

UNDERSTANDING EMOTIONS ON *INSIDE OUT* MOVIE: A STUDY ON NARRATIVE TECHNIQUES AND MORAL LESSONS

Novita Kusumawati; Yeny Prastiwi,
Department of English Education, Faculty of
Teacher Training and Education
Universitas Muhammadiyah Surakarta

Abstrak

Penelitian ini bertujuan untuk menganalisis representasi emosi, kontribusi teknik naratif, dan pesan moral yang disampaikan dalam film *Inside Out*. Penelitian ini menggunakan desain penelitian kualitatif dengan pendekatan naratif. Data dikumpulkan melalui observasi, dokumentasi, dan pencatatan dengan menonton film secara berulang serta mengidentifikasi dialog, adegan, dan unsur naratif yang relevan. Data dianalisis menggunakan analisis data kualitatif Miles dkk (2014) yang terdiri atas kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Analisis emosi didukung oleh teori Field, sedangkan teori naratif Giannetti digunakan untuk menganalisis karakterisasi, alur, latar, sudut pandang, dan tema. Teori Lickona digunakan untuk menganalisis moral knowing, moral feeling, dan moral action. Hasil penelitian menunjukkan bahwa film *Inside Out* merepresentasikan lima emosi utama, yaitu Joy, Sadness, Fear, Disgust, dan Anger. Kelima emosi tersebut ditampilkan melalui perilaku, dialog, reaksi, dan pengalaman para karakter. Hasil penelitian juga menunjukkan bahwa karakterisasi, alur, latar, sudut pandang, dan tema berkontribusi secara signifikan dalam merepresentasikan pengalaman emosional Riley. Selain itu, film ini menyampaikan nilai-nilai moral berupa kepedulian, pengorbanan diri, tanggung jawab, rasa hormat, kejujuran, empati, kasih sayang, dan kerja sama. Secara keseluruhan, penelitian ini menyimpulkan bahwa emosi, teknik naratif, dan pesan moral saling berkaitan dalam menggambarkan penerimaan emosi, dukungan keluarga, dan perkembangan diri.

Kata kunci: *Inside Out*, pesan moral, penelitian kualitatif, representasi emosi, teknik naratif

Abstract

This study aims to analyze the representation of emotions, the contribution of narrative techniques, and the moral lessons conveyed in the movie Inside Out. This research employs a qualitative research design with a narrative inquiry approach. The data were collected through observation, documentation, and note-taking by repeatedly watching the movie and identifying relevant dialogues, scenes, and narrative elements. The data were analyzed using Miles et al (2014) qualitative data analysis, consisting of data condensation, data display, and conclusion drawing and verification. The analysis of emotions was supported by Field's theory, while Giannetti's narrative theory was used to examine characterization, plot, setting, point of view, and theme. Lickona's theory was applied to analyze moral knowing, moral feeling, and moral action. The findings show that Inside Out represents five dominant emotions: Joy, Sadness, Fear, Disgust, and Anger. These emotions are portrayed through the characters' behaviors, dialogues, reactions, and experiences. The findings also demonstrate that characterization, plot, setting, point of view, and theme contribute significantly to representing Riley's emotional experiences. Furthermore, the movie conveys moral values through caring, selflessness, responsibility, respect, honesty, empathy, compassion, and cooperation. Overall, the study concludes that emotions, narrative techniques, and moral lessons are closely interconnected in illustrating emotional acceptance, family support, and personal growth.

Keywords: Inside Out, moral lessons, narrative techniques, qualitative research, representation of emotions

1. INTRODUCTION

Film is one of the most influential audio-visual media for conveying meaning, experiences, and emotions to audiences. Through the integration of visual and auditory elements, films can construct emotional experiences that allow audiences to understand and engage with the situations experienced by characters. Visual composition, color, sound, dialogue, and character expression work together as forms of visual and narrative language that communicate thoughts and emotions. Zhang (2025) explains that visual language functions as a medium for expressing thoughts and emotions, enabling audiences to develop deeper emotional engagement with a film. Similarly, Thomas and Manalil (2025) emphasize that the combination of visual and auditory elements enables films to create meaningful and immersive experiences. Therefore, film provides an important medium for examining how emotions are represented and communicated through storytelling.

Emotion is an essential aspect of human experience and plays an important role in shaping thoughts, behavior, and responses to situations. In films, emotions can be represented through characters' expressions, dialogue, actions, and interactions with their surroundings. Choirudin and Setyabudi (2023) explain that emotional representation involves processes of stimulus, interpretation, and response that can be observed through verbal and nonverbal behavior. Field (2025) identifies six commonly recognized emotions, namely happiness, sadness, fear, anger, disgust, and surprise. These emotions represent different psychological responses to experiences and situations. Their representation in films enables audiences to recognize characters' emotional conditions and understand how emotions influence their behavior and development. Thus, analyzing emotional representation is important for understanding how films portray human psychological experiences.

However, emotional representation in film is not limited to character expressions or isolated emotional events. Emotions are also shaped by the way a story is organized and presented. Narrative techniques determine how events, characters, conflicts, and perspectives are arranged so that audiences can interpret the emotional development of a story. Genette (1980) explains narrative structure through aspects such as order, duration, frequency, mood, and voice, which influence how events are presented and perceived. In addition, Giannetti (2014) identifies characterization, plot, setting, point of view, and theme as important narrative elements in film. These elements work together to construct meaning and guide audiences in understanding characters' experiences. Consequently, narrative techniques are significant in representing emotions because they provide a structure through which emotional experiences can develop and become meaningful to audiences.

Films can also communicate moral lessons through the emotional experiences, conflicts, decisions, and actions of their characters. Moral values are often presented indirectly through the

consequences of characters' choices and their relationships with others. Lickona (2001) explains moral development through three interconnected dimensions: moral knowing, moral feeling, and moral action. Moral knowing concerns the understanding of what is right and wrong, moral feeling involves emotional responses such as empathy and conscience, while moral action refers to the implementation of moral understanding and feelings through behavior. This perspective is particularly relevant to film analysis because emotional experiences can become connected to the development of moral awareness and character. Therefore, examining emotions together with narrative techniques and moral lessons can provide a more comprehensive understanding of how films communicate values to audiences.

One film that strongly represents the relationship between emotion, narrative development, and moral learning is *Inside Out* (Pixar, 2015). The film follows Riley, an eleven-year-old girl who experiences significant emotional challenges after moving with her family from Minnesota to San Francisco. The film presents emotions as personified characters, namely Joy, Sadness, Anger, Fear, and Disgust, who influence Riley's thoughts, memories, decisions, and behavior. Through this distinctive narrative concept, *Inside Out* illustrates that emotions that are commonly perceived as negative can also have important functions in human development. In particular, the narrative demonstrates that sadness can facilitate emotional expression, encourage individuals to seek support, and strengthen interpersonal relationships. Syahbana and Amalia (2026) explain that the film portrays emotional growth as an important factor in developing relationships, empathy, and communication, while Mujiarni et al. (2026) demonstrate that the film contains narrative functions that contribute to the development of its central conflict and characters.

Several previous studies have examined *Inside Out* from different perspectives. Zaltina et al. (2022) analyzed the personality of Riley using Freud's psychoanalytic theory, while Indahsari et al. (2022) examined psychological messages through van Dijk's textual analysis. Sinarwerdhi and Utami (2023) focused on moral values in the film, particularly values such as loyalty, respect, and empathy. Mujani et al. (2024) examined emotional representation from a psychological perspective, while Safitri and Swasono (2024) analyzed color as a visual sign of emotion. Wardiah and Burhamzah (2024) focused on Riley's emotional characteristics, and Nafis et al. (2025) examined the representation of emotions through language and semiotics. More recently, Mujiarni et al. (2026) analyzed the film using Vladimir Propp's narrative theory, whereas Syahbana and Amalia (2026) examined Riley's emotional growth from a psychological perspective. These studies demonstrate that *Inside Out* has been widely examined in relation to personality, emotions, visual signs, moral values, and narrative structure.

Nevertheless, previous studies generally emphasize one particular aspect of the film rather than examining the relationship between emotional representation, narrative techniques, and moral lessons within an integrated analysis. Studies focusing on emotions tend to emphasize psychological processes or emotional categories, while studies concerning moral values primarily identify ethical messages. Likewise, studies of narrative structure employ particular structural or semiotic approaches without specifically examining how narrative techniques contribute to the representation of emotions. This indicates a research gap in understanding how different types of emotions are represented through narrative techniques while simultaneously conveying moral lessons within *Inside Out*. Examining these aspects together is important because emotions, narrative structures, and moral values are interconnected in the film's representation of Riley's emotional development.

Based on this gap, this study aims to identify and analyze the types of emotions represented in *Inside Out*, examine how narrative techniques contribute to the representation of emotions, and identify and analyze the moral lessons conveyed through the film. The analysis draws on Field's (2025) classification of emotions, Genette's (1980) narrative theory, Giannetti's (2014) narrative elements, and Lickona's (2001) theory of moral development. By integrating these perspectives, this study is expected to provide a more comprehensive understanding of how *Inside Out* uses narrative storytelling to represent emotional experiences and communicate moral lessons related to emotional and character development.

2. METHOD

This study employed a qualitative research design with a narrative inquiry approach to examine emotional representation, narrative techniques, and moral lessons in the movie *Inside Out* (2015). A qualitative approach was considered appropriate because the study focuses on interpreting meanings, experiences, and representations presented through dialogues, characters, events, and visual scenes rather than numerical data. According to Lim (2025), qualitative research is suitable for examining complex phenomena and obtaining rich contextual interpretations. The narrative inquiry approach was used to examine how the story is structured and how narrative techniques contribute to the representation of emotions and the delivery of moral lessons.

The object of this study was *Inside Out*, an animated film produced by Pixar in 2015. The primary data consisted of dialogues, scenes, character interactions, emotional expressions, narrative events, and other relevant elements presented in the film. The analysis focused on six types of emotions, namely happiness, sadness, fear, anger, disgust, and surprise, as well as narrative techniques and moral lessons represented throughout the story. Secondary data were obtained from relevant books, academic journals, scholarly articles, and other publications related to emotion, narrative, and moral value theories.

The data were collected through observation, documentation, and note-taking techniques. First, the researcher repeatedly watched *Inside Out* carefully to identify scenes, dialogues, character expressions, interactions, and narrative events relevant to the research objectives. Second, documentation was conducted by recording relevant scenes, dialogues, screenshots, and other visual elements that supported the analysis. Third, the researcher took systematic notes during the observation process and categorized the collected data according to the research focus. The collected data were then organized based on emotional representation, narrative techniques, and moral lessons.

The data were analyzed using the qualitative data analysis model proposed by Miles et al. (2014), which consists of data condensation, data display, and conclusion drawing and verification. Data condensation was conducted by selecting and simplifying relevant scenes, dialogues, and narrative elements from the film. Data display involved organizing the selected data into categories and descriptive analyses based on the research objectives and theoretical frameworks. Finally, conclusions were drawn by interpreting the relationships between narrative techniques, emotional representation, and moral lessons. The conclusions were continuously verified by re-examining the collected data to ensure consistency between the evidence and the interpretation.

To ensure the trustworthiness of the findings, this study applied credibility, dependability, and confirmability as qualitative research criteria proposed by Lincoln and Guba (1985, as cited in Noble & Smith, 2025). Credibility was established by repeatedly observing the film and grounding interpretations in relevant scenes and dialogues. Dependability was maintained through a systematic and consistent procedure for collecting, categorizing, and analyzing the data. Confirmability was achieved by grounding interpretations in the film and relevant theoretical frameworks rather than personal assumptions. Data triangulation was also applied by comparing different forms of primary evidence, particularly dialogues, visual scenes, character interactions, and narrative events, to strengthen the validity and consistency of the findings.

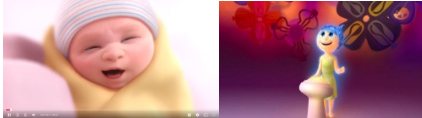
3. RESULTS AND DISCUSSION

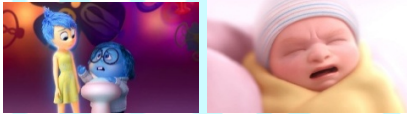
This section presents the findings of the study and discusses them in relation to the research questions, relevant theories, and previous studies. The findings focus on three main aspects: the types of emotions represented in *Inside Out*, the contribution of narrative techniques to emotional representation, and the moral values conveyed through the movie. The analysis is based on Giannetti's (2014) narrative theory and Lickona's (2001) theory of moral development.

3.1 Types of Emotions Represented in Inside Out

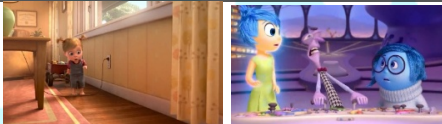
The findings show that *Inside Out* represents five primary emotions: Joy, Sadness, Fear, Disgust, and Anger. These emotions are personified as characters who influence Riley's thoughts, behaviors, memories, and responses to various situations. Their representation can be identified through dialogue,

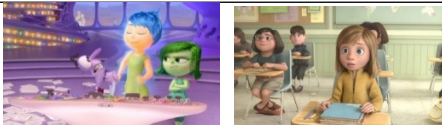
character expressions, actions, and Riley’s responses to different experiences. This finding is consistent with Field (2025), who explains that emotions are psychological states that influence individuals’ thoughts, behaviors, and ability to adapt to their environment.

No	Type of Emotion	Data	Scene Description
1	Happiness	a.  Picture 1. Riley's Birth (01.45 – 02.40) “Mom: Hello, Riley. Dad: “Oh look at you. Aren’t you a little bundle of joy?” The scene reflects the emotion of happiness because Joy appears as Riley's first emotion immediately after her birth. Joy's cheerful expression and positive attitude indicate that happiness plays an important role in Riley's early emotional experiences.	This scene marks the moment when Riley is newly born, and Joy, as the first emotion inside her mind, begins to understand her role
		b.  Picture 2. Riley's First Goal (04.50 - 05.06) Joy: “Riley’s first goal is amazing” This scene represents the emotion of happiness. According to Field (2025), happiness is associated with positive feelings, enjoyment, and satisfaction. Riley’s success in scoring a goal creates a joyful experience that is reflected through Joy’s enthusiastic reaction. The scene demonstrates how happiness emerges from personal achievement and meaningful interactions with family members. Furthermore, Joy’s response emphasizes the significance of positive emotions in shaping Riley’s emotional development and memorable life experiences.	Joy cheers enthusiastically when Riley successfully scores a goal while playing hockey with her mom and dad.
		 Picture 3. Riley played ice skating with her parent in Minnessota (19.16 - 19.24) This scene shows Riley ice skating with her parents on a frozen lake in Minnesota. They	Riley is seen ice skating with her parents on a frozen lake in Minnesota. The snowy landscape, cheerful

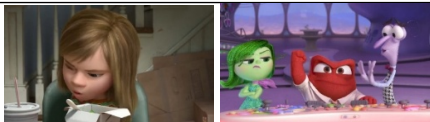
		spend quality time together, laughing and enjoying the winter atmosphere, reflecting Riley's happy childhood and the close relationship within her family before moving to San Francisco.	expressions, and warm family interactions create a joyful atmosphere that emphasizes the happiness and togetherness of Riley's life in her hometown. This scene also serves as a contrast to the emotional challenges she experiences after relocating to San Francisco.
2	Sadness	a.  <i>Picture 4. Sadness Appears and Riley Cry (02.39 - 03.00)</i> <i>"Sadness: I'm Sadness"</i> This scene represents the emotion of sadness. According to Field (2025), sadness is associated with feelings of loss, disappointment, and emotional distress. The appearance of Sadness when Riley cries demonstrates her role in expressing negative emotions and helping Riley respond to difficult experiences. Although Joy initially perceives Sadness as a problem, the scene establishes sadness as a natural and necessary emotion in Riley's emotional development. This finding suggests that sadness plays an important role in helping individuals process emotions and adapt to challenging situations.	Sadness first appears when Riley begins to cry, leading Joy to realize that Sadness is the blue emotion responsible for controlling Riley's feelings of sorrow.
		b.  <i>Picture 5. Sadness's Breakdown (13.40 - 13.43)</i>	Sadness begins to change after Riley moves to a new city. Feeling unsettled, she touches one of

	<i>Joy: "Sadness! You nearly touched a core memory. And when you touch them, we can't change them back!"</i> <i>Sadness: :I know. I'm sorry. Something's wrong with me. It's like I'm having a breakdown."</i> This scene represents the emotion of sadness as Riley struggles to adjust to a new environment. According to Field (2025), sadness is commonly associated with feelings of loss, disappointment, and emotional distress. The transformation of Riley's happy memory into a sad memory symbolizes the emotional impact of leaving behind familiar people, places, and experiences. Through Sadness's action, the movie illustrates that negative emotions are a natural response to significant life changes and play an important role in helping individuals process difficult experiences and adapt to new situations.	Riley's happy memory orbs, causing it to turn sad and making Riley feel sorrowful.
	c.  <i>Picture 6. Riley's First Day School & Introduction (23.30 - 23.37)</i> <i>Joy: "Sadness! You touched a memory?! We talked about this."</i> <i>Sadness: "Oh yeah, I know. I'm sorry"</i> This scene represents the emotion of sadness triggered by Riley's memories of her former home. According to Field (2025), sadness often emerges in response to loss, separation, and significant life changes. Although Riley initially recalls her memories of Minnesota with happiness, the emotional impact of leaving her old life behind causes those memories to become associated with sadness. Her tears reflect her difficulty in adjusting to a new environment and demonstrate how emotions can change as individuals process challenging experiences. This scene highlights the important role of sadness in expressing emotional pain and helping individuals cope with loss and transition.	Riley introduces herself in class after transferring to a new school. At first, she happily talks about her old home in Minnesota, but when Sadness touches the memory orb, Riley suddenly becomes sad and starts to cry.

		d.  <i>Picture 7. Sadness tries to make Riley reconcile with her parents (01.19.30 - 01.23.14)</i> <i>Joy: "Sadness, it's up to you."</i> <i>Sadness: "Me? Joy pushes Sadness towards the console."</i> <i>Anger/Fear/Disgust: "Sadness?!?"</i> <i>Sadness: "I can't, Joy."</i> <i>Joy: "Yes you can. Riley needs you."</i> This scene represents the emotion of sadness as a constructive and meaningful emotional response. According to Field (2025), sadness is not only associated with emotional pain but also serves as a way to communicate distress and seek support from others. Riley's willingness to express her sadness enables her parents to understand her struggles and provide emotional comfort. The scene demonstrates that sadness can strengthen interpersonal relationships and facilitate emotional healing. Furthermore, it highlights one of the central messages of <i>Inside Out</i>, namely that all emotions, including sadness, have an important role in an individual's emotional well-being and personal growth.	Joy realizes that only Sadness can resolve the emotional conflict between Riley and her parents. As a result, Riley is finally able to reconcile with her family, even through tears.
3	Fear	a.  <i>Picture 8. The Fear of Riley Appears (03.04 - 03.10)</i> <i>Fear: "Ahh! Look out!!! No!"</i> This scene represents the emotion of fear. According to Field (2025), fear is an emotional response that arises when individuals perceive potential threats or dangers. In this scene, Fear functions as a protective mechanism by alerting Riley to a hazardous situation and encouraging cautious behavior. Although fear is often perceived as a negative emotion, the movie illustrates its positive role in preventing harm and promoting safety. Therefore, this scene demonstrates that fear is an essential emotion that contributes to an individual's awareness	Fear is introduced as the purple emotion responsible for developing Riley's sense of fear and caution. This is shown when young Riley runs around carelessly and nearly trips over an electrical cord, but Fear quickly activates, causing Riley to stop and keeping her safe from danger.

	of risks and ability to respond appropriately to potentially dangerous situations.	
	b.  Picture 9. Fear appears when Riley asked to introduced herself (22.40 - 22.49) <i>Fear: "Noooooooo! Pretend we can't speak English!"</i> This scene represents the emotion of fear in a social context. According to Field (2025), fear arises when individuals encounter situations that are perceived as threatening, uncertain, or uncomfortable. Riley's first day at a new school places her in an unfamiliar environment where she must interact with strangers and speak in front of a class. Fear is reflected through her nervousness and emotional discomfort, demonstrating how this emotion functions as a natural response to challenging situations. The scene illustrates that fear is not only related to physical danger but can also emerge from social and emotional experiences, particularly during periods of adjustment and change.	Fear appears when Riley's teacher asks her to introduce herself in front of her new classmates on her first day at her new school in San Francisco.
	c.  Picture 10. Fear appears after a clown show up in Riley's dream (59.39 - 59.43) Fear appears when the frightening clown Jangles shows up in Riley's dream, triggering an immediate fear response as the emotion reacts to a perceived threat. In this scene, Fear becomes highly active because Jangles represents something terrifying and overwhelming for Riley, even though it exists only in her dream. This sudden appearance causes Riley to wake up in shock, showing how strongly emotional experiences in dreams can affect her real physical reaction. The scene highlights Fear's role as a protective emotion that quickly responds to danger signals, whether real or imagined, to keep Riley alert and safe.	Fear appears when the frightening clown Jangles shows up in Riley's dream, causing her to wake up in shock.

4	Disgust	a.  <i>Picture 11. Disgust appears when Riley asked to eat broccoli (03.30 - 03.40)</i> <i>Disgust: "Okay, caution! There is a dangerous smell, people. Hold on, what is that?"</i> <i>Disgust: "That is not brightly colored or shaped like a dinosaur... Hold on guys... It's broccoli!"</i> Disgust is introduced as the green emotion responsible for generating feelings of aversion and caution toward certain smells, foods, drinks, and other stimuli that Riley perceives as unpleasant. In this scene, Disgust becomes active when Riley is faced with broccoli, immediately triggering a strong sense of dislike and rejection toward the vegetable. This response highlights Disgust's role in protecting Riley by helping her avoid things that might be harmful or simply unappealing, shaping her preferences and reactions in everyday situations.	Disgust is introduced as the green emotion responsible for generating feelings of disgust and caution toward smells, foods, drinks, and other similar stimuli perceived by Riley. One example is broccoli, where Disgust triggers Riley's aversion to it.
		b.  <i>Picture 12. The disgust feeling of Riley when she arrived at her new house (09.04 - 09.06)</i> <i>Disgust: "I'm telling you, it smells like something died in here."</i> Disgust appears when Riley first enters her new home in San Francisco and immediately reacts negatively to the smell inside the house. This emotion quickly triggers her sense of aversion, making her feel uncomfortable and dissatisfied with her new environment. The scene shows how Disgust influences Riley's first impression of a place by responding to unpleasant sensory experiences, in this case the smell, and shaping her emotional reaction toward her new home.	When Riley first enters her new home in San Francisco, she feels disgusted by the smell inside.

		 c. Picture 13 Riley's disgust emotion appear when she see a carcass in the new house in San Francisco (09.15 - 09.20)	
5		a.  Picture 14. Anger come out after Riley's father threatened her to not have a dessert (03.47 - 04.11) Dad: "Riley, if you don't eat your dinner, you're not going to get any dessert." Anger: "Wait. Did he just say we couldn't have dessert? So that's how you want to play it, old man? No dessert? Oh, sure, we'll eat our dinner, right after YOU eat this! GrrrraaaAAHH!!!!" Anger is the emotion that generates Riley's feelings of frustration and irritation when she is confronted with situations she dislikes or perceives as unfair. It is first introduced when Riley refuses to eat broccoli, and her father tells her she will not get dessert if she does not eat her vegetables. In this moment, Anger becomes active as Riley feels that the consequence is unfair, highlighting its role in responding to perceived injustice and helping her express resistance or dissatisfaction.	Anger is the emotion that generates Riley's feelings of anger. It is first introduced when Riley refuses to eat broccoli, and her father responds by saying she will not get dessert if she does not eat her vegetables.
		b.  Picture 15. Anger doesn't like to live in San Francisco (16.24 - 16.28)	
		c.  Picture 16. Riley become sensitive and easily to get mad (28.47 - 29.13) Riley: "School was great, alright?" Mom: "Riley, is everything okay?" Dad: "Riley, I do NOT like this new attitude" Riley: "Just SHUT UP!"	Riley begins to feel that moving to San Francisco is unfair. She becomes sensitive and easily irritated.

		Riley begins to feel that moving to San Francisco is unfair, which triggers her Anger emotion as she struggles to accept the sudden changes in her life. She becomes more sensitive and easily irritated, showing how Anger starts to influence her reactions toward situations she cannot control. This emotional response highlights Anger's role in expressing frustration when Riley perceives circumstances as unjust or upsetting.	
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Table 3. 1 Types of Emotion in Inside Out Movie

Joy is introduced as the first emotion inside Riley's mind immediately after her birth and becomes the dominant emotion during her early childhood. Joy is characterized as cheerful, optimistic, and energetic. Her role can be observed when Riley scores her first hockey goal and when she experiences happy moments with her parents. These scenes demonstrate that happiness is associated with positive experiences, personal achievement, family relationships, and emotional comfort. This finding supports Wardiah and Burhamzah (2024), who identified positive emotional experiences in Riley's character. However, the present study extends their findings by demonstrating that Joy is not only represented as an emotional category but is also positioned narratively as Riley's dominant emotional guide during her childhood.

Sadness becomes increasingly significant after Riley moves from Minnesota to San Francisco. It is represented through Riley's crying, homesickness, emotional breakdown, and difficulty adapting to her new environment. According to Field (2025), sadness is associated with loss, disappointment, and emotional distress. The findings indicate that Sadness in *Inside Out* should not simply be understood as a negative emotion. Instead, Sadness plays an important role in Riley's emotional recovery because it enables her to express vulnerability and communicate her emotional needs. This is particularly evident when Riley eventually expresses her sadness to her parents and receives emotional support from them.

Fear is represented as a protective emotion that responds to danger, uncertainty, and uncomfortable situations. Fear appears when Riley almost trips over an electrical cord, when she is asked to introduce herself at her new school, and when she encounters frightening experiences in her dreams. These scenes demonstrate that fear does not only emerge from physical danger but also from social and emotional uncertainty. Thus, Fear functions as a protective mechanism that helps Riley recognize potential threats and respond cautiously. This finding supports Wardiah and Burhamzah (2024), who identified both positive and negative emotional dimensions in Riley's experiences. The present study further emphasizes the adaptive function of Fear within the narrative.

Disgust is represented through Riley's reactions toward unpleasant food, smells, and environments. For example, Disgust appears when Riley is asked to eat broccoli and when she enters her new house in San Francisco and reacts negatively to its smell. These scenes demonstrate how Disgust influences Riley's preferences and responses to unpleasant stimuli. The finding is related to Safitri and Swasono (2024), who explain that emotional representation in *Inside Out* can be reinforced through visual and symbolic elements. However, this study further demonstrates that Disgust is represented not only through visual symbolism but also through character actions and situational responses.

Anger emerges when Riley experiences frustration, dissatisfaction, or situations that she perceives as unfair. One example occurs when Riley's father threatens to withhold dessert because she refuses to eat her dinner. Anger becomes increasingly dominant after Riley moves to San Francisco, particularly when she feels that the changes in her life are unfair and beyond her control. This finding indicates that Anger functions as an internal response to frustration and emotional dissatisfaction. It is therefore not merely represented as an aggressive emotion but also as a narrative representation of Riley's resistance to unwanted changes.

Overall, the findings demonstrate that the five emotions have different functions but work together to represent Riley's psychological development. Previous studies have primarily examined emotions in *Inside Out* from psychological, semiotic, or character perspectives, such as Zaltina et al. (2022), Wardiah and Burhamzah (2024), and Mujani et al. (2024). In contrast, the present study demonstrates that emotions are also narratively constructed through characters, events, settings, perspectives, and themes. Therefore, emotions in *Inside Out* function not only as psychological categories but also as essential components of the narrative structure.

3.2 The Contribution of Narrative Techniques to Emotional Representation

The findings indicate that characterization, plot, setting, point of view, and theme contribute significantly to the representation of emotions in *Inside Out*. According to Giannetti (2014), these narrative elements help construct characters, organize events, establish atmosphere, determine perspectives, and communicate the central meaning of a story. In *Inside Out*, these elements work together to make Riley's emotional experiences understandable to the audience.

No	Narrative Element	Data	Scene Description
1	Characterization a. Joy	 <i>Picture 17. Joy's first appearance (01.45 – 02.40)</i> <i>Mom: "Hello, Riley."</i> <i>Dad: "Oh look at you. Aren't you a little bundle of joy?"</i> Joy appears as the first emotion inside Riley's mind right after she is born, symbolizing happiness as her primary guiding emotion from the beginning of her life. In this scene, Joy immediately takes charge of Riley's emotional responses, ensuring that her early experiences are shaped by positivity and delight. This introduction highlights Joy's central role in Riley's mind as the emotion that seeks to create happy memories and maintain her overall well-being.	Joy appears as the first emotion inside Riley's mind after Riley is born.
2	Characterization b. Sadness	 <i>Picture 18. Sadness' first appearance (02.39 – 03.00)</i> <i>"Sadness: I'm Sadness"</i> Sadness first appears when Riley suddenly cries, marking the introduction of an emotion that helps her process loss, discomfort, or emotional distress. In this moment, Sadness becomes visible as she responds to Riley's tears, showing that not all experiences are joyful and that negative feelings are a natural part of emotional development. This scene	Sadness first appears when Riley suddenly cries.

		highlights Sadness's important role in allowing Riley to express vulnerability and begin understanding her deeper emotional needs.	
3	Characterization c. fear	 <i>Picture 19. Fear's first appearance (03.04 – 03.10)</i> <i>Fear: "Ahh! Look out!!! No!"</i> Fear reacts when Riley almost trips over an electrical cord, immediately activating to prevent a potential accident. In this moment, Fear quickly assesses the situation as dangerous and prompts Riley to stop before she falls, highlighting its role as a protective emotion. This scene shows how Fear helps Riley stay safe by responding instantly to possible threats in her environment.	Fear reacts when Riley almost trips over an electrical cord.
4	Characterization d. disgust	 <i>Picture 20. Disgust's first appearance (03.30 – 03.40)</i> <i>Disgust: "Okay, caution! There is a dangerous smell, people. Hold on, what is that?"</i> Disgust refuses broccoli because she perceives it as unpleasant and unappealing. In this moment, she strongly influences Riley's reaction by rejecting the food based on taste and appearance, showing her role in protecting Riley from things that are considered undesirable. This scene highlights how Disgust helps shape Riley's preferences and everyday choices by filtering out stimuli she finds off-putting.	Disgust refuses broccoli because she considers it unpleasant.

5	Characterization e. anger	 <i>Picture 21. Anger's first appearance (03.47 – 04.11)</i> <i>Dad: "Riley, if you don't eat your dinner, you're not going to get any dessert."</i> <i>Anger: "Wait. Did he just say we couldn't have dessert? So that's how you want to play it, old man? No dessert? Oh, sure, we'll eat our dinner, right after YOU eat this! GrrrraaaAAHH!!!!"</i> Anger reacts aggressively after Riley's father threatens her about dessert, becoming active as Riley perceives the situation as unfair. In this moment, Anger intensifies her emotional response, showing frustration and resistance toward the consequence she does not agree with. This scene highlights Anger's role in expressing dissatisfaction when Riley feels treated unjustly.	Anger reacts aggressively after Riley's father threatens her about dessert.
6	Plot	 <i>Picture 22. Riley's family sold their old house and move to San Fransisco (07.23 - 08.50)</i>	

6	Plot	 Picture 23. The disgust feeling of Riley when she arrived at her new house 09.04 – 09.06) <i>Disgust: “I’m telling you, it smells like something died in here.”</i> Riley feels uncomfortable when arriving at her new house in San Francisco, as everything around her feels unfamiliar and unsettling. This reaction reflects her difficulty in adjusting to a new environment, where even simple things like the atmosphere of the house contribute to her discomfort. The scene shows how change can trigger emotional unease in Riley as she begins to adapt to her new life.	Riley feels uncomfortable when arriving at her new house in San Francisco.
7	Plot	 Picture 24. Fear appears when Riley asked to introduced herself 22.40 – 22.49) <i>Fear: “Noooooooo! Pretend we can’t speak English!”</i> Riley becomes nervous when introducing herself at her new school, feeling uncertain and anxious in front of her new classmates. This situation triggers her fear of making mistakes or being judged, making her more tense and hesitant. The scene highlights her emotional struggle in adapting to a new environment and social setting.	Riley becomes nervous when introducing herself at her new school.

9	Plot	 <i>Picture 25. Bingbong's sacrifice (01.10.25 – 01.13.00)</i> <i>Bingbong: “Ya ha ha! You made it! Ha ha! Go! Go save Riley! Take her to the moon for me. Okay?”</i> Bing Bong sacrifices himself so Joy can return to Headquarters, showing a deeply emotional moment driven by loss and selflessness. In this scene, Bing Bong chooses to let go so that Joy can continue her journey, even though it means he will fade away. This act highlights the importance of sacrifice and acceptance, as well as the emotional weight of memories and letting go of the past.	Bing Bong sacrifices himself so Joy can return to Headquarters.
10	Setting	 <i>Picture 26. Riley's First Goal (04.50 – 05.06)</i> <i>Joy: “Riley's first goal is amazing”</i> Riley happily plays hockey with her parents in Minnesota, enjoying a warm and joyful moment that reflects her strong bond with her family. In this scene, she feels excited and supported as she engages in an activity she loves, showing a sense of comfort, belonging, and happiness in her familiar home environment.	Riley happily plays hockey with her parents in Minnesota.

11	Setting	 <i>Picture 27. The Joy & Bing Bong (06.08 – 06.43)</i> Riley's imagination world appears colorful and cheerful, reflecting her creativity and inner happiness. In this scene, her mind is filled with bright and playful imagery that shows how she interprets experiences in a fun and positive way. This imaginative space highlights her emotional state when Joy is in control, emphasizing optimism and a sense of wonder in her thoughts.	Riley's imagination world appears colorful and cheerful.
11	Setting	 <i>Picture 28. Fear appears after a clown show up in Riley's dream (59.39 – 59.43)</i> Riley's dream becomes frightening after Jangles the clown appears, turning what was initially a normal dream into a scary and intense experience. In this moment, the sudden presence of Jangles triggers fear and discomfort, causing the dream to shift in tone and atmosphere. This scene highlights how Riley's subconscious transforms everyday elements into exaggerated fears that strongly affect her emotions even while she is asleep.	Riley's dream becomes frightening after Jangles the clown appears.

12	Point of View	 <i>Picture 29. Riley's Birth (01.55 – 02.30)</i> <i>Joy (VO): "Do you ever look at someone and wonder, "What is going on inside their head?" Well, I know. I know Riley's head"</i> Joy narrates Riley's emotional experiences from inside her mind, guiding how events are interpreted and remembered in a positive way. In this role, Joy tries to shape Riley's feelings by emphasizing happiness and encouraging optimistic perspectives on each situation she faces. The scene highlights Joy's influence as the dominant emotion that seeks to maintain Riley's well-being by focusing on positive emotional processing.	Joy narrates Riley's emotional experiences from inside her mind.
13	Point of View	 <i>Picture 30. Riley having argument with her parent (28.47 – 29.13)</i> <i>Riley: "School was great, alright?"</i> <i>Mom: "Riley, is everything okay?"</i> <i>Dad: "Riley, I do NOT like this new attitude"</i> <i>Riley: "Just SHUT UP!"</i> The scene presents Riley's emotions alongside her parents' reactions, showing how both sides respond differently to the same situation.	The scene presents Riley's emotions alongside her parents' reactions.

		While Riley experiences her internal emotional struggle through Joy, Sadness, Anger, Fear, and Disgust, her parents react externally based on their own understanding and concern for her behavior. This parallel portrayal highlights the communication gap between Riley's inner emotional world and her family's perspective, emphasizing how emotions influence interactions within the family dynamic.	
14	Theme	a.  <i>Picture 31. Fear appears when Riley asked to introduced herself (23.30 – 23.37)</i> <i>Fear: "Noooooooo! Pretend we can't speak English!"</i> This scene shows Riley's emotional struggle in adapting to a new social environment. Fear becomes highly active because the situation is unfamiliar and stressful for her. It reflects how Fear influences Riley's behavior by increasing her anxiety and making her feel insecure when facing public attention during a major life transition.	Riley is asked to introduce herself in front of her new classmates on her first day at school in San Francisco. She becomes nervous and overwhelmed, and Fear strongly reacts inside her mind, even suggesting that she should avoid speaking.

Table 3. 2 The Contribution of Narrative Elements in Inside Out Movie

3.2.1 Characterization

Characterization is one of the most significant narrative techniques used to represent emotions in *Inside Out*. Each emotion is personified through a distinct character with particular personalities, behaviors, and responses. Joy is portrayed as cheerful, optimistic, and energetic; Sadness is sensitive and emotionally vulnerable; Fear is cautious and anxious; Disgust is selective and critical; while Anger is aggressive and easily frustrated.

These distinct characterizations allow the audience to recognize the function of each emotion and understand Riley's psychological condition. For example, Joy's enthusiastic reaction to Riley's achievements represents positive emotional experiences, while Sadness's reactions to Riley's memories of Minnesota represent emotional loss and vulnerability. Fear's cautious behavior represents Riley's awareness of potential danger, whereas Disgust and Anger represent her rejection and frustration toward unpleasant or unfair situations.

This finding supports Wardiah and Burhamzah (2024), who identified various emotional experiences in Riley's character. However, unlike their study, which primarily categorizes emotions and character traits, the present study emphasizes characterization as a narrative technique that transforms abstract emotions into recognizable characters.

3.2.2 Plot

Plot contributes to emotional representation by organizing the events and conflicts that influence Riley's emotional development. Giannetti (2014) explains that plot provides the structure through which characters experience conflict and change.

At the beginning of the movie, Riley's life is dominated by positive experiences, particularly her relationships with her parents and her activities in Minnesota. However, the family's relocation to San Francisco becomes the main conflict that disrupts Riley's emotional stability. The unfamiliar environment, difficulties at school, problems with her parents, and homesickness gradually intensify her emotional struggles.

The development of the plot therefore demonstrates that Riley's emotions are closely connected to her life experiences. The emotional climax occurs when Joy realizes the importance of Sadness and when Riley finally expresses her true feelings to her parents. The plot consequently illustrates Riley's transition from attempting to maintain constant happiness toward accepting a more complex emotional experience.

3.2.3 Setting

Setting contributes to emotional representation by establishing the atmosphere surrounding Riley's experiences. According to Giannetti (2014), setting can influence the mood and emotional meaning of a narrative.

The findings show that Minnesota is associated with positive memories, family closeness, and emotional comfort. In contrast, Riley's new house in San Francisco is initially associated with discomfort and unfamiliarity. The imaginative world and dream sequences also create different emotional atmospheres. The colorful imaginative world reflects creativity and positive emotional experiences, while the appearance of Jangles in Riley's dream creates a frightening atmosphere.

This finding is related to Safitri and Swasono (2024), who demonstrate the importance of visual elements in representing emotions in *Inside Out*. However, the present study approaches setting as a broader narrative element that contributes to the emotional atmosphere of the story.

3.2.4 Point of View

Point of view enables the audience to understand Riley's emotional experiences from both internal and external perspectives. At the beginning of the movie, Joy introduces Riley's emotional world from

inside her mind. This narrative perspective provides direct access to Riley's internal emotional processes.

The movie also presents the perspectives of Riley's parents. While Riley experiences emotional conflict internally, her parents primarily observe changes in her external behavior. This difference creates a communication gap between Riley and her parents. Through the combination of these perspectives, the audience is able to understand both Riley's internal struggles and her parents' concerns.

Therefore, point of view contributes to emotional representation by allowing the audience to experience the contrast between Riley's internal emotional world and the external reality perceived by the people around her.

3.2.5 Theme

Theme represents the broader meaning conveyed through the emotional experiences of the characters. The findings indicate that *Inside Out* emphasizes emotional acceptance, family support, and psychological growth.

At the beginning of the story, Joy believes that Riley's emotional well-being depends on maintaining happiness.

However, the narrative gradually challenges this assumption. Joy eventually realizes that Sadness has an important role in helping Riley communicate her emotional needs and receive support from her parents.

The theme therefore suggests that emotional well-being does not require the elimination of negative emotions.

Instead, emotional acceptance involves recognizing that different emotions have different functions. This finding supports Sinarwerdhi and Utami (2023), who identified moral values such as empathy and loyalty in *Inside Out*. The present study extends this finding by demonstrating how these values are connected to Riley's emotional growth and acceptance.

Overall, the findings demonstrate that characterization, plot, setting, point of view, and theme work together to construct emotional meaning. These narrative techniques allow abstract emotional experiences to be transformed into observable characters, events, environments, perspectives, and themes.

3.3 Moral Values Represented in *Inside Out*

The findings reveal that *Inside Out* conveys several moral values through the emotional experiences and interactions of its characters. Based on Lickona's (2001) framework, the findings can be categorized into three dimensions: moral knowing, moral feeling, and moral action.

No	Moral Value (Lickona's Moral Value Category)	Data (Time Code, Screenshoot and Dialogue)	Scene Description
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1	Moral Action	 <i>Picture 32. Bingbong's sacrifice (01.11.25 - 01.13.00)</i> <i>Bingbong: "Ya ha ha! You made it! Ha ha! Go! Go save Riley! Take her to the moon for me. Okay?"</i> In this scene, Bing Bong shows deep affection and care for Riley through a selfless act of sacrifice. He willingly allows himself to be forgotten and stays behind in the Memory Dump so that Joy can continue her journey back to Headquarters and help save Riley. This moment reflects strong emotional attachment and altruism, as Bing Bong prioritizes Riley's happiness and well-being above his own existence. His decision emphasizes the theme of letting go with love, highlighting how care can be expressed through sacrifice and acceptance.	In this scene, Bing Bong demonstrates his affection and care for Riley. He willingly accepts being forgotten and remains in the Memory Dump so that Joy can continue her journey and save Riley. This action reflects caring and selflessness because he prioritizes Riley's well-being over his own existence.
2	Moral Knowing	 <i>Picture 33. Riley want to back home (01.19.43 - 01.19.49)</i> <i>Riley: "Wait! Stop! I wanna get off"</i> In this scene, as Riley is about to run away from home, Joy and Sadness successfully return to Headquarters, helping restore balance to her emotions. Riley then begins to reflect on her decision and realizes that running away is not the right choice because it could hurt her parents emotionally. This moment shows her developing awareness of the consequences of her actions, as she starts to understand right and wrong more clearly. The scene reflects moral knowing,	As Riley is about to run away from home, Joy and Sadness successfully return to Headquarters. Riley realizes that running away is a wrong decision that may hurt her parents. This realization reflects moral knowing because she understands the moral consequences of her action.

		where Riley is able to recognize the ethical implications of her behavior and reconsider her decision based on empathy and understanding.	
3	Moral Feeling	 <i>Picture 34. Riley's parent comforting her (01.22.18 - 01.22.33)</i> <i>Riley: "I want my old friends, and my hockey team... I wanna go home. Please don't be mad."</i> <i>Mom: "Oh sweetie..."</i> <i>Dad: "We're not mad. You know what? I miss Minnesota too. I miss the woods where we took hikes"</i> In this scene, Riley openly expresses her feelings to her parents about missing her old home, friends, and hockey team after moving to San Francisco. Her parents respond with understanding, patience, and emotional support, creating a moment of open communication within the family. This interaction helps Riley feel heard and validated, reducing her emotional burden. The scene reflects moral feeling because it demonstrates empathy, emotional awareness, and genuine concern for others' feelings, which strengthens understanding and connection between Riley and her parents.	Riley openly expresses her feelings to her parents about missing her old home, friends, and hockey team. Her parents respond with understanding and emotional support. This scene reflects moral feeling because it demonstrates empathy, emotional awareness, and concern for others' feelings.
4	Moral Knowing	 <i>Picture 35. Joy realizing that sadness also plays an important role for Riley (01.19.30 – 01.23.14)</i> <i>Joy: "Sadness, it's up to you."</i> <i>Sadness: "Me? Joy pushes Sadness towards the console."</i> <i>Anger/Fear/Disgust: "Sadness?!?"</i>	Joy finally realizes that Sadness plays an important role in Riley's emotional development. She understands that every emotion has its own value and function in helping Riley cope with life's challenges. This realization reflects moral knowing because Joy learns to appreciate and

		<i>Sadness: "I can't, Joy."</i> <i>Joy: "Yes you can. Riley needs you."</i> In this scene, Joy finally realizes that Sadness plays an important role in Riley's emotional development. She understands that each emotion has its own value and function in helping Riley cope with different life challenges. This moment marks a shift in Joy's perspective, as she learns that Sadness is not something to be controlled or ignored, but an essential part of emotional balance. This realization reflects moral knowing, because Joy comes to appreciate and respect the role of others, recognizing that every emotion contributes meaningfully to Riley's well-being.	respect the contribution of others.
5	Moral Feeling	 <i>Picture 36. Joy and Sadness comforting Bingbong (48.04 - 48.33)</i> <i>Sadness: "I bet you and Riley had great adventures"</i> <i>Bing Bong: "They were wonderful. Once we flew back in time. We had breakfast twice that day"</i> <i>Sadness: "That's sounds amazing. I bet Riley liked it"</i> <i>Bing Bong: "Oh she did. We were best friends"</i> In this scene, after Bing Bong loses his wagon and feels completely hopeless, Sadness approaches him and sits beside him to offer comfort. Rather than trying to change his emotions or force positivity, she simply listens and allows him to express his feelings of sadness. This gentle	After Bing Bong loses his wagon and feels hopeless, Sadness sits beside him and listens to his feelings. Instead of forcing him to be happy, she allows him to express his sadness and provides emotional support. This scene reflects moral feeling because it demonstrates empathy, compassion, and sensitivity toward another person's emotions.

		response helps Bing Bong feel understood and less alone in his distress. The scene reflects moral feeling, as it demonstrates empathy, compassion, and emotional sensitivity toward others' experiences, showing the importance of acknowledging and validating emotions.	
6	Moral Action	 <i>Picture 37. Joy and Sadness work together to return to Headquarter to save Riley (25.34 – 01.18.17)</i> In this scene, Joy and Sadness work together to return to Headquarters in order to help restore Riley's emotional balance. Despite having different perspectives and approaches, they choose to cooperate and support each other throughout the journey. Their collaboration allows them to overcome obstacles and successfully guide Riley back to stability. This scene reflects moral action, as they actively work together to achieve a positive outcome for Riley, demonstrating the importance of teamwork and mutual understanding in solving problems.	Joy and Sadness work together to return to Headquarters and help Riley regain emotional balance. Their willingness to cooperate despite their differences enables them to solve the problem successfully. This scene reflects moral action because they actively collaborate to achieve a positive outcome for Riley.

Table 3. 3 Moral Value in Inside Out Movie

3.3.1 Moral Action

Moral action is represented through caring, selflessness, and cooperation. One of the clearest examples is Bing Bong's sacrifice. He willingly remains in the Memory Dump so that Joy can return to Headquarters and help Riley. His decision demonstrates selflessness because he prioritizes Riley's well-

being over his own existence.

Moral action is also represented through the cooperation between Joy and Sadness. Although the two emotions initially have different perspectives, they eventually work together to help Riley regain emotional stability. Their cooperation demonstrates that positive outcomes can be achieved through mutual understanding and collaboration.

These findings support Sinarwerdhi and Utami (2023), who identified moral values such as loyalty and empathy in *Inside Out*. However, the present study categorizes these behaviors specifically as moral action based on Lickona's (2001) framework.

3.3.2 Moral Knowing

Moral knowing is represented through Riley's awareness of the consequences of her decisions and Joy's recognition of Sadness's importance.

Riley demonstrates moral knowing when she realizes that running away from home is a wrong decision because it may hurt her parents. This moment indicates that Riley understands the consequences of her behavior and begins to evaluate her decision from a moral perspective.

Joy also demonstrates moral knowing when she realizes that Sadness has an important function in Riley's emotional development. Joy's realization represents an understanding that different emotions have different values and that Sadness should not be rejected simply because it is associated with negative feelings.

These findings demonstrate that moral understanding in the movie develops through conflict, reflection, and emotional experience.

3.3.3 Moral Feeling

Moral feeling is represented through empathy, emotional awareness, and concern for others. Riley demonstrates emotional honesty when she tells her parents that she misses Minnesota, her friends, and her hockey team. Her parents respond with understanding and emotional support, allowing Riley to feel heard and accepted.

Moral feeling is also represented when Sadness comforts Bing Bong after he loses his wagon. Rather than forcing Bing Bong to become happy, Sadness listens to him and allows him to experience his sadness. This scene demonstrates empathy and emotional sensitivity because Sadness acknowledges and validates another character's emotional experience.

This finding is consistent with Syahbana and Amalia (2026), who emphasize emotional growth and interpersonal development. However, the present study specifically demonstrates how emotional awareness and empathy correspond to Lickona's dimension of moral feeling.

Overall, the findings demonstrate that the moral values in *Inside Out* are closely connected to its emotional and narrative dimensions. The movie does not merely present moral messages through dialogue

but constructs them through emotional conflicts, character decisions, interpersonal relationships, and narrative development.

3.4 Discussion

The findings indicate that emotional representation, narrative techniques, and moral values in *Inside Out* are interconnected. The five emotions—Joy, Sadness, Fear, Disgust, and Anger—provide the foundation for Riley’s emotional experiences, while characterization, plot, setting, point of view, and theme determine how those experiences are communicated to the audience.

The analysis also demonstrates that emotional development is closely connected to moral development. Riley’s emotional struggles eventually lead her to understand the consequences of her actions, express her feelings honestly, and reconnect with her parents. Similarly, Joy’s acceptance of Sadness demonstrates that emotional understanding can contribute to empathy, respect, and cooperation.

Previous studies have generally examined *Inside Out* from separate perspectives, including emotional representation, semiotics, psychological development, narrative structure, or moral values. The contribution of the present study lies in integrating these aspects into a single analysis. The findings demonstrate that emotions are not isolated elements but are constructed through narrative techniques and simultaneously contribute to the development of moral values.

Therefore, *Inside Out* presents emotional acceptance as an important part of psychological and moral development. The movie suggests that emotional well-being is achieved not by maintaining happiness at all times, but by recognizing, accepting, and appropriately expressing different emotions. Through this integration of emotional, narrative, and moral dimensions, the movie provides a broader understanding of how animated films can communicate complex psychological and character-development messages to audiences.

4. CONCLUSION

Based on the findings and discussion, this study concludes that *Inside Out* represents human emotions through five dominant emotions: Joy, Sadness, Fear, Disgust, and Anger. Each emotion is portrayed through specific behaviors, dialogues, reactions, and situations experienced by Riley. Joy represents happiness and positive experiences, Sadness represents loss and emotional vulnerability, Fear functions as a protective response to danger and uncertainty, Disgust represents rejection of unpleasant stimuli, and Anger reflects frustration and dissatisfaction. The findings demonstrate that these emotions are not merely negative or positive psychological states but have different functions in Riley’s emotional development and adaptation to life changes.

The study also concludes that narrative techniques significantly contribute to the representation of emotions in *Inside Out*. Based on Giannetti’s (2014) narrative framework, characterization, plot, setting,

point of view, and theme work together to construct and communicate Riley's emotional experiences. Characterization is used to personify each emotion with distinctive personalities and behaviors. Plot development illustrates the changes in Riley's emotional condition following her relocation from Minnesota to San Francisco. Setting strengthens emotional atmosphere through contrasting environments and imaginative spaces. Point of view allows the audience to understand Riley's inner emotional world, while theme emphasizes emotional acceptance, family support, and psychological growth. Thus, narrative techniques function not only to organize the story but also to help the audience understand the complexity and development of human emotions.

Furthermore, *Inside Out* conveys various moral lessons through the experiences and interactions of its characters. Based on Lickona's (2001) framework, the moral lessons are represented through moral knowing, moral feeling, and moral action. Moral knowing is demonstrated through Riley's awareness of the consequences of running away and Joy's realization that Sadness has an important role in Riley's emotional development. Moral feeling is reflected through empathy, honesty, compassion, and emotional sensitivity, particularly in Riley's interaction with her parents and Sadness's response to Bing Bong. Moral action is represented through Bing Bong's selfless sacrifice and the cooperation between Joy and Sadness. These findings indicate that the film presents moral values not only through explicit messages but also through emotional experiences, conflicts, decisions, and relationships among the characters.

Overall, this study demonstrates that emotional representation, narrative techniques, and moral lessons in *Inside Out* are closely interconnected. The film uses narrative elements to represent emotions and, at the same time, uses emotional experiences to communicate moral lessons about acceptance, empathy, cooperation, family support, and personal growth. Therefore, *Inside Out* can be understood not only as an animated film about emotions but also as a narrative that illustrates the importance of accepting different emotions as part of healthy emotional and moral development.

ACKNOWLEDGEMENT

The researcher would like to express sincere gratitude to Allah SWT for His blessings and guidance throughout the completion of this research. The researcher also gratefully acknowledges the support, guidance, and valuable suggestions from the supervisor and lecturers, as well as the endless prayers, love, and encouragement from the researcher's parents, family, and friends. Finally, the researcher would like to thank everyone who contributed directly or indirectly to the completion of this research. May this research be useful for readers and future researchers.

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