establish meaningful goals, regulate emotions, and take responsibility for personal decisions and actions. Within the P5 framework, this dimension emphasizes the development of autonomous learners who are capable of directing their own growth and maintaining perseverance in the face of challenges. According to Mohammad, W. (2023), nurturing self-dependence encourages resilience, self-regulation, and accountability, enabling learners to become more committed to their academic and personal development. As individuals cultivate greater autonomy and reduce dependence on external guidance, they tend to demonstrate stronger motivation, confidence, and responsibility in pursuing their goals.

In *Gran Turismo*, the value of self-dependence is portrayed through Jann's determination to pursue his passion for racing despite external pressures and obstacles. Several scenes illustrate his ability to remain focused on his aspirations, regulate his emotions, and motivate himself independently in challenging situations.

Excerpt 3

Steve: *"If you'd practice football half as much as you played this damn game."*

Jann: *"I don't like football, Dad. We've been over this."*

This interaction occurs within a family setting in which Steve encourages Jann to pursue football, viewing it as a more realistic and socially acceptable activity than racing simulation games. However, Jann firmly rejects his father's expectation by asserting his own interests and personal aspirations. His response, "I don't like football, Dad," demonstrates self-awareness and confidence in identifying the path he genuinely wishes to pursue.

From the perspective of the P5 framework, this scene illustrates the value of self-dependence because Jann chooses to remain committed to his passion despite familial pressure and differing expectations. Rather than conforming to external demands, he demonstrates the courage to make personal decisions based on his own interests and goals. The scene also highlights emotional maturity, as Jann communicates his disagreement directly without losing control of his emotions. Through this interaction, the film portrays

independence not merely as physical autonomy, but also as the ability to maintain personal conviction and responsibility in determining one's future direction.

Excerpt 4

Jann: "Okay, come on, Jann. Focus, focus, focus."

This scene takes place shortly before Jann participates in a race. Facing pressure and high expectations, he attempts to calm and motivate himself through self-directed encouragement. His repeated statement, "Focus, focus, focus," reflects an effort to regulate his emotions and maintain concentration under stressful conditions.

This moment illustrates an important aspect of self-dependence, namely self-regulation. Instead of relying on reassurance or motivation from others, Jann independently manages his mental state in preparation for the competition. The scene demonstrates his capacity to maintain discipline, emotional control, and internal motivation while confronting challenging circumstances. Within the context of character education, such behavior represents the development of resilience and personal responsibility, both of which are essential components of independent learning and self-development.

Furthermore, the portrayal of self-motivation in this scene suggests that self-dependence involves not only making independent choices but also sustaining psychological readiness when facing pressure or uncertainty. Through Jann's character, *Gran Turismo* presents independence as a multidimensional value encompassing determination, emotional regulation, perseverance, and commitment to personal goals.

Mutual Cooperation

Mutual cooperation constitutes one of the central dimensions of the P5 framework. This value emphasizes the importance of collaboration, collective responsibility, empathy, fairness, respect, and mutual support in achieving shared goals. According to Hasbi et al. (2023), mutual cooperation is grounded in democratic principles and encourages individuals to work together in solving problems, supporting one another, and contributing positively to collective well-being. Through collaborative engagement, individuals develop social awareness and learn to balance personal achievement with communal responsibility. Consequently, this value plays an important role in fostering social harmony, solidarity, and effective teamwork within various social contexts.

The findings indicate that mutual cooperation is the most dominant educational character value represented in *Gran Turismo*. This dominance reflects the collaborative nature of professional racing, where success depends not solely on individual performance but also on effective coordination among team members. Throughout the film, cooperation is portrayed through mentorship, emotional support, technical collaboration, and shared determination in overcoming challenges.

Excerpt 5

Will: "Beautiful stuff from Jann Mardenborough and from this Nissan team."

This statement is delivered during a racing event in which Jann and the Nissan team demonstrate outstanding performance on the track. Rather than attributing the achievement solely to Jann's driving ability, Will explicitly acknowledges the contribution of the entire Nissan team. His statement emphasizes that success in professional racing emerges from collective effort rather than individual talent alone.

From the perspective of the P5 framework, this scene reflects the principle of mutual cooperation because it highlights the interconnected roles of team members in achieving a common objective. The recognition of both Jann and the Nissan team illustrates an appreciation for collaboration, coordination, and shared responsibility. In high-pressure environments such as competitive racing, teamwork becomes essential not only for technical performance but also for maintaining trust and solidarity among members.

Furthermore, this scene demonstrates that individual excellence is often supported by collaborative systems operating behind the scenes. Mechanics, strategists, trainers, and support staff all contribute to the team's success, even if they are not directly visible during the race itself. Through this portrayal, the film communicates the educational message that meaningful achievement is frequently the result of collective commitment and cooperative effort.

Excerpt 6

Jack Salter: *"This is the last chance you have to qualify for your license. We have to finish at least fourth. You're still in this race. Take a deep breath. Focus."*

This interaction takes place during a critical moment in the competition when Jann faces immense pressure while attempting to secure his racing license qualification. Jack Salter not only provides technical direction but also offers emotional reassurance and psychological encouragement. His words aim to restore Jann's focus and confidence so that he can continue competing effectively.

This scene strongly reflects the value of mutual cooperation because it demonstrates how teamwork extends beyond physical collaboration to include emotional and motivational support. Jack's guidance illustrates the role of mentorship within cooperative relationships, where experienced individuals assist others in overcoming challenges and maintaining resilience under pressure. The use of the phrase "We have to finish at least fourth" further emphasizes collective responsibility, indicating that success and failure are shared by the team rather than borne individually.

In addition, the interaction portrays trust and interdependence between team members. Jack's confidence in Jann's abilities helps strengthen Jann's determination, while Jann's performance simultaneously represents the efforts of the entire team. This mutual reliance illustrates that cooperation involves not only shared tasks but also shared emotional investment and commitment to collective goals. Through scenes such as this, *Gran Turismo* presents mutual cooperation as an essential value for overcoming adversity and achieving success in demanding situations.

Global Diversity

Global diversity represents one of the important dimensions within the P5 framework, emphasizing openness toward cultural differences, mutual respect, inclusivity,

and intercultural understanding. According to Sadiah et al. (2024), this dimension encourages individuals to appreciate cultural diversity, respect differing perspectives, and engage constructively with people from various social and cultural backgrounds. In the context of globalization and increasingly interconnected societies, the cultivation of global diversity is essential in preparing learners to interact effectively and respectfully within multicultural environments.

The value of global diversity involves not only recognizing cultural differences but also demonstrating willingness to communicate, collaborate, and build relationships across cultural boundaries. Through this competency, learners are expected to develop tolerance, empathy, and cross-cultural awareness that support harmonious social interaction. In *Gran Turismo*, the value of global diversity is portrayed through several interactions involving multilingual communication and respectful engagement with individuals from different cultural backgrounds.

Excerpt 7

Akiba: *"I wish you luck. Uh, uh..." [speaks in Japanese]*

Danny Moore: *"Thank you." [responds in Japanese]*

This interaction occurs within a cross-cultural professional setting following a formal board meeting. Akiba expresses his message in Japanese, reflecting both his cultural identity and personal sincerity. In response, Danny Moore replies in Japanese despite coming from a different cultural background. His response demonstrates an effort to acknowledge and respect Akiba's language and culture.

From the perspective of the P5 framework, this scene illustrates the value of global diversity because it portrays intercultural respect and inclusive communication. Danny's willingness to respond in Japanese symbolizes openness toward cultural differences and reflects sensitivity to the identity of others. Rather than maintaining communication solely from his own cultural perspective, he actively adapts in order to create a more respectful and inclusive interaction.

Furthermore, the scene demonstrates how language can function as a bridge for building mutual understanding and strengthening interpersonal relationships across cultures. The exchange suggests that appreciating another person's culture, through simple gestures such as using their language, can foster positive social connections and mutual respect. Through this portrayal, *Gran Turismo* communicates the importance of cultural awareness and respectful interaction in multicultural contexts.

Excerpt 8

Jann: *"How is everybody?" [speaks in Japanese]* *"It-it's an absolute honor to meet you, sir." [speaks in Japanese]*

In this scene, Jann greets a group of people using Japanese expressions and continues by respectfully addressing another individual in the same language. His deliberate use of Japanese reflects an effort to engage meaningfully with individuals from a different cultural background. Rather than relying exclusively on his native language, Jann attempts to adapt his communication to the cultural context in which the interaction takes place.

This moment demonstrates the value of global diversity because it demonstrates cultural awareness, respect, and inclusivity. By speaking Japanese, Jann shows appreciation for the cultural identity of the people he is interacting with, thereby creating a more respectful and welcoming social atmosphere. His actions indicate that effective intercultural communication requires not only linguistic ability but also empathy and willingness to understand others' cultural perspectives.

In addition, this interaction highlights how small communicative gestures may contribute to stronger intercultural relationships. Jann's respectful manner and willingness to use the local language symbolize openness toward diversity and recognition of cultural differences as something valuable rather than divisive. Through scenes such as this, *Gran Turismo* portrays global diversity as an important educational value that encourages learners to become more culturally sensitive, globally minded, and capable of engaging positively within diverse communities.

Critical Thinking

Critical thinking is regarded as one of the essential competencies required in the twenty-first century, particularly in environments characterized by rapid change, complexity, and uncertainty. According to O'Reilly et al. (2022), critical thinking enables individuals to make intentional and evidence-based decisions through careful analysis and rational consideration. Similarly, Septiany et al. (2024) define critical thinking as the disciplined process of applying logical reasoning systematically to evaluate situations, interpret information, and understand relationships among ideas or facts. Within the P5 framework, this dimension encourages learners to analyze information critically, evaluate consequences thoughtfully, and make sound decisions based on reasoned judgment rather than impulsive reactions.

In *Gran Turismo*, the value of critical thinking is strongly reflected through the racing environment, where characters are constantly required to make strategic decisions under intense physical and psychological pressure. The film portrays critical thinking not merely as intellectual ability, but as the capacity to remain rational, focused, and analytical in life-threatening and highly competitive situations.

Excerpt 9

Jack Salter: *"When you're in a race, the g-forces will be twice what an astronaut experiences upon lift-off. And it's under these conditions that you're gonna be forced to make split-second decisions that could cost you your life."*

This statement is delivered by Jack Salter during his orientation speech to the GT Academy trainees. In this moment, Jack explains the extreme physical and mental challenges involved in professional racing, emphasizing that drivers must continue making accurate decisions despite immense pressure and dangerous conditions. His statement highlights that racing demands not only technical skill but also strong analytical thinking and rapid decision-making abilities.

From the perspective of the P5 framework, this scene reflects the value of critical thinking because it underscores the importance of evaluating situations quickly and making rational judgments in high-risk circumstances. Drivers are required to process multiple

sources of information simultaneously, including speed, track conditions, competitors' movements, and safety considerations. Under such conditions, impulsive decisions may result in severe consequences, including accidents or loss of life.

Furthermore, Jack's explanation demonstrates that critical thinking involves emotional control and situational awareness in addition to cognitive analysis. The ability to remain calm while making fast and accurate decisions reflects mature reasoning and disciplined judgment. Through this scene, *Gran Turismo* portrays critical thinking as an essential competency for overcoming complex challenges and managing risk effectively in demanding environments.

Excerpt 10

Jack Salter: "Listen. Nobody wins this thing on the first lap, okay? You make your day, survive the night, you live to fight tomorrow."

This interaction also occurs during Jack Salter's guidance to the GT Academy trainees. Through this statement, Jack advises the racers to adopt a strategic and long-term perspective rather than acting recklessly in pursuit of immediate success. His words emphasize patience, calculation, and the importance of prioritizing sustainability over impulsive ambition.

This scene represents critical thinking because it encourages careful consideration of risks and consequences before taking action. Jack's advice suggests that success in racing is not determined by momentary aggression but by the ability to assess situations strategically and make measured decisions over time. The statement "Nobody wins this thing on the first lap" reflects analytical thinking, reminding trainees that endurance, consistency, and situational judgment are more valuable than short-term emotional reactions.

In addition, the interaction illustrates that critical thinking includes the capacity to anticipate future outcomes and adapt behavior accordingly. Rather than encouraging emotional or instinctive decision-making, Jack promotes reflective reasoning and calculated action. Through this portrayal, *Gran Turismo* demonstrates that critical thinking is essential not only in competitive racing but also in broader life contexts that require strategic planning, self-control, and responsible decision-making.

Creativity

Creativity is one of the essential competencies emphasized within the P5 framework, particularly in preparing learners to face complex challenges and dynamic social developments. According to Holilah et al. (2024), creative individuals possess the ability to generate outcomes that are original, meaningful, useful, and impactful. Creativity involves not only producing new ideas but also applying imagination, experimentation, and innovation to solve problems effectively. The core elements of this dimension include the ability to develop original ideas, create authentic works, and implement innovative actions in various contexts.

Within educational contexts, creativity encourages learners to think beyond conventional patterns, explore alternative possibilities, and transform knowledge into practical solutions. In *Gran Turismo*, creativity is portrayed through Jann's unconventional approaches to racing, learning, and problem-solving. The film demonstrates how innovative

thinking and experimentation enable individuals to adapt to challenges and achieve success in competitive environments.

Excerpt 11

Jack: *"How'd you know that about the car?"*

Jann: *"I've spent hours setting up cars in 'GT.' You know, I know you think it's just a simulator, but it's good."*

This interaction occurs when Jack questions Jann regarding his technical understanding of the car. In response, Jann explains that his knowledge was developed through extensive experience using the *Gran Turismo* driving simulator. His statement reveals that he has utilized the simulation platform not merely for entertainment purposes, but also as a space for experimentation and learning.

From the perspective of the P5 framework, this scene reflects creativity because Jann transforms an unconventional medium—video game simulation—into a meaningful learning tool. Rather than relying exclusively on traditional methods of racing education, he independently explores car settings, tests various configurations, and develops practical mechanical understanding through repeated experimentation. His ability to transfer virtual experiences into real-world racing knowledge demonstrates innovative thinking and adaptability.

Furthermore, this scene highlights that creativity often emerges through the ability to reinterpret existing resources in new and productive ways. Jann's learning process reflects curiosity, initiative, and openness toward nontraditional forms of knowledge acquisition. Through this portrayal, *Gran Turismo* suggests that creativity is not limited to artistic expression but also includes the capacity to innovate, experiment, and apply knowledge strategically in solving practical problems.

Excerpt 12

Jack Salter: *"Why don't you follow the race line?"*

Jann: *"You see, the other guys, they follow that line, so if I go wide like this, I... sometimes I beat them—like that."*

This dialogue takes place when Jack observes Jann using an unconventional racing strategy. Instead of following the standard race line commonly used by other drivers, Jann deliberately chooses an alternative path in order to create a competitive advantage. His explanation reflects a willingness to challenge established norms and to explore different approaches for achieving better results.

This interaction strongly illustrates the value of creativity because Jann demonstrates original and strategic thinking in responding to competitive situations. Rather than simply imitating conventional methods, he analyzes the behavior of other racers and develops his own tactical approach based on observation and experimentation. His decision to take a wider path indicates flexibility, innovation, and confidence in applying unconventional solutions.

Additionally, the scene demonstrates that creativity involves calculated risk-taking and adaptive thinking. Jann's strategy is not random but grounded in careful observation and

understanding of racing dynamics. By identifying opportunities overlooked by others, he is able to transform unconventional ideas into effective competitive advantages. Through scenes such as this, *Gran Turismo* portrays creativity as the ability to think differently, adapt strategically, and generate innovative solutions in challenging situations.

CONCLUSION

This study demonstrates that *Gran Turismo* portrays various educational character values that align with the P5 framework. The analysis identified six dimensions represented throughout the film, namely Mutual Cooperation, Critical Thinking, Creativity, Faith in God Almighty and Noble Character, Self-dependence, and Global Diversity. Among these dimensions, Mutual Cooperation emerged as the most dominant value, indicating the film's strong emphasis on teamwork, collaboration, and collective responsibility. The findings also reveal that the character values are conveyed not only through the narrative structure of the film but also through the characters' dialogues, decisions, interactions, and personal development.

The study further indicates that films can function as meaningful alternative media for character education by presenting moral and educational values in engaging, contextual, and relatable ways. Through audiovisual storytelling, viewers are encouraged to reflect on ethical behavior, problem-solving, perseverance, intercultural respect, and social responsibility. In this regard, *Gran Turismo* demonstrates the potential of film to support the development of character education beyond formal classroom settings, particularly among younger audiences who are closely connected to digital and visual media.

However, the findings also suggest that the dimension of Faith in God Almighty and Noble Character was represented predominantly through aspects of noble character and moral behavior, while explicit portrayals of religiosity or spiritual devotion were relatively limited. This indicates that films originating from global popular culture contexts may emphasize universal ethical values more prominently than direct religious expressions. Overall, this study contributes to the growing discussion on the integration of character education and media studies within educational contexts. The findings may serve as a reference for educators, researchers, and curriculum developers in utilizing films as supplementary learning media for character education. Furthermore, future studies may expand the analysis by examining other films, comparing different educational frameworks, or exploring audience responses to character values represented in audiovisual media.

DISCLOSURE STATEMENT

The authors declare no conflict of interest.

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